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# Ego-Identity Status as Related to Manifest Anxiety: A Study on Undergraduate Female Students of Rajshahi University

Sultana, Mst. Jahanara

University of Rajshahi

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**Ego-Identity Status as Related to Manifest  
Anxiety: A Study on Undergraduate Female  
Students of Rajshahi University.**



*The thesis Submitted to the University of Rajshahi, Bangladesh,  
in fulfilment of the requirements for the degree of Master of  
Philosophy in Psychology.*

**Supervisor**

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December-2006.

**Submitted by**

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Session: January-2001



*Dedicated to my,*

*beloved parents*

*and my affectionate son (Md. Rahatul Ferdous Mobashshar).*

## DECLARATION

The thesis entitled “Ego-Identity Status as Related to Manifest Anxiety: A Study on Undergraduate Female Students of Rajshahi University” the independent original work is done by me.

This thesis has not been submitted before, nor it is being submitted anywhere else at the same time for award of any degree or diploma.

Mst. Jahanara Sultana  
(MST. Jahanara Sultana)

## CERTIFICATE

Department of Psychology  
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Certified that this research work entitled "Ego Identity Status as Related to Manifest Anxiety: A Study of Undergraduate Female Students of Rajshahi University" has been conducted by Jahanara Sultana as fulfilments of the requirements for the degree of Master of Philosophy under my supervision. I recommend this M.Phil thesis for evaluation.

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The Author



## Abstract

The present study was an empirical investigation of the relationship between ego identity status and manifest anxiety. Three dimensions of ego identity-total, ideological and interpersonal and four identity statuses were considered in this study. The study consisted of two phases. In the first phase an objective measure of ego identity status (EOMEIS-2) was administered on a randomly selected sample of 500 undergraduate female students of Rajshahi University. The score of each subject was computed separately for total, ideological and interpersonal identity scale. Then the subjects were classified into four identity statuses-Diffusion, Foreclosure, Moratorium and Achievement on the basis of their obtained score on total, ideological and interpersonal identity scale separately. Finally 200 subjects (50 from each status) were selected on the basis of the score on total identity, 200 subjects (50 from each status) were selected on the basis of the score on ideological identity and 200 subjects (50 from each status) on the basis of the score on interpersonal identity.

In the second phase Taylor's Manifest Anxiety Scale was administered on all the selected subject and their scores were computed separately. In order to analyse the relationship between ego

identity status and manifest anxiety. Comparisons were made among the four identity statuses for total, ideological and interpersonal identity separately on the basis of the scores on manifest anxiety scale employing F-test and t-test.

In the results, the intensity of anxiety was found to be significantly higher in diffused group than achieved, moratorium and foreclosed status groups in case of total identity. The results also indicate that foreclosed group expressed manifest anxiety significantly higher in intensity as compared to the moratorium and achieved status groups. The intensity of anxiety was also found to be significantly higher in moratorium status group than in identity achieved group. But no significant difference was found between the intensity of anxiety in foreclosed and diffused groups. Similar results were found in case of ideological and interpersonal identity.

Thus the results of the study suggest that the intensity of anxiety was highest in diffused and foreclosed status individuals as compared to individuals in other statuses. The results also suggest that the intensity of anxiety was lowest in identity achieved group among the four status groups. From the results of the study it may be concluded that there is a significant relationship between ego identity status and manifest anxiety.

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# *Chapter 1*

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*Introduction*



# INTRODUCTION

## *1.1 The concept of ego identity*

According to Erikson (1968), "Identity is as unfathomable as it is all pervasive. One can only explore it by establishing its indispensability in various contexts". Throughout his writings he used the term identity in many different connotations. "At one time it seemed to refer to a conscious sense of individual uniqueness, at another to an unconscious striving for a continuity of experience and at a third, as solidarity with a group's ideals". Erikson (1950) defined identity as "The accrued confidence (in) the inner sameness and continuity of one's meaning for others". He also stated, "The term identity connotes both a persistent sameness within oneself (self-sameness) and a persistent sharing of some kind of essential character with others" (1956).

Finally, Erikson (1968) wrote, "Ego identity then, in its subjective aspect, is the awareness of the fact that there is a self sameness and continuity to the ego's synthesizing methods, the style of ones individuality, and that this style coincides with the sameness and continuity of ones meaning for significant others in the immediate community".

Serena Patterson *et. al.*, (1992) have identified from Erikson's definition three basic elements inherent in sense of identity. First of all, the individual must experience inner sameness or integrity, so that his action and decisions are made harmonious. Secondly, the sense of inner sameness should be continuous over time and third, this self sameness and continuity on sense of identity is to be experienced within a community or important others.

However, Erikson (1968) differentiated between personal identity and ego identity. The conscious feeling of having a personal identity is based on two simultaneous observation; the perception of the self sameness and continuity of one's existence in time and space, and the perception of the fact that others recognize one's sameness and continuity. But ego identity concerns more than the mere fact of existence; rather it is the ego quality of this existence.

In Fact, Erikson viewed and considered the ego as a powerful inner agency which often operates independently of the emotions and motivations of the id, synthesizes and organizes the information and actions in such a manner as to help the person resolve inner conflicts as well as the environmental difficulties, Erikson (1968) maintained that it is the ego which accomplishes the selective accentuation of significant



identifications throughout childhood and integrates the self images which culminates in a sense of identify. And that is why he first called identity “ego identity”.

