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INDIVIDUAL ANXIETY AND PERSONAL DEVELOPMENT

Abstract

Individual anxiety is considered one of the fundamental emotional states of the human psyche and is characterized by a sense of internal tension arising in response to perceived threats, uncertainty, or the possibility of failure. The primary objective of this study was to determine the impact of individual anxiety levels on the personal development process of students. The research was conducted among first-, second-, third-, and fourth-year university students. The Spielberger–Khanin Anxiety Inventory was used as the main research instrument. The findings of the study indicate that a high level of individual anxiety reduces students' self-confidence and weakens their emotional stability. In contrast, a moderate level of anxiety contributes to increased motivation and enhances individuals' engagement in various activities.

Keywords: trait anxiety, personal development, examination stress, Spielberger–Khanin anxiety inventory.

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Introduction

The concept of individual anxiety has long been a focus of attention in psychology, and it can be defined as a stable emotional indicator or disposition of personality. This concept reflects a personality trait characterized by heightened reactivity of the nervous system, accompanied by persistent feelings of worry and emotional arousal [6]. Individual anxiety has a significant impact on students' psychological and academic development within the educational environment, particularly at the higher education level [2]. Anxiety experienced before examinations may transform into long-term levels of individual anxiety, which can negatively affect a student's development [3]. A high level of individual anxiety may hinder a student's self-awareness, emotional stability, and overall development [4]. In contrast, a

moderate and optimized level of anxiety increases motivation, facilitates concentration, and stimulates personal development [9].

In this study, the level of individual anxiety among students was determined. The research was conducted on first, second, third, and fourth-year students studying in the fields of natural sciences, exact sciences, humanities, and economics. The study was carried out in three stages: during regular class days, before examinations, and after examinations. The main objective of the research is to examine the effect of students' levels of individual anxiety on their personal development.

Individual anxiety is formed as a stable psychological characteristic within the structure of personality. Spielberger defined individual anxiety as a long-term emotional state reflecting a person's tendency toward

internal tension and worry [8]. According to him, individuals with high levels of individual anxiety are more likely to perceive events as threatening and demonstrate lower tolerance to stress [5].

Individual anxiety is shaped by both genetic and socio-psychological factors. According to the law proposed by Yerkes and Dodson, a certain level of anxiety stimulates human performance; however, when anxiety becomes excessively high, performance

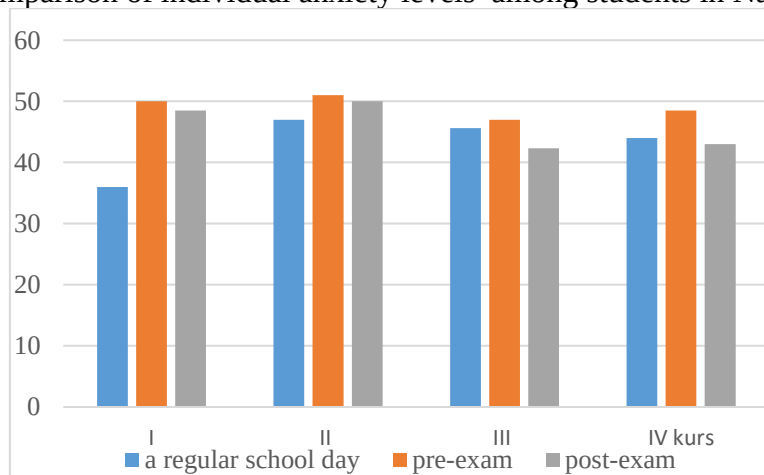
declines [7]. During the research, the Spielberger–Khanin methodology was used. This method was originally developed by Spielberger in 1976 and later adapted and refined into Russian by Yu.L.Khanin [4]. Assessment of individual anxiety:

$(IA1 - IA2) + 35$

IA1 = 22, 23, 24, 25, 28, 29, 31, 32, 34, 35, 37, 38, 40

IA2 = 21, 26, 27, 30, 33, 36, 39

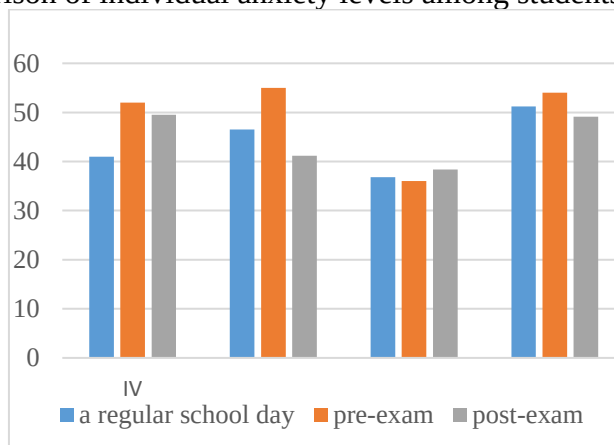
Figure 1. Comparison of individual anxiety levels among students in Natural Sciences.



