

# Trait anxiety between gifted and nongifted students



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Anxiety Test The thesis is to describe and to trace out the differences of traits between the gifted personalities and the non gifted personalities. The prcis specifically explains about the intelligence, work performance and their adherence presented by both gifted and non gifted to the given assignment. The research also informs about the test conducted among the high school students in their level of anxiety to recognize their traits and make a clear statements notifying the grades and rankings. As the students are in their teenage which is the period transformation of younger ones to adults, their generous and anxious about their qualities with which they are identified.

General Trait Anxiety between the Gifted and the Non-Gifted Students: The test is held to find out the level of anxiety that is established to exhibit their special qualities which is gifted and is there in them by birth and which is acquired by aiming and targeting by non-gifted students. In both the cases, the anxiousness leads them to put forth their efforts which may be successful or may not be successful. But there is high probability that intelligence whether gifted or induced, coupled with sincere hard work always pays. And the success is sweetest of all fruits.

Concealed Anxiety in the gifted and non-gifted students: The gifted students are more determined and dedicated towards their ambitions which are kept hidden in the heart and nurtured. Their devotion to their goals, never allows them to deviate their concentration to other habits and change their tendency. Whereas the non-gifted student's efforts become a failure, their thoughts are highly prone to inclination that they are not meant to achieve the supposed target and are made for some other purposes, to unravel. Also for non-students it becomes very hard to keep up their spirits high even <https://assignbuster.com/trait-anxiety-between-gifted-and-nongifted-students/>

when they are facing all failures and learn from their failures and lead themselves to work hard until they success. For this self motivation is needed.

#### Obvious Anxiety among Gifted and Non-Gifted Students:

This anxiety is about that which is acknowledged by everyone. As if a student who is intelligent in months and every body does know this, but still he would be anxious for the results of the exam. This obvious anxiety is that behavioral pattern that is imbibed in every human being having a general tendency of thinking and attitude. But for the gifted students this anxiety doesn't result in any negative aspiration in case if the expected results are not accomplished. As for non-gifted students it depends on their self esteem and how they carry themselves when the result is not satisfying, and their hard work gone in vain and how they react and take the life with a new spirit or feel pleasure in depression, in such anxious situation. Some non-gifted students may feel insulted and abused, and may turn out rudely. So to conclude there are both positive aspects and negative aspects when anxiety is considered. Any feeling or expression must be in a controllable place otherwise too much is too bad.

A significant difference is being found after the test conducted between gifted and the regular students in their levels of anxiety. The numbers of students as many as 112 students were selected for the test where half of them were admitted in regular school and the other half in exceptional talented school. The age of the students was ranging from 16 to 17 in the high school. Studying the behavior of students as subjects the following data is collected.

Gifted Non-Gifted

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Mean 34. 30 35. 39

Standard Deviation 6. 98 7. 79

Table showing the comparisons of General Trait Anxiety :

Gifted Students Non-Gifted Students

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No. Of Students 56 56

Mode 36 34

Median 33. 5 35. 5

Average 34. 30 35. 39

Variance 48. 76 60. 71

Std. Dev S. D 6. 98 7. 79

Range 36 39.

#### Reference

MosheZeidner., EstherJaneSchleyer. Volume 28, (Number 6 December, 1999)

Journal of Youth and Adolescence. Behavioral Science, 16, p. 687-703.