CHAPTER I

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CONCEPTUAL FRAME WORK

1. INTRODUCTION

The total development of an individual starts with the question of his own 'what is my aim in life?' Each and every child is potentially divine and unique in nature, no two persons; even identical twins are alike and react identically. Every individual will have his own style in the way of expression, physical movement and total behavior. Psychologists report that teacher-guidance, aspiration and anxiety contribute for the personality development of an individual. Education is the personification of the integrated personality. Recent research studies have proved that the higher the aspiration and anxiety, the higher the individual development. High achievers have high aspirations and anxieties. In the school environment, the teachers have a significant role in moulding the behaviour of the individuals and help for their academic excellence which is one of the basic requirements of school education.

There are many ways and means by which the individual develops the aspirations and anxieties. The teachers also have directly or indirectly affect
the aspirations and anxieties of the students. In addition to these factors, the effect of school climate, environmental situations in home and school have also influenced the aspirations, anxieties and academic achievements of the students. While discussing the level of aspiration of an individual, it is very essential to take into account the mental readiness and favourable attitude of the pupils towards education and life. Psychologically speaking the mental health of the individual is stabilized when he is free from tensions, frustrations, depressions and dejections in home and school environment. Quality education becomes real only when it considers the aspirations and anxieties of students. Teacher's role is inevitable in nurturing the right aspirations and anxieties on the part of the adult students.

It is customarily felt that a student develops low aspirations and anxieties due to the lack of opportunities. Recent developments in educational systems have opened the door for new avenues for developing higher aspirations and anxieties in life. They revealed that educational aspirations and anxieties of students will have direct influence on the academic achievement of the students. The standard (grade) XI is crucial in developing the formal operations in the cognitive structure of students and it is the time to provide a strong base for Information Processing Mechanisms. The investigator felt that this study of teacher Guidance, Aspiration, anxiety and Academic Achievement of the Students of Standard XI will be helpful in evolving suitable strategies in making sound coherence between these variables in schools.
2. WHAT IS GUIDANCE AND COUNSELLING?

Educationists have given different definitions for guidance in different angles. According to V.P. Bansal "Guidance is seeking and offering help for meeting the situation that faces us is what we call guidance. Seeking help is to have guidance and offering help is to give guidance". It is just like a give and take service from one person to another under a problem solving situation. Guidance does not actually solve problems, but helps the individual to solve the problem himself. Hence the main purpose of guidance is to promote the growth and development of the individual in self direction.

The special technique for the individualised service to solve the problem is called counselling. Counselling is only a part of guidance. It concerns students at problem points. It is a sort of conversation between a trained and an untrained individual to guide the untrained person towards a particular goal with the help of interviews. Counselling does not mean providing a service by means of which specific problem of an individual may be solved. The process should rather produce an attitude which gives the counselee an increasingly clear insight into the problem and self confidence.

2.1 Importance of Guidance services

In the present era no individual is free from problems, which include social, industrial, economic, scientific, artistic, religious, political and psychological aspects. The nature of problems and their solutions are different from time to
time. The education given at the secondary and higher secondary level must prepare pupils for their life. The courses offered should enable them to take careers at the earliest opportunity.

The total development of an individual starts with the question of his own 'what is my aim in life?'. Each individual is unique and has his own nature of doing. He must be guided to identify his capabilities. Psychologists report that aspiration, and anxiety supported by teacher guidance contribute to the personality development of the children and this will make the students to become the best contributor to his family and the country.

Recent research studies have proved that the higher the aspiration and anxiety, the higher the individual development, high achievers have high aspirations and anxieties. In the school environment, the teachers have a significant role in moulding the behaviour of the individuals and help for their academic excellence which is the basic requirements of any educational system.

Environmental factors such as poor standard of the school, rigid curriculum library facilities, laboratory facilities faulty examination system and ineffective instruction which are normally beyond the students' control indirectly influence the performance of the students.
Over years of experience, it has been felt. That aspirations and anxieties of
the students in the academic and non-academic activities have directly and
indirectly affect the present and future performance of the students.

2.2 Progress of Guidance in India

The tree of guidance movement is having more than 60 years of age. The
initial work in this educational and vocational guidance was taken in 1939 for
the first time in psychological laboratory set up in Calcutta University in 1915.

In 1941, Mr. Batliboi started the Batliboi Vocational Guidance Bureau. From
Bombay, the movement came to Patna, where the Patna University
established a department of Psychological services and research in 1945.
The Government of Utter Pradesh established the Bureau of Psychology at
Allahabad, in 1947.

In 1957, in Bombay, the Institute of Vocational Guidance was set up. In 1952
a Vocational Guidance Association was also set up in Bombay to coordinate
guidance activities in the state.

In 1954, the Government at the centre set up the Central Bureau of
Educational and Vocational Guidance at Delhi. It also offered financial
assistance to states to set up their own bureaus. The bureau at Delhi
conducted a 9 months course also for the training of counsellors. This bureau
has been taken over by the National council of Education and Research
Training. Private guidance agencies also sprang. In 1962, we had 14 such agencies in India. Employment exchanges are also doing a lot in this direction.

