DISCUSSION AND INTERPRETATION

DISCUSSION

An attempt has been made to discuss and interpret the results of this study in the light of theoretical framework and in relation to findings of previous studies. This chapter is divided into two parts for clarity and convenience. The first part is related to two theories of anxiety. The second part deals with the interpretation of results. The second part is further divided in four sections. The first section is concerned with the effect of sex on anxiety. Second is related to the effect of culture on anxiety. The third deals with the effect of education on anxiety.

THEORIES OF ANXIETY

Out of many theories or theoretical views only two are presented here for interpretation of results:

GOLDSTEIN: ANXIETY AND THE CATASTROPHIC REACTION

Goldstein (1939) developed his views in anxiety through observing the behavior of brain-injured soldiers. He noted that they respond to small departures from expectancy and familiarly with fear and defensiveness. They tended to develop compulsive rituals and to show an undue need for orderliness in order to simplify their environment. Goldstein concluded that human being have a basic need to comprehend and cope with their environment, and when this
need is threatened, they experience anxiety in the form of dread of a catastrophic reaction. Fear of specific events is less stressful than anxiety, as it permits the individual to focus upon a specific object and to mobilize himself for action, such as flight. That is, in fear the nature of the threat can be assessed, appropriately evaluated in degree, and reacted to. In anxiety on the other hand, the threat is vague, objectless, appears to be total, and there is no effective action against it. As the catastrophic reaction is a state of total disorganization and disorganization, the threat is to the existence of the organism. The catastrophic reaction is viewed as basic anxiety. More usually anxiety consists of an apprehension of the catastrophic state.

ROGERS: ANXIETY AS THREAT TO THE SELF-CONCEPT

According to Rogers (1951) anxiety is experienced when the individual perceives something that is a threat to his self-concept. It is assumed that discrepancies between the self, as conceived, and perception of really which cannot be ignored generate tension, and it is this tension, which provides the basis for anxiety. Rogers states: "........... If the individual becomes to any degree aware of this tension or discrepancy, he feels that he is no united or integrated, that he is unsure of his direction [p.511]." Thus, Rogers, like Goldstein, believes that anxiety is related to a lack of integration and an inability to direct oneself, the difference being that Rogers re presents the threat as to the self-concept, and Goldstein as to the organism. As a further indication of the similarity of the two positions, Rogers states: "If the
self cannot defend itself against deep threats, the result is a catastrophic psychological break down and disintegration [p.516]. "In summary, then, Rogers's views anxiety as awareness of a discrepancy between the self-concept and reality, and, as a more profound level, as a disintegration of the self-concept.

INTERPRETATION OF THE RESULTS

SEX

In regard to first independent variable, the findings of this study are clear that sex of students is a significant influential factor in producing anxiety. In other words, female students are found to feel more anxiety in comparison to male students. These findings are in agreement with the results obtained by other researchers (Ruebush (1963), Gupta and Gupta (1970), Karanchi, A.N. & Dirik, G. (2003), Robiochaud, Melisa, Dugas, Michel J. and Conway Michael (2003), Edwards, Robert R., Augston, Erik & Fillingim Roger (2003), Semannova (1971), Demagueon (1973), Sarason et al. (1956), Hill (1963) and Lightall (1963), Chatterjee et al., (1976), De Be and Singh (1972), Devi (1969), Murlidharan & Sharma (1971), Nijhawan (1972), Stwewart Sheny H. Taylor Steren and Baker, Tan M., Dalhousin (1997), Brosnan, Mark J. (1998), Williams, Janice E. (1996), Morin Charles M., Landevelle; Phillips, Coleechi, Cheryl, Mc Donald, Kathy et al. (1999), Franken, Robert E.,

In this context, an important question arises: why are females found to have more anxiety than males or male subjects have shown less anxiety in comparison to females. To answer this question, some explanations can be advanced in the light of theories proposed by Goldstein (1939) and Rogers (1951), which are also presented in the earlier part of this chapter. According to Goldstein, human being has basic need to comprehend and cope with their environment, and when this need is threatened, they feel anxiety in the form of dread catastrophic reaction.

In daily life, it is observed that females in comparison to males, have double responsibilities and work, in that, they have to discharge their duties and responsibilities at home and outside in the schools and colleges. Due to these dual responsibilities and workload, they get failure in comprehending and coping with the circumstances. As a result of this failure and inability to comprehend and cope with environment, females are found to have more anxiety or they are more anxious as compared to male students. An explanation can be presented in terms of theoretical view proposed by Rogers. He
believes that anxiety is threat to self concept of the individual. Rogers asserts that when a person perceives something as threat to self concept, anxiety is produced within the individual. It is assumed that discrepancy between self and perception of reality, which can not be ignored, generates tension. This tension becomes the basis for anxiety or it causes anxiety. According to Rogers, if the individual is aware of this tension or discrepancy, he feels anxious. Female subjects are supposed to have double burden of work at home and outside in the schools and colleges. Consequently, they observe the discrepancy between self-concept and real perception about environment. This discrepancy between self and perception of reality causes threat to self of females. Therefore, females have been found more anxious as compared to male subjects.

Another possible explanation can be presented in terms of temperamental differences among males and females. It is well known fact that females are found more emotional as compared to males. Due to this difference in emotionality, females think and imagine more quickly about the issues of life and become unnecessarily tense and anxious. On the other hand, males are not found in such a position easily and quickly. As a result of the difference of temperament, female subjects have shown more anxiety than male subjects in this study.
CULTURE

Culture of the subjects as an independent variable has not been found as significant factor in this study. The findings related to the culture variable are clear that students belonging to Muslim culture have been found more anxiety than students belonging to Hindu and Sikh culture. However, these results are not significant. Some studies have been conducted to investigate the effect of culture on anxiety (Walton, Janire, Wachtal, Johnson, Syzanne, Bennett & Algina, James (1999), Lizs (1991), Okazaki, Sumie (1997)).

EDUCATION

The findings related to education variable clearly indicate that education of subjects is found to be significant influential factor affecting anxiety. More specifically, High School students have shown more degree of anxiety as compared to Intermediate and Graduate students. To the best of our knowledge, there is not a single study related to this variable on anxiety.

Now, the question arises as to why are the subjects studying High School found more anxious than the subjects of Graduation standard. In other words, why do the High School students feel more anxiety in comparison to Intermediate and Graduate students. To answer this question, an explanation can be advanced in terms of theoretical view proposed by Goldstein. He views that human beings
have basic need to comprehend and cope with their environment, when this need is threatened, they feel anxious. Thus, the subjects of High School standard, due to lack of experience of life, are supposed to unable to comprehend and cope with the circumstances of environment, while the subjects of Intermediate and Graduation level have more experience in life, and can comprehend and cope easily with the circumstances. Therefore, the students of High School are found more anxious in life in comparison to Intermediate and Graduation students.

Another explanation can be presented in the light of the theory proposed by Rogers. According to Rogers discrepancy between self and perception of reality or real perception causes anxiety within the individual. The students of High School standard used in this study have less experiences in life in comparison the Intermediate and Graduate students. Due to this difference in life experience, the High School students are supposed to perceive discrepancy between self and real perception, which causes tension and anxiety among them. Thus, the students of High School are found more anxious in this study.