

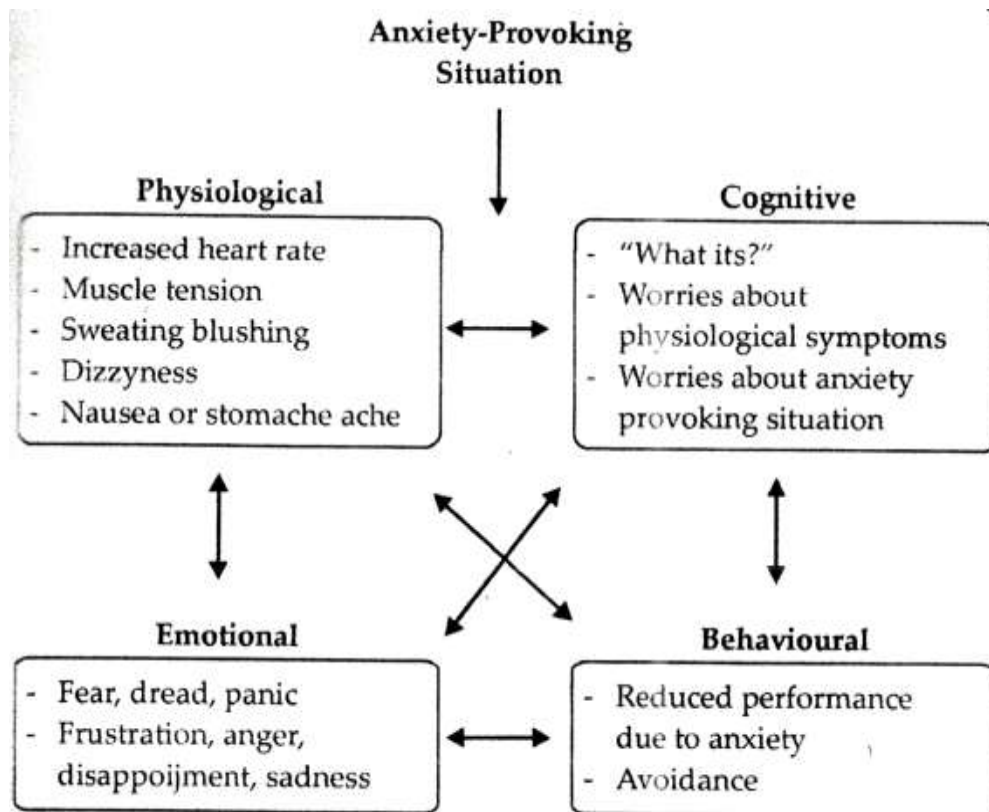


ANXIETY OF WORKING WOMEN IN INDIAN CONTEXT

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INTRODUCTION

The vast literature on anxiety supports general and personological propositions about the nature of anxiety. For understanding off personality functioning and disorder anxiety is the most central of human emotions. In his final theory of anxiety, Freud viewed anxiety as both signal and symptom of neuroses. On a perusal of the literature that has accumulated around the concept of 'anxiety one is forced to conclude that anxiety is an important concept and is laden with meanings more than one although they all seem to ultimately converge on the *fact that anxiety is a state generated by conflict, especially of the approach -avoidance type and has the general effect of keeping an individual tense, both mentally and physically.* While Freud (1933), Fenichel (1945) held that anxiety was the core ingredient in any neurosis, the modern learning theorists and experimental psychologists (e.g. Mower 1939, 1940, 1950, 1952, 1960, Gantt, 1944, etc.) and Clinical psychologists having affiliation to learning theory (e.g. Eysenck, 1957, 1959, 1960 (a), 1960 (b) : Eysenck and Beech,1971) hold that anxiety is a kind of conditioned reaction and that cure of mental disorders might lay in learninglo *reduce anxiety'* through purposefully acquired behaviours and responses. Bandura and Walters (1963) too uphold the role of social learning in personality development. Even the sociologically - oriented theorists, the so - called Neo - freudians (e.g. Homey, 1950) have advanced the view that neurosis is the outcome of the child's failure to deal with "basic anxiety" inflicted upon him by an alien and hostile external world or the environ though they disagree with Freud's doctrine of biological roots of conflict and anxiety and treat it to be a gift of the systematically run social institutions which exercise a film control on the individual's feeling, thinking and action in a specific society of culture. A few other theorists having allegiance party to 'depth psychology' and partly to 'learning theories' also hold that while anxiety may have the deeper effect of tearing one's personality and adjustments it is, in fact, acquired through individual's day-to-day experiences in which he has suffered conflict between his attempts to fulfil his desires and the forces standing in its way and complicating it. As one psychologist comments on the nature of anxiety:



“Anxiety provides one of the most difficult theoretical problem in psychology. It is not yet known whether anxiety represents a general high drive state, or whether it is a state of generalized and diffuse fear. However, it is known that it has drive properties, and that responses suited off by anxiety can be reinforced by a reduction of anxiety. Therefore, people are motivated by anxiety, and they behave in ways which either extinguish the drive or avoid its elicitation. There is a temptation to think of the presence of anxiety in the form of human unhappiness, as a valid indicator of the need for efforts to change behaviour (such as psychotherapy). Certainly this kind of misery constitute a grave concern in our society. There are many who feel that our age is becoming increasingly characterised by anxiety; which leads to large scale and society - wide efforts at anxiety reduction involving the non instrumental responses of repression, rationalisation, and projection - and that these responses are becoming increasingly inadequate to handle the magnitude of the problem.” (Gordon, 1963; p.562)

Similar to the above, May (1950) has observed that it is both the blessing and curse of our affluent society that other forms of human misery - hunger, disease and poverty - have so paled in importance that our psychological problem of anxiety has developed and assumed pre-eminence. May holds that as our fund of material misery decreases. the problems of an increasingly complex and achievement - driven society increase our fund of psychological misery manifested in repressed hostilities, guilt projected onto 'enemy' societies, and increasing feeling of no longer being masters of our own lives,



less able to make our own decisions and more susceptible to threats to our well - being from a myriad unsuspected forces.