At the State level, say in Punjab and Haryana, we have Guidance-Bureaus. At the District level we have District Counsellor who looks after Guidance work in the district. This setting up of the state bureaus of Guidance is a development of nineteen sixties.

2.3 Types of Guidance

There is a saying that knowledge cannot be attained without "Guru". But guru is a guide who has to provide guidance to the pupil for making adjustment in different fields of life. There are various fields and situations where guidance is required. Guidance can be classified in the terms of different objectives as given under.

- Personal guidance
- Religious guidance
- Physical guidance
- Social guidance
- Personality guidance
- Sex guidance
- Martial guidance
- Leisure time guidance
Even though all the types of guidance are important for any individual, the last three types are very important for us and we should know something about, Educational Guidance, Vocational Guidance and School Guidance.

2.3.1. Educational Guidance

Educational guidance is concerned with assistance given to the students in their choices and adjustment as they come to be confronted with the diversified curriculum and school programme. It is a process of adding the individual to place himself or herself continually in the most favourable setting or environment for his or her education. In the words of Brewer (1938) "Guidance is coming to be regarded as that inseparable aspect of the educational process, that is peculiarly concerned with helping individuals discover their needs, assess their potentialities, develop their life purposes,
formulate plans of action in the service of these purposes and proceed to their realization.

Gurbax Singh (1988) viewed that four sources are important for academic matters in educational guidance. They are:

- School teachers
- Tuition
- Parents
- Brothers and sisters

A student is not competent enough to make a wise selection and must be guided in the selection of a course of studies according to his or her special aptitude and interest. A wrong choice can make him a misfit for life. A right choice can lift him up. The ultimate aim of education is to help the individual to develop well developed harmonious personality which is possible if individual attention is paid. Educational guidance is also useful for any individual to select the job in accordance with her intelligence, aptitude' abilities and skills. It puts the right student in the right course and job.

Educational guidance economises the time and energy of the teacher and as well as the student. Education guidance provides knowledge and information to become a good citizen and to shoulder the burden of their country.

In short, Educational Guidance provides the opportunities for the students to become better and for the school to raise its tone to the highest level.
2.3.2 Vocational Guidance

It is very essential for the students studying in the schools. We have to help the child to make a proper choice of the subjects. A child should choose his subjects according to his abilities and potentialities. Vocational guidance does not end with the school or college but it is required even after school.

Vocational guidance is also necessary from the health point of view. Choice of vocation should be according to one's physical strength, health and constitution. Unhealthy, unsuitable and uninteresting workers are responsible for the accidents and they become a non-produced and a brain upon the production of others. Then the employer suffers a huge loss. There is a great loss for both employer and employee. If a man selects a vocation within his potentialities and capabilities, he can find fullest development and is always happy and well adjusted. His work is easier and his production and pay are greater. It is a great benefit for both employer and employee.

Vocational guidance helps to discover potential geniuses and to make use of them for the benefit of the society. Vocational guidance helps the individual to adjust himself better to the environment. Intelligent and profitable choice is possible only when the children know well the requirements of vocations their own abilities and receive proper guidance. School is the only agency that can provide guidance to every one.
2.3.3 School Guidance

Both education and vocational guidance are taking place in the form of school guidance. In addition of these two, there is a personal guidance for students who may have personal problems related to his both physical and mental health, study habits, methods of studying, learning and remembering the lessons and the problems could be solved with the help of personal guidance which is one of the aspects of school guidance.

There must be a school guidance committee with the headmaster as the head. Periodical meetings should be conducted and the guidance work should be planned for the development of the school. Cooperation of the whole staff and parents are essential for the success of school guidance programme. A cumulative record must be prepared and all the needed information of the students should be collected in a systematic way.

The guidance work should be incorporated in the time table of the school and it is not only essential but also the need of the hour. Sufficient time should be devoted for guidance work such as administration of tests, collection of data, recording and preparing cumulative records, providing individual guidance providing counselling service etc. School guidance programme is also an essential part of the school programme.
2.3.4 Guidance Services In Schools

There are five important services in guidance programme in a school. They are as follows:

i. Student Information Service
ii. Occupational Information Service
iii. Counselling service
iv. Placement service and
v. Follow up service

i) Student Information Service

It is concerned with collection, recording and use of information about pupils their physical strength (height and weight) and health, achievements, aspiration, efficiency, aptitude, interest, family background and plans etc. It is a great responsibility for a teacher to know his pupil, to guide him to reach his specified goal, to assist him for reaching his proper destination and to lead him from the sphere of darkness to the sphere of light.

The information is collected from many sources such as parents, teachers, friends, school-doctor, and student himself. Further we can collect more accurate information from the administration of psychological tests, educational tests, physical efficiency tests, medical examination, observation, questionnaire, rating scale and interview. Usually these information is recorded on cumulative record cards. Collection and recording of information,
is usually done by the teachers. Thus, recorded information is available for use at any time.

II) Occupational Information Service
It is concerned with the informational materials about occupations, and training facilities, which is useful for helping students to make educational and vocational plans for themselves. These information materials are available free of cost from the Directorate General of Exchange, Central and State Bureau of Educational and vocational guidance. The information is disseminated to the students through class talks, career conferences, career exhibitions, career displays and film shows etc.