As shown in figure 1, the level of individual anxiety among first-year students was 36 on a regular class day, 50 before the examination, and 48.5 after the examination. Among second-year students, the level of individual anxiety was 47 on a regular class day, 51 before the examination, and 50 after

the examination. Among third-year students, the level of individual anxiety was 45.6 on a regular class day, 47 before the examination, and 42.3 after the examination. Among fourth-year students, the level of individual anxiety was 44 on a regular class day, 48.5 before the examination, and 43 after the examination [1].

Figure 2. Comparison of individual anxiety levels among students in Exact Sciences.



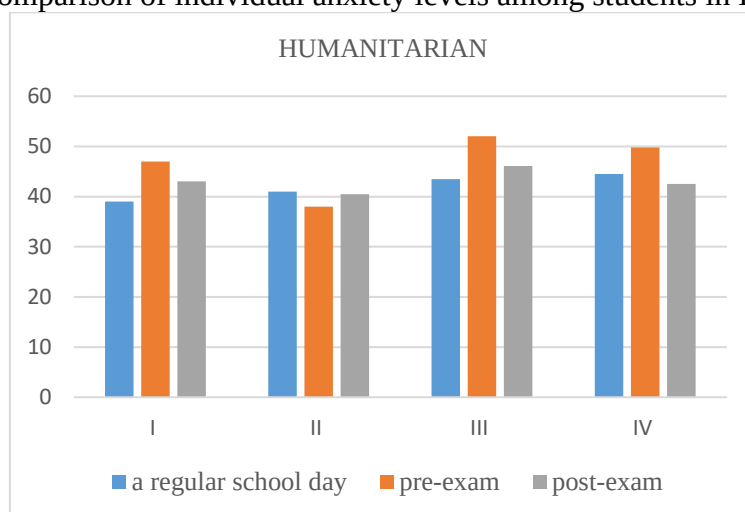
As shown in figure 2, the level of individual anxiety among first-year students

studying exact sciences was 41 on a regular class day, 52 before the examination, and 49.5

after the examination. Among second-year students, the level of individual anxiety was 46.5 on a regular class day, 55 before the examination, and 41.2 after the examination. Among third-year students, the level of individual anxiety was 36.8 on a regular class

day, 36 before the examination, and 38.4 after the examination. Among fourth-year students, the level of individual anxiety was 51.2 on a regular class day, 54 before the examination, and 49.1 after the examination [1].

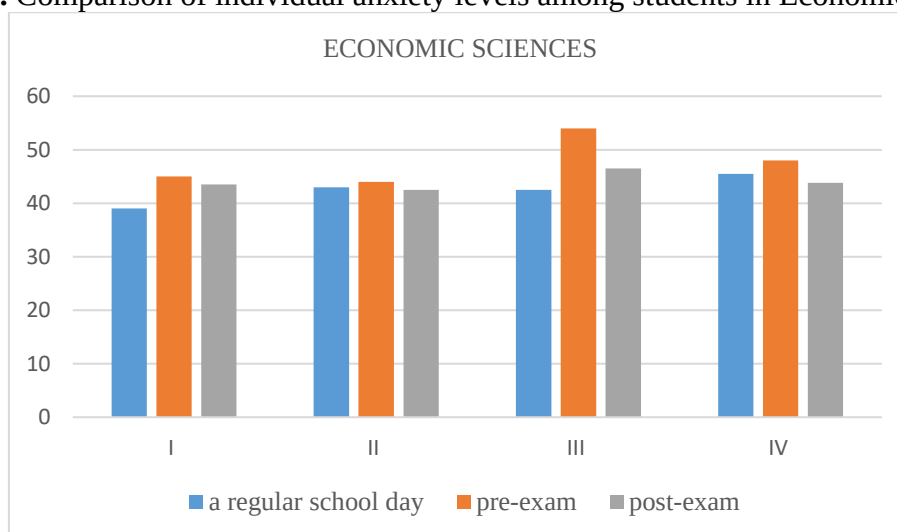
Figure 3. Comparison of individual anxiety levels among students in Humanitarian.



As shown in Figure 3, the level of individual anxiety among first-year students studying humanities was 39 on a regular class day, 47 before the examination, and 43 after the examination. Among second-year students, the level of individual anxiety was 41 on a regular class day, 38 before the examination, and 40.5 after the examination. Among third-

year students, the level of individual anxiety was 43.5 on a regular class day, 52 before the examination, and 46.1 after the examination. Among fourth-year students, the level of individual anxiety was 44.5 on a regular class day, 49.8 before the examination, and 42.5 after the examination [1].

Figure 4. Comparison of individual anxiety levels among students in Economic Sciences.



