

## Comparative analysis of the existential fulfilment, personal and situational anxiety among students

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Psychology students express more interest in their profession and classes than other students. Although they tend to idealize the profession, they still aspire to help people and understand themselves better. The possibility of personal growth is also appealing to future psychologists[1]. Psychology students have a tendency or a pronounced ability to reflect[2]. Besides that, studying psychology is becoming more and more attractive for applicants in Russia[6]. All of that actualizes the problem of the distinctive features of future psychologists. Therefore, we strive to assess and specify the differences between psychology and non-psychology students.

The present research intends to conduct a comparative analysis of existential fulfilment, and personal and situational anxiety among students. Existential fulfilment describes the quality of a person's life in the context of meaning, inner consent and authenticity[5,7]. The concept of A. Langle describes the fundamental human motivations that must be implemented to reach existential fulfilment. Based on this concept, V. B. Shumsky, E. M. Ukolova, and E. N. Osin created The Existential Motivation Test, TEM[5]. Anxiety represents a personality trait or a person's reaction to danger[3]. Considering this fact, C. Spielberg designed two scales for diagnosing anxiety, which estimate personal and situational anxiety. Later Yu. L. Khanin adapted this test to Russian[4].

We assume that psychology students have higher existential fulfilment and lower personal and situational anxiety than non-psychology ones. The study sample consisted of 161 Russian students between 18 and 28 years old. These are 88 psychology students (73 women and 15 men) and 73 students of other specialities (51 women and 22 men). The research procedure included a theoretical and methodological analysis, a general information questionnaire, psychodiagnostic testing, and quantitative, qualitative and statistical analysis of the collected data. We used Student's t-distribution to estimate the significance of differences in average values for several subgroups. The following methods were used for psychodiagnostics: Spielberger-Khanin Anxiety Scale (State-Trait Anxiety Inventory, STAI; author: C. Spielberger, 1970; adaptation: Y. L. Khanin, 1978); Test of existential motivations, TEM (authors: V. B. Shumsky, E. M. Ukolova, E. N. Osin, 2016).

All groups of respondents show an average level of existential fulfilment. Comparative analysis of the acquired data reveals that the differences in the average values are insignificant ( $t_{emp}=0,6$  for psychology and non-psychology students;  $t_{emp}=1$  for women and men). Women show severe personal anxiety, while it is moderate for men ( $t_{emp}=2,8$ ). The differences in the average values for psychology and non-psychology students are insignificant ( $t_{emp}=0,4$ ). Both show severe personal anxiety. Psychology students demonstrate higher situational anxiety than non-psychology students ( $t_{emp}=4,4$ ). Likewise, women show higher situational anxiety than men ( $t_{emp}=3,8$ ). Psychology students and women show severe situational anxiety. It is moderate for the rest.

We have conducted a comparative analysis of the existential fulfilment, personal and situational anxiety among students. However, our hypotheses were not confirmed. There are no significant

differences in existential fulfillment and personal anxiety for psychology and non-psychology students. Yet, situational anxiety is higher for psychology students. We hope that these data can be applied to adjust psychological educational programs. We see prospects for further research in expanding the sample and improving the methodological apparatus. Furthermore, we would like to elaborate on the causes of increased situational anxiety in psychology students.

## References

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## Illustrations

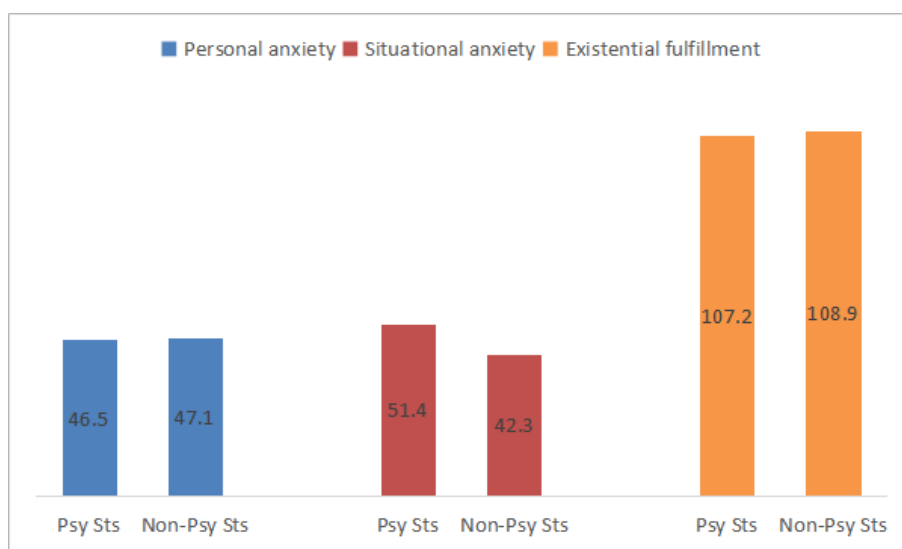


Рис. : Results for psychology and non-psychology students represented in a chart.

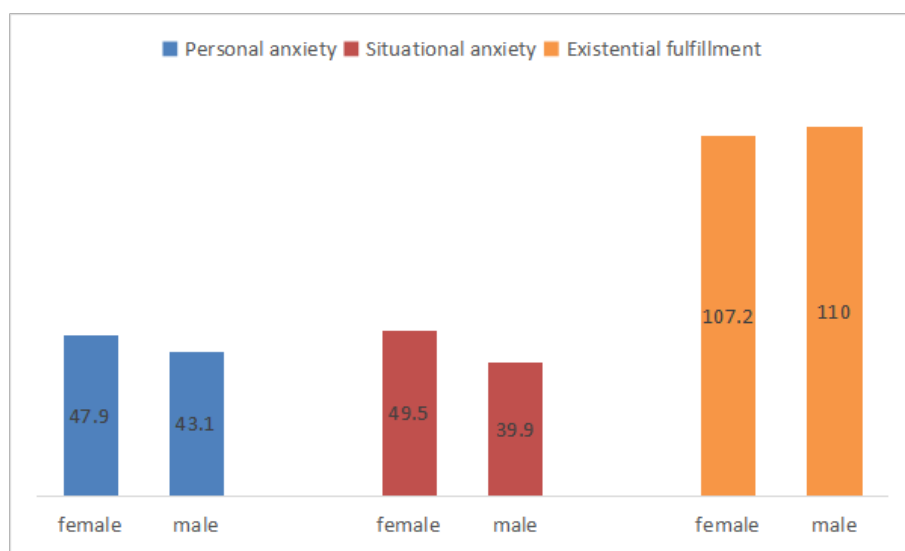


Рис. : Results for women and men represented in a chart.