III) Counselling Service
It is a therapeutic service. A specially trained counsellor will conduct a personal interview with the individual students. This counseling interview is conducted in privacy and in friendly informal atmosphere. The personal, educational, and vocational problems of students are discussed individually. In this counselling service, the students are helped to solve all their problems by themselves.

IV) Placement Service
It is concerned with two aspects. One is concerned with choosing right courses of study, and another is in selecting suitable job. This can be done with the help of teacher and other community agencies such as the
employment exchange. This sort of placement service is being done by Regional Engineering College at Tiruchirappalli, Tamilnadu for their students.

V) Follow up Service

It is to review the progress and achievements made by students in the school and latter life. The service determines the extent to which the students have made satisfactory adjustment to the causes of study, curricular and co-curricular activities, jobs, the school, college, and training institution.

The guidance programme in schools requires active co-operation of the staff, the parents, friends, the guidance experts and the students.

2.3.5 Guidance and Counselling for India – Observations of The Education Commission (1964-66)

The Education commission (1964-66), under the chairmanship of Dr. D.S. Kothari, has examined the whole system of education in India. The recommendations of this commission are in the context of education and national development in India. This Commission has given thought to the problems of guidance and counselling in India and has suggested a comprehensive programme covering all aspects of guidance and counselling for India. This commission has made the following observations. As far as present study is concerned, observations other than secondary education are outside the purview of the problem of the present investigation on hand, the
investigator has presented the observations made by the above commission in secondary education in India.

2.3.5.1 Guidance in Secondary Education in India

One of the main functions of guidance at the secondary level is to aid in the identification and development of the abilities and interests of adolescent pupils. It helps these pupils to understand their own strengths and limitations and to do scholastic work at the level of their ability; to gain information about educational and vocational opportunities and requirements; to make realistic educational and vocational choices and plans based on a consideration all relevant factors; and to find solutions to their problems of personal and social adjustment in the school and the home.

Guidance services help head masters and teachers to understand their students as individuals and to create situations in which the students can learn more effectively.

Following the recommendations of the Secondary Education, the Ministry of Education set up a Central Bureau of Education and Vocational Guidance in 1954 to give technical advice and help to the National Guidance movement in the field of secondary education. Guidance becomes a centrally sponsored scheme in the third plan and 13 bureaus have now been set up for the development of guidance services in the States.
These Central and State level organisations have developed modest programmes of guidance and services are rendered to the pupils in the schools by trained counsellors and career master with the help of teachers. By the end of the third plan, the number of schools offering some kind of guidance was about 3,000, which constituted only about 13 percent of the total numbers of secondary schools in the country.

Again the most of these 3,000 schools have only a career master on the staff and offer only the information service. Very few institutions have full time or part time counsellors for giving effective guidance including testing and counselling.

It is thus clear that though there is an organized movement for providing guidance services, the progress made has been very slow. The ultimate object should of course be to introduce adequate guidance services in all secondary schools with a trained counsellor in charge of the programme. Since, however, neither financial allocations nor training facilities for guidance will be available on such a large scale, it is necessary that a short-range programme be adopted for the next 20 years. We therefore, recommended the following:

1. A minimum guidance service should be made available to all secondary schools by having one Visiting school Counsellor for every ten schools located within a reasonable distance of one
another and by allocating the simpler guidance functions to the teachers.

2. At the same time, in order to demonstrate what is a real comprehensive guidance service and what it can achieve, it would be desirable to set up comprehensive guidance services in carefully selected schools, preferably one in each district.

3. The necessary supervisory staff to inspect and offer consultation to the school workers should be appointed in the State Bureaus of Guidance.

We believe it is necessary that all secondary school teachers should be given some understanding of guidance concepts and simple guidance techniques as a part of the programme intended for every trainee. Special or advanced courses should be provided for those trainees, special or advanced courses should be provided for those who wish to study the subject in depth. Every training college should have its own staff, a person having at least the training considered essential for school counsellors. Provision should exist for the in-service training college staff in guidance and counselling.

Adequate arrangements should be made for the professional training of guidance workers. The State Bureau as well as the training colleges with the collaboration of the vocational guidance officers of the National Employment Service may undertake the training of career masters. Professional courses
of longer duration should be offered by time universities. Until such courses are started it may necessary for the older State Bureaus which have been offering this programme to continue to do so.

3. **ANXIETY AS THE MOST IMPORTANT EMOTIONAL VARIABLE**

Anxiety is a learned emotional response which every one experiences. There are many connotations which are considered to be the synonymous for anxiety such as nervousness, fear, apprehension, uneasiness, worry, disquietedness, fretfulness etc. Anxiety is the result of particular experience, which appears not at the same level. The patterns of emotional expression are controlled by a portion of the brain known as limbic system. Anxiety is not obvious. The person may appear relatively free of it, yet shows reactions that can be traced to anxiety (Fenichel, 1945) and the learned avoidance of it (Dollard and Miller, 1950). On some occasions, the anxiety is obvious (Ullmann and Krasner, 1969). A person may be constantly apprehensive and worried, or full of complaints about the world. So the anxiety is a vague or objectless fear (Morgan, 1975).