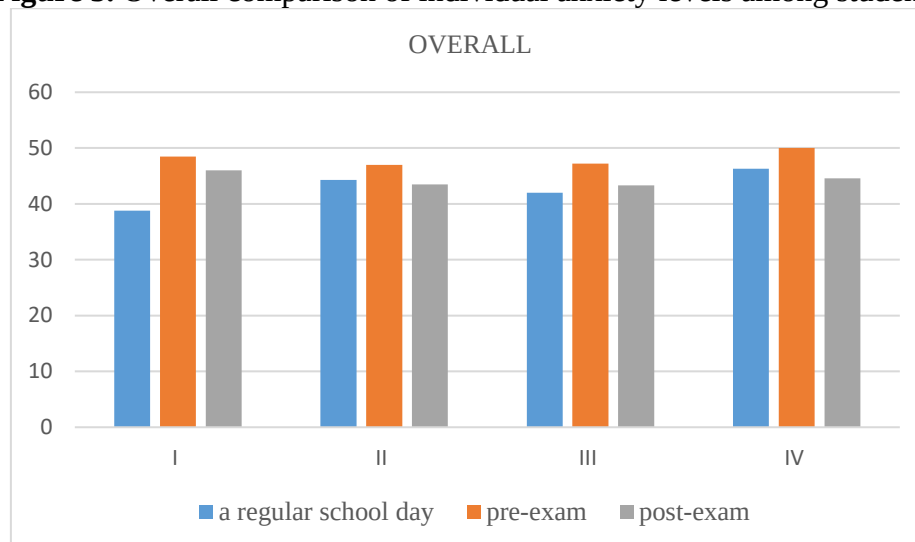
As shown in Figure 4, the level of individual anxiety among first-year students

studying economics was 39 on a regular class day, 45 before the examination, and 43.5 after

the examination. Among second-year students, the level of individual anxiety was 43 on a regular class day, 44 before the examination, and 42.5 after the examination. Among third-year students, the level of individual anxiety was 42.5 on a regular class day, 54 before the

examination, and 46.5 after the examination. Among fourth-year students, the level of individual anxiety was 45.5 on a regular class day, 48 before the examination, and 43.8 after the examination [1].

Figure 5. Overall comparison of individual anxiety levels among students.



As shown figure 5, the overall level of individual anxiety among first-year students was 38.8 on a regular class day, 48.5 before the examination, and 46 after the examination. For second-year students, the overall level of individual anxiety was 44.3 on a regular class day, 47 before the examination, and 43.5 after the examination. For third-year students, the overall level of individual anxiety was 42.1 on a regular class day, 47.2 before the examination, and 43.3 after the examination. For fourth-year students, the overall level of individual anxiety was 46.3 on a regular class day, 50 before the examination, and 44.6 after the examination [1].

Conclusion

The results indicate that individual anxiety among first-year students was highest before examinations. Since the transition to university represents a socially new and uncertain stage for first-year students, their level of individual anxiety before examinations is elevated. Starting from the second year, students become familiar with teachers' expectations and assessment criteria,

which helps maintain their anxiety at a moderate level. One of the main reasons for the increase in anxiety among fourth-year students is their final-year status and the approaching transition to the next stage of life. During this period, students are not only concerned with academic achievement but are also required to make decisions regarding their future careers and social responsibilities after completing higher education. Although individual anxiety creates tension among students, it also enhances their sense of responsibility and acts as a stimulus for personal development.

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FƏRDİ HƏYƏCAN VƏ FƏRDİ İNKİŞAF

Xülasə

Fərdi həyəcan insan psixikasının əsas emosional vəziyyətlərindən biri kimi qəbul olunur və təhlükə, qeyri müəyyənlik və ya uğursuzluq ehtimalı qarşısında yaranan daxili gərginlik hissi ilə xarakterizə olunur. Bu tədqiqatda əsas məqsəd fərdi həyəcan səviyyəsinin tələbələrin fərdi inkişaf prosesinə necə təsir etdiyini müəyyənləşdirmək olmuşdur. Tədqiqat I,II,III və IV kurs tələbələri ilə aparılmışdır. Araşdırmada Spilberger-Xanin metodikasından istifadə olunmuşdur. Araşdırmanın nəticəsinə əsasən, yüksək fərdi həyəcan səviyyəsi tələbələrin özünəinamını azaldır və emosional sabitliyini zəiflədir. Orta səviyyəli həyəcan isə şəxsin fəaliyyət motivasiyasını artırır.

Açar sözlər: fərdi həyəcan, fərdi inkişaf, stress, imtahan stressi, Spilberger-Xanin metodikası.

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ИНДИВИДУАЛЬНАЯ ТРЕВОЖНОСТЬ И ЛИЧНОСТНОЕ РАЗВИТИЕ

Резюме

Личностная тревожность рассматривается как одно из основных эмоциональных состояний психики человека и характеризуется чувством внутреннего напряжения, возникающим в условиях угрозы, неопределённости или вероятности неудачи. Основной целью данного исследования являлось определение влияния уровня личностной тревожности на процесс личностного развития студентов. Исследование было проведено среди студентов I, II, III и IV курсов. В качестве основного диагностического инструмента использовалась методика Спилбергера–Ханина. Результаты исследования показали, что высокий уровень личностной тревожности снижает уверенность студентов в себе и ослабляет их эмоциональную устойчивость. В то же время умеренный уровень тревожности способствует повышению мотивации к деятельности и активизирует личностную активность.

Ключевые слова: личностная тревожность, личностное развитие, экзаменационный стресс, методика Спилбергера–Ханина.

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