Anxiety has been defined by learning psychologists in rather simple operational terms. Quite in tune with their behaviouristic orientation they hold anxiety to be a mere behavioural consequence of exposure to a neutral stimulus followed by a primary aversive stimulus. It is a kind of conditioned reaction of the 'respondent' type.

According to Cameron and Margaret (1951), anxiety is of central importance in human adjustment and psychopathology. According to these authors, an individual may frequently be subjected to contingencies in daily life similar to those which produce anxiety in the laboratory. These involve situations where (i) escapes from adverse stimuli to impossible, (ii) there is a feeling of separation from emotional support. (iii) there is a strong anticipation of punishment and (iv) there is an absence of opportunity to carry through an approach reaction. Crow (1967) holds that an individual has to create and maintain functional: boundaries (also called self • boundaries) to protect the preconscious and the conscious self from disintegrating influences and the above mentioned four situations are such which evoke the functional or self boundaries which the individual has erected during the process of his

Significant differences will be found between the working 1'igrerren, who have high and low anxiety on adjustment patterns. kbstrument for the measurement of Anxiety:-

For the measurement of anxiety a Hindi version (Singh and ;,Thakur, 1968) of the Taylor's manifest Anxiety scale (Taylor, 1953), tpepopularly called the MAS, was used which is a 50 - item True – False scale.

The MAS was originally constructed by Taylor (1951) for selecting subjects in a study of syelid conditions. Five clinical psychologists were provided with a definition of manifest anxiety alongwith about 200 items from the MMPT which constituted the original item-pool. These persons were asked to discriminate the items according to the given definition of manifest anxiety. On the bases of 90 percent or more agreement among the judges, 65 items were selected for the anxiety scale. These items were supplemented by 135 additional buffer items judged by the clinicians as non-indicative of anxiety. Out of this finally, 50 of the original 65 items that showed high correlation with the anxiety scores in the originally tested group were selected. Hilgard at al (1952) reported the split-half reliability (with spearman - row correction) to be .92. No. significant sex difference has been noted for the scores on this scale. Hilgard at al (1952), Holt z man et al (1952) and quite a few others have furnished dependable evidence with regard to the validity of the scale.



Taylor (1953) made further revision of the scale in which 28 items out of a total of 50 items were rewritten with the aim to simplify their vocabulary and sentence structure. The scores obtained from a group of students showed that there was a correlation of .85 between the old and the new versions of the scale. Since then, this revised TMAS (Taylor, 1953) has been extensively used for studying the relationship of manifest anxiety to various kinds of performance. Although, Taylor constructed this scale for the purpose of differentiating the drive level of human beings, it has inspired research in various directions. The test became highly popular in India also.

In the present study a Hindi version of TMAS prepared by Singh and Thakur (1968) was used. They reported very high correlation (0.85) between the English Sr the Hindi versions of TMAS. Reliability of the test was measured by the method of rational equivalence and the reliability coefficient and the index of reliability were found, respectively, to be .65 and .81. These figures are indicatives of a fairly high degree of reliability of the Hindi scale. The authors further found the Hindi version to have a split-half reliability with speama-Brown Correction to be .85 in a sample of 100 college students.

The scale obviously is a self administering scale with arrangement of scoring through a scoring key. The range of possible score is from 0 to 50.

With highly satisfactory account of reliability of the Hindi version and with the high reputation and high popularity of original TMAS, it seemed that the Hindi version is a fit instrument for the measurement of manifest anxiety as such this Hindi version was selected and used in this research

Table-03

Mean, SD and showing the significance of difference between high and low groups in relation to their anxiety in working women.

Groups	N	Mean	SD	M	diff	t	df	p
Teachers	247	120.47	15.73	2.18	2.37	2.55	298	<.01
Professors		53	114.42	14.63	0.93			

It is clear from the above table that the two groups (in working women) differ significantly in their level of anxiety. The teacher group (who working in middle or high school in rural or urban area) Found to be high anxious some in their life. The mean scores of school teacher is (120.47) and the mean score of Professor is (114.42).



The difference between two means is 6.05 which is highly significant at .01 level of confidence as the obtained 'F value is 2.55 with 298 df.

Thus, the hypothesis that "significant difference between the working women, who have high and low anxiety on adjustment patterns" verified.

In fact every body faces the debilitating effects of anxiety, in the case of working women experience more anxione due to two factors, one is the concern and other is practical difficulty of combining the dual commitment.

May be sexual harassment. In the studies of Filigerald (1997) and Landrine (1997) it was found that sexual harassment is particularly naxious stressor for women and has a significant impact of psychological distress and absenteeism that could be attribute to regular job stressors.

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