James Drever (1958) in his Dictionary of Psychology defines anxiety as, "a chronic, complex emotional state with apprehension or dread as its most prominent component of various nervous and mental disorders." Dynamic Psychology states that the anxiety describes an individual's level of emotionality. We can sometimes distinguish among our friends those who are mainly tense and worried (highly anxious) and those who are cool hardly
anxious. Anxiety within limits stimulates the individual to put forth hard work while excessive and prolonged anxiety reactions which are considered pathological.

The present age is an age of developments and competitions whenever we go and whenever we see. Anxiety is the constant source for all stressing in life. Generally anxiety works as a drive like all other drives of human beings. Little amount of anxiety is like a stream of water, where as large amount of anxiety like a river water. Mild anxiety may be useful, but in excess it may be a hindrance in the study and performances of the individual.

Generalised anxiety, a painful uneasiness of mind concerning impending or anticipated ill, is more common than any one specific worry. Anxiety is greater in children who are unpopular than in those who are well accepted by their peers. As a rule anxiety is greater among girls than among boys. It increases as the child grows older and more pressures are placed on him.

In many cases a person feels anxiety without being able to recognise its causes. This is termed free – floating anxiety. In other cases, the anxiety is directed toward a specific object or situation which recalls the unpleasant, fear producing past experience. This is a phobia (a condition) In still other cases, the person recognises, the cause or causes of his anxiety. With conscious effort, he can avoid an anxiety state by thinking of other things.
All of us experience anxiety in some degree at some time. When you understand the reason for the condition and especially, how to overcome it with continuous effort and self-control, the problem becomes less terrifying.

A person suffers constant fear or guilt feeling depending on the nature of the episode or experience in which the anxiety is rooted. Nearly every thing he does relates in some way to the anxiety. When anxiety dominates, the entire personality, we say that a person is suffering an anxiety neurosis.

Anxiety prevails when a person is at odds with himself. It can be defined in very general terms as a persisting, distressful psychological state arising from an inner conflict. The distress may be experienced as a feeling of vague uneasiness or as any of anxiety of other feelings such as fear, anger, restlessness, irritability, depression, or other diffuse and nameless feelings!

Anxious students have long claimed the anxiety can disrupt their learning and keep them from preparing properly for examinations. During examinations such students often report knowing the right answers but blocking or choking-up and being unable to reproduce them. People who describe themselves as highly anxious generally perform better on simple learning tasks than people who report low-anxiety.
3.1 The Relation Between Frustration and Anxiety

Frustration is the inevitable result of conflicts between the individual's wants or between his needs and the multitudes of restraints imposed by society. The effects of such frustration are sometimes constructive. A little amount of frustration is unavoidable in life and frustrations of a mild nature condition us to tolerance. Frustration by building tension may lead to greater efforts resulting in achievement, overcoming conflict. It may also be beneficial in the sense that the frustrated person may take a new look at the conflict situation and may reconsider his goal and may substitute some compromise goal or may even resolve the conflict by redefining his goals. But intense and continual frustration is disruptive resulting in a variety of undesirable result such as loss of control, emotional agitation, cognitive narrowing (a tendency to focus too narrowly on the desired goal thereby loosing sight of alternative approaches or appropriate substitute goals resulting in poor adaptation to environmental demands). There appears to be a level up to which an individual can put up with frustration, and the point at which frustration tolerance breaks down is variable depending upon the characteristics of the person and the nature of the conflict provoking situation. Frustration beyond particular level may result in aggression or in some cases escape or withdrawal reactions.

To explain the different reactions to frustration, psychologists use the concept of anxiety. Any conflicting situation threatens the well being of the organism
produces a state of anxiety, as also other situations like threats of physical injury, threats to one's self esteem and pressure to perform far beyond one's capabilities. Here it may be mentioned that the conflicts and frustrations along with the correlated anxieties need not be in the conscious part of an individual's mind. Too often, as Freud insists, such conflicts, frustrations and anxieties get repressed into the unconscious and the person is not aware of the reason for his anxiety, and such mental conflicts operating from the unconscious mind cause a variety of behavioural abnormalities such problem behaviour, delinquency, clumsiness and in serious cases, mental disorders. Some psychologists call it as the 'anxiety disorders' such as Panic attack, Phobias, Generalised anxiety disorder, Obsessive compulsive disorder (Christensen, Wagner and Hillday 2001).

3.2 Anxiety Disorders

3.2.1 Panic Attack

Fear or anxiety experienced in physically or socially dangerous situations is normal and even adaptive. When they are excessively prolonged, are unusually intense in relation to events, or occur with no precipitating event, they may lead to Panic attack (Christensen et al. 2001). Panic attack is a period of intense fear or discomfort commencing suddenly and peaking within 10 minutes. It will have many of the following symptoms: fast heart rate (palpitations), sweating, trembling, sensations of difficulty breathing, chest discomfort or pain, dizziness or light headedness, feelings of unreality and fear of losing control.
3.2.2 Phobias

Phobic disorders are intense and irrational fears of specific objects or situation. They may result from learned associations between fear and particular objects. The preparedness theory holds that phobias are most likely of certain classes of (dangerous) natural stimuli, for which we have a predisposition.

3.2.3 Generalised Anxiety Disorder

When anxiety and worry are prolonged (for at least 6 months), but are not focused on particular events ('free floating anxiety'), and are accompanied by difficulty concentrating, fatigue, feelings inadequacy, insomnia, or irritability, it may be diagnosed as generalized anxiety disorder. Up to 6% of the population may suffer from this in any year, and it is not a disabling as other anxiety disorders. Most sufferers, however, will at some time experience one of the acute anxiety disorders, or sometimes depression. Little is known of the causality of this disorder, and none of the proposed explanation is satisfactory. Some argue it is an excessive existential anxiety, concerned with one's reason for being. Others have suggested that the conditioned fear of phobias generalizes to a wide range of situations, on that anxiety is learned by observing the reactions of others (modeling). Cognitive theorists argue that sufferers adopt a particular cognitive style characterized by pessimism, and the belief that unpleasant events are unpredictable. This will include automatic thoughts emphasizing the likelihood of failure and social embarrassment (rather than the self doubt we saw in depression). There is
little evidence of a genetic component in generalized anxiety disorder. However, a psychological correlate has been identified. A class of drugs used to relieve anxiety, benzodiazepines (example, Valium, Librium), work by attaching to receptors in the limbic system that are normally receptors for the inhibitory neurotransmitter (GABA) (γ-aminobutyric acid) It is thought that these normally function to control fear response but that in generalised anxiety disorder for some reason, there is insufficient GABA activity to inhibit fear response.

As far as the students at the higher secondary level are concerned, the following situations are to be considered and given due attention in order to make them free from prolonged and continuous anxiety.

- The anxiety of loneliness of children, the anxiety of first experience at a school, the first day.
- The anxiety regarding tests and examinations and they may have a feeling of failure.
- The anxiety of family members regarding the development of a student in the school.
- Unnecessary dreams and their related imaginations.
- Fear of punishment and rewards
- Fear of low achievements in school
- Pessimistic towards future.
- Frustration as a result of over expectations, poor self assessment.
4. ASPIRATION AS THE IMPORTANT VARIABLE OF HUMAN BEHAVIOUR

4.1 What is Aspiration and Level of Aspiration?

The word "aspire" derives from Latin, ad (to)+ spirare (to breath) meaning to strive or literally to part after something desired. In modern terminology, it refers to an ambition an objective, or a desire, in effect it refers to something worth while planning.

The concept of "level of aspiration; was first introduced by Dembo (1931) in reference to the "degree of difficulty of the goal towards which a person is striving".

According to Fulkuer “Always dream and shoot higher than you know, you can do. Don’t bother just to better just to be better than your contemporaries or predecessors. Try to be better than yourself”.

Hoppe viewed the level of aspiration as an indication of an individual's true inner aims and expectations.

Holt considers the entire task of setting levels of aspiration as reflecting greater intensities of motivation and more ego-involvement, than a mere indication of an individual’s goals or expectations.
Frank defines "the level of aspiration is the level of future performance in a familiar task which an individual knowing his level of past performance that task explicitly undertakes to reach". The level of aspiration is an indicator or the goals of the individuals. It is the expected level of achievement.

4.2 Kinds of Aspirations
While all aspirations are strivings for something beyond the person's present status, there are different kinds of aspirations, depending on the function they serve in the person's strivings. Roughly, aspiration can be divided into three major categories, positive and negative immediate and remote and realistic and unrealistic.

4.3 Positive and Negative Aspirations
Negative aspirations center on the goal of avoiding failure while positive aspirations are oriented toward achieving success. If a person's aspirations are positive, he will be satisfied and regard himself as a success only if he improves his present's status. If his aspirations and negative, they will center on maintaining his present status. Like Pollyanna, the "glad girl" will be happy if things get no worse than they are.

Most people have positive aspirations because they give greater satisfaction and greater feelings of self-importance from achievements. Only when a person has had a history of failure is likely to be satisfaction and greater
feelings of self-importance from achievements. Only when a person has had a history of failure is he likely to be satisfied with negative aspirations.

4.4 Hierarchy of Aspirations

In time, remote goals fit together into a plan for the person's life a plan which he believes will be desirable. Failure to achieve one of the fundamental goals in the hierarchy may upset the entire pattern. If the plan for a person's life hinges on going into a particular vacation, such as law, and he has planned his whole future around his career including his marriage, his place of residence, his community role, and the plans he has for his children, then failure to be accepted by a law school will require a complete revisions of his other goals. But if one of the minor goals in this hierarchy, such as his place of residence is not reached, the failure will have far less effect on his life plan and, therefore, will be less ago – damaging.

People who have had a number of failures in setting unrealistic remote goals may develop the habit of living in the present in order to protect themselves from disappointments and ego damage that come from failure.

4.5 Realistic and Unrealistic Aspirations

Some aspirations are realistic in that the person is justified in expecting to achieve the goals, he sets for himself. Far too many, however, are unrealistic because the person lacks the potentials to achieve the goals, no matter how strong his motivation is and how hard he may work and sacrifice. Unrealistic
aspirations are thus an index of the person's wishful estimate of his ability rather than of his real ability. Realistic aspirations, by contrast, are based on unbiased assessments of person's ability.

All people at sometime or rather engage in wishful thinking. For those who keep it under control, it provides a strong source of motivation to achieve the wishes for goals in real life. For those who allow their imaginations to run wild, however, it leads to unrealistic aspirations and inevitable failure. Even a person who habitually sets realistic goals may be unrealistic at time, especially when his emotions are involved, for example, in setting his vocational goals, the young person often thinks in terms of the prestige of the vocation rather than his abilities.

4.6 Characteristics of Aspiration

In most cases, therefore explicit goal setting would be a superfluous act of consciousness. The direction of performance, its objective or goal, and the degrees of excellence connected with it are all implicit in the behavior of a motivated person and can all be determined without taking the trouble to question the person, for instance. There are however, cases in which explicit goal setting constitutes the natural termination of the fore period; namely, when several possible goals or models of action present themselves and thus necessitate a choice, or a decision, or when the future performance phase appears to be specially difficult or unsafe for various reasons (e.g. after
previous failure or if long time spans have to be bridged or intricately schedule).

In such cases, goal setting seems to represent a technique for securing and insuring the attainment of the goal by an act of intention. (Compare the phenomenon of the "Compare act of will" – "Vollstandige Willenshandlung" – after Lewin, 1926). Finally a compromise between achievement-related and other projects may also be expressed in goal setting.

In such cases goal setting explicitly formulates the result of choices decisions, schemes, and plans that are designed to resolve, or at least to order and simplicity in concrete fashion, the many conflicting possibilities of goals and actions appreciated in the fore period. Goal setting (also recently labeled "risk taking" in English) in this sense is today used inadmissibly as a synonym for level of aspiration. The reason for this confusion lies in the experimental practice, which has been followed in Procuring level of aspiration data.

Before the execution of the task the E asks for an announcement of the goal sought and thus makes the S to set an explicit goal. In his original work (1930), HOPPE was still trying to infer level of aspiration from the observation of behaviour. Behaviour displays no less distinctive characteristics than goal setting as long as performance is exclusively achievement – Motivates. These characteristics can be observed in a variety of ways during performance and after its conclusion; in the increased or diminished effort in
the face of changing difficulties; in the abandonment or pursuit of new solutions; in the expression of affect concerning success and failure; in the execution or no execution of the task; in conflict behaviour; and in expressed expectations of success and failure.

It is customary to understand level of aspiration as the defined, absolute level of the goal pursued in performing a given task. The shifting of successively set goals was originally considered almost exclusively a function of varying levels of performance. The "Laws of shifting" (upward after success and downward after failure), however are not too meaningful from the point of view of motivational psychology. They only clarify individual variance in establishing frames of reference for representing degrees of difficulty of a task and degrees of excellence in mastering it. (Changes in the frame of reference after success and failure have been obtained, for instance, by Schmidt & Zarn, 1964).

These are processes of a more cognitive order that create frames of reference from which the motivation once derived. Insofar as motivational psychology is concerned, it is more productive to understand the level of aspiration not as an absolute but rather as a relatively defined goal, as a variation in the goal related defined to attained performance level ("Goal Discrepancy"). Since it has been shown that goal discrepancy is relatively constant within individuals but varies among individuals, it therefore fulfills the
conditions of a characteristic of stable motivational differences among individuals.

4.7 Level of Aspiration

The concept of "Level of Aspiration" was first developed by Lewin and later it was developed by Dembo (1931) a student of Lewin. American investigators have generally adopted an operational definition, which states that it is the level of future performance on a familiar task, which an individual expects to reach.

Level of aspiration in this sense represents a degree of excellence, which deviated in direction and level from the performance level that has been reached - a degree of excellence, which represents both the goal of performance and effort employed to attain it so that success, or at least not failure, will be experienced. [Rotter (1954) speaks of a "Minimum Goal"]. "Claim" on oneself whether it is in the form of a requirement set by the task, by the need for self – actualization, or by an accepted social norm.

The attainment or non-attainment of the "degree of excellence" set affects self – esteem. Thus, an essential element in stable evaluation dispositions finds expression in the concrete level of aspiration. Further more, it should be noted that the level of aspiration is not merely an achievement related phenomenon. We find it in all person – environment relationships that, in one way or another, affect self – esteem and thereby norms that are organized
appreciatively around ethical, political, social, economic, or social prestige matters.

4.8 Results and Theoretical Review

The experience of success and failure is not tied to objective (i.e. the same for different people) characteristics of the task but rather to the degree of difficulty the task represents within the experience of one's own achievement – related abilities. The personal level of difficulty for tasks corresponds to the personal degree of excellence of one's own achievements.

Success and failure are experienced only within an area of Moderate (Subjective) difficulty. The closer a completed task lies to the upper level of the area of moderate difficulty. The more success is experienced; and the closer an incompleted task lies to the lower limit of the area of difficulty, the more failure is experienced.

There is a general tendency (evaluative disposition, especially its success motivated portion) to push one's own ability to achieve upward as measured by the objective difficulty of the task. This involves shifting and redefining one's own measure of difficulty (and the related level if excellence of one's achievements) in relation to an objective measure of difficulty; something previously appearing difficult, now appears to be easy (or vice versa).
There are personal preferences for levels of difficulty, or for degrees of excellence in one's own performance. This is the level of aspiration in the sense of the previously mentioned discrepancy of the goal from the performance level attained (which is usually understood to mean equal probability of success or failure in a repeat performance). The level of aspiration status the preference for either a 50:50 risk of failure (in agreement with the performance level attained), or for a slightly to greatly increased or for a decreased risk ("risk - taking", cf.p.95).

Individual variability in the level of aspiration, which was noted earlier, is an expression of achievement motivation and constitutes an important element in achievement - related evaluative dispositions. The preferred level of aspiration lies outside the area of moderate difficulty in extreme cases; it is set too low or too high. Goal setting in these extreme areas is more of rigid and not as flexible as it is in the area of moderate difficulty. Even if the changed immediately. This results in a certain fluctuation of the levels aspiration (as goal discrepancy).

4.9 The Objective of Aspiration

The objective level of aspiration is not only a function of the evaluative disposition consisting of what "ought to be" (including the variations on it resulting from rigid goal setting). There is also individual variance resulting from situational factors. The level of aspiration may, therefore, be defined as an lower and an upper level situational factors include at least the following
four: the importance of the task; the level of reality of the tasks to be performed or of the attainment of the goal; and the conflict between achievement - reached standards of excellence of various types.

The above paragraphs have focused on the concepts, meaning and theoretical explanations of the variables of this study such as guidance, aspiration and anxiety of individuals.

5. STATEMENT OF THE PROBLEM

The title of the present investigation is "A Study of Teacher-Guidance, Aspiration, Anxiety and Academic Achievement of the Students of Standard XI."

For this study, the desires, expected level of achievements, realization of one's level of past performance, intensities of motivation, ego-involvement, goals, ambitions and objectives in life, the nature of guidance that the students receive from the teachers were considered.

6. MEANING OF THE OPERATIONAL TERMS

6.1 Teacher Guidance

Arthur J. Jone (1971) defined, "Guidance is the help given by one person to another in making choices and adjustments and in solving problems. Guidance aims at aiding the recipient to grow in his independence and ability
to be responsible for himself.” Hence, guidance and counselling is universal and not confined to the school or the family.

In schools and colleges, the guidance is meant for achieving educational objectives and goals. The first and the foremost educational objective is to make every citizen useful and good to the society and the country. with this objective, all educational institutions are proving training. Further, other educational objectives like training for citizenship, training for patriotism and training for service to the nation are realised by all. In schools it is seldom to have the role of guidance to the students other than teachers. Teachers have a great role to play in helping the student to discover his needs, to assess his potentialities, gradually to develop life goals that are individually satisfying and socially desirable, to formulate plans of action in these goals and to proceed to in their realization.

At present, the role of the teacher is a great and he has to draw plan for the development and progress of the students. It is in this light that we have to review the responsibilities of a teacher as a perfect guide. The teacher guides the pupil at every step. He thus performs the pivotal role. His responsibilities are:

- Maintaining a new positive attitude towards the pupils and his own work.
- Understanding the students by observation and other methods.
• Developing the personality of the pupils
• Administering the test and collecting data
• Providing information and assistance
• Counselling whenever the pupils are in confusion.

As far as this study is concerned the investigator used the term, 'teacher-guidance' to mean the various nature of guidance services available for the students of standard XI from the teachers of higher secondary schools.

6.2 Aspiration

An English translation of a German word "Anspruchsniveau" aspiration denotes a person's expected level of performance in a given activity. The concept thus refers to the goal, which a person hopes to achieve in some activity. (Haider, S.D 1998).

Aspiration in the ordinary sense means desire or wish. Level of aspiration is the level of performance or the goal that a person or a group or hoped to reach in a specific activity.

For this study, the desires, expected level of achievements, realisation of one's level of past performance, intensities of motivation, ego-involvement, goals, ambitions and objectives in life, the co-operation of the parents and teachers were considered.
6.3 Anxiety

William P. Scott in his Dictionary of sociology (1998) has given the following to define Anxiety.

"An emotional state characterized by extreme apprehensiveness. Anxiety is a learned emotional response related to fear but differing from fear in that it tends to of longer duration, of disproportionate intensity, more pervasive of the personality, and lacking a clear focus on a specific object."

As far as this study is concerned, the investigator has used the term 'anxiety' to refer to the fear of examinations, parents and teachers and the apprehensions caused in the home and schools environments on the part of the student of standard XI of the higher secondary schools.

6.4 Academic Achievement

Academic achievement refers to the knowledge attained or skill developed in the school subjects usually designed by test scores or by marks assigned by teachers. It generally means the quality and quantity of mastery of the curriculum by students.

Academic achievement nevertheless depends upon so many variables. The level of aspirations may affect the level of performance on academic achievement of the students.
As far as this study is concerned, the investigator used the term 'Academic Achievement' to refer to the academic performance of the students in the examinations conducted by individually or jointly by the schools. For academic performance of the students, the scores (marks) obtained by the students in the examinations conducted in schools were considered.

6.5 Standard XI

In Tamilnadu, 10+2+3 pattern is being followed. (The first one refers to the secondary school education up to standard I to X and the next stage refers to Higher Secondary course in the school education in continuation of standard X. 'The last three years' refer to three year degree course of college and university education.)

Standard XI is the first year of Higher secondary course which is the Pre-degree course coming after the completion of standard X (S.S.L.C). The students of standard XI are the subjects of the present investigation.

7. NEED FOR THE PRESENT STUDY

Revolving motherland has to meet many evolving problems, especially in education. Our democratic government also assures to give equal educational opportunity to all irrespective of caste, creed, sex, colour, status etc. Our education in terms of methods, techniques, learning materials, evaluation procedures have witnessed a lot of revolutionary changes. The needs of the taught are also addressing lot of changes in their aspirations,
anxieties and academic achievement. It naturally requires active participation of the teachers in guiding the students. The teachers have a great role in guiding the students in proper directions.

The teachers and administrators will plan suitable curriculum and provide effective learning facilities and follow innovative methods and techniques in the classroom according to the aspiration and anxieties of students particularly of the students of higher secondary course which is considered crucial in determining their future career.

The investigator has come across many studies in relation to aspirations, anxieties and some are on the aspirations and some are on the anxieties and some are on academic achievement of the students studying in schools. Though some studies are available on this title, no attempt has been made so far on studying the relative merits and the effect of teacher guidance, anxieties and aspirations of higher secondary students on their academic achievement particularly in Coimbatore district. The investigator attempted to make a study on investigating relative effectiveness of the three sensitive variables namely teacher guidance, aspiration and anxiety of the students of standard XI. Understanding of students' aspirations and anxieties will facilitate better strategies in guidance and this will result in interesting and useful learning atmosphere in higher secondary schools. This will create a healthy atmosphere for the students to choose right career satisfying their aspirations and anxieties. So, this is right time to study the nature and the
extent of relationship among teacher-guidance, aspiration, anxiety and academic achievement of students of higher secondary course.

This study is needed to enhance the nature of service activities to be carried out by the teachers to proceed according to the aspirations and anxieties of the students. It can be an interesting experience for the investigator to study the nature of teachers' guidance and its effect on the academic performance of the students.

This study is again addressing the strength of aspirations and anxieties in effecting the academic achievement of the students of Higher Secondary Course in Coimbatore district.

8. OBJECTIVES OF THE STUDY

The following are the objectives of the present study.

1. To investigate the nature of guidance available for the students of Standard XI in higher secondary Course.

2. To study the teacher-guidance, aspiration, anxiety and academic achievement of the students of standard XI in higher secondary course.

3. To study the effect of independent variables namely gender, locality, nature of schools, and nature of subjects on the
dependent variables such as teacher-Guidance, aspiration, anxiety and academic achievement.

4. To study the relationship among Teacher-Guidance, Aspiration level, Anxiety and Academic achievement as per variable Independent variable – Gender, Locality, Nature of school, subjects of the students.

5. To study the relationship between anxiety level and academic achievement as per variable independent variable – Gender, Locality, Type of school, subjects of the students.

6. To study the relationship between academic achievement (dependent variable) and age level, occupation of parents, economic status, educational status, size of the family (independent variables)

7. To suggest ways and means of developing high aspirations and anxieties among the students and suggesting the nature of guidance to be given for the students of standard XI in higher secondary course.
9. **SCOPE OF THE STUDY**

1. The findings of the present study will be of immense help for collecting the aspirations, anxieties of the students of Higher Secondary Course.

2. This study will help in understanding the difficulties of students in developing high aspirations and the teachers and school administrators can make necessary changes in the curricular transactions in schools.

3. The present study would expose the aspirations, anxieties and academic achievement of the students in Coimbatore district and the findings of this study will be useful for making similar studies in other districts of Tamilnadu. A comparative analysis on the basis of the findings of the study will help to evolve suitable strategies and methods of teaching, curricular inputs to be imparted in Higher Secondary Schools.

4. This study will help the students to achieve the goals in education and ensures both academic and vocational achievement of the students of Higher Secondary Schools.

5. This study will help the teachers the nature of guidance to be given for the students of Higher Secondary Course.
10. LIMITATIONS OF THE STUDY

1. This study was conducted on Coimbatore district only.

2. The investigator had made no attempt to analyse the anxiety level and achievement on the basis of low achievers and high achievers.

3. Regarding the Teacher-Guidance, the investigator could not find enough literature as most of the schools of Coimbatore district do not have Guidance and Counselling Cell. As it is new one as far as research on this aspect is concerned, the investigator tried his level best to collect the literature available on this aspect.

4. The findings of the study were based on the responses of the sample selected for the present study. The investigator did not collect the data on the basis of field experimentation.

11. RESEARCH REPORTING

This research work is reported in the five chapters.

1. The first chapter deals with definition, the need of the study, objectives of the study and scope of the study.

2. The second chapter deals with review of the related literature.
3. The third chapter gives detailed accounts of research procedure followed in the construction of tools, selection of sample and mode of data collection.

4. The fourth chapter deals with the tabulation, analysis and the interpretation of the data in detail.

5. The fifth chapter reports the findings, certain recommendations and conclusion.

6. This is followed by the Bibliography and appendices, which consist of the used for the study and the related matters.

This chapter is followed by the chapter II which contains the collection of previous studies made by the researchers on the problems directly or indirectly connected with the problem at present investigation.