Erikson (1968) also maintained that identity formation has a self-aspect and an ego-aspect. Ego-identity represents the ego’s synthesizing power and self-identity expresses the integration of the individual’s self and role-images that secure social recognition.

In other words, ego identity refers to the individual's choices and decisions about ideological values, goals and standards associated with politics, religion, occupation and a philosophy of living etc. Self-identity refers to the individual’s self perceptions of social or interpersonal roles (Dyk and Adams, 1987).

Taking all these issues in to consideration Adams (1992) has conceptualised identity as “an internalised, self-selected regulatory system that represents an organized and integrated psychic structure that requires the developmental distinction between the inner self and outer social world.”

In simpler words identity is the unified sense of the self concerning who one is and what he or she wants to become as well as what he or she does not want to be or is not supported to be. Such a

sense is derived from the integration of several potential selves resulting from the interactions with significant individuals and institutions. The term identity refers to the sense that one has adopted a set of values and ideas to follow, has developed a sense of independence and self-sufficiency, has recognized his own competence and abilities, has made an appropriate occupational choice and an adequate heterosexual choice and has been recognized as responsible and trustworthy members of the society by others.

### ***1.2 Formation of ego identity***

Erik H. Erikson's theory of ego development provides a framework for conceptualizing the formation of ego identity. Erikson viewed ego development in the light of epigenetic principle which states that human growth occurs according to a ground plan, through a series of ascending stages, to finally form a functioning whole. Erikson postulated eight interrelated stages of ego development: infancy (Oral-Sensory), early childhood (Muscular Anal), play age (Locomotor-Genital), school age (Latency), adolescence, young adulthood, adulthood and old age. Each of these stages is marked by a particular psychological 'crisis' which must be confronted and resolved in order to progress toward the successive stages.



The term crisis is used by Erikson (1968) in a developmental sense to connote not a threat of catastrophe, but a turning point, a crucial period of increased vulnerability and heightened potential, and therefore, the ontogenetic source of generational strength and maladjustment.

So, crises are those crucial moments in an individual's life when he or she must make a decisive turn one way or the other, either toward the progressive or toward the regressive stages. Positive resolutions of each crisis contribute to a progressive strengthening of the ego, whereas negative resolution results in its weakening. In describing the ego strength, Erikson used the term 'virtue'. By virtue Erikson meant "inherent strength or active quality". Virtues are human qualities or strengths that are the outgrowth of successful resolution of conflicts associated with the various developmental stages (Erikson, 1964).

Erikson's first stage of ego development is entitled with the crises of "basic trust vs. mistrust", and its corresponding ego strength of "hope". The term versus was employed by Erikson to indicate the struggle which he thought necessary for the emergence of a particular virtue or ego strength. This stage is followed by the second, third and

fourth stages representing the crises of “autonomy” vs shame and doubt”, “initiative vs. guilt,” and “industry vs. inferiority” respectively. And the resulting ego strengths of these stages are “will”, “purpose”, and “competence”, respectively.

Then comes the fifth and most significant stage of adolescence, which according to Erikson provides young people with the optimal situation for defining a sense of identity (serena Patterson *et. al.*, 1992). Individuals who have adequately overcome the conflicts inherent in the prior stage can bring in to adolescence a growing sense of identity.

Therefore, the central issue or crisis of adolescence stage is that of “identity vs. role confusion”. With successful resolution of this crisis, there emerges a sense of “fidelity”. Fidelity, In Erikson’s view is” the ability to sustain loyalties freely pledged in spite of the inevitable contradictions of value systems” (Erikson, 1964). On the contrary adolescents who fail to resolve adequately their conflicts stemming form role confusion concerning who they are and what they will become, unfortunately develop negative identities which is “expressed in a scornful and snobbish hostility toward the roles offered as proper and desirable in one’s family or immediate



community" (Erikson, 1968). Such youths can become remarkably clannish, intolerant and cruel in their exclusion of other who is 'different' from them, so as to take necessary defense against a sense of identity loss, (Erikson, 1968).

Thus the period of adolescence provides the individual with time and opportunity to arrive at some clear and positive identity that permits him or her to make decisions about appropriate vocational choice, adequate heterosexual relationship, desirable life style etc. Although such decisions are not as firm and stable as adult commitments, they pave the way for active exploration with a variety of commitments, in order to eventually adopt a relatively permanent sense of identity.

In this way healthy young people who had been successful in establishing a stable ego identity during adolescence can now enter into intimate relationships with others at the stage of young adulthood. This stage is dominated by the issue of "intimacy vs. isolation". Those who cannot develop a capacity for intimacy, unfortunately experience a sense of isolation. However, this stage is left with a virtue of "love" when the capacity is greater for intimacy than for isolation. Finally the last two virtues of "care" and

“wisdom”, in Erikson’s theory, emerge from the struggles of “generativity vs. stagnation”, and “ego integrity vs. despair and disgust”.

Nevertheless, the resolutions to conflicts are not completely positive or negative either, in Erikson’s view (Evans, 1987). Rather, each conflict resolution carries with it both positive and negative learning about events and people. Positive crisis resolution occurs when the ratio of positive to negative learning is weighted in favor of the positive (Rychman, 1985).

Erikson concludes that psychological strength depends on a total process which regulates individual life cycles, the sequence of generations and the structure of society simultaneously, for all three have evolved together (Erikson, 1968). In other words he takes into account all the biological, social, cultural and historical factors in describing ego or personality development and functioning.

### ***1.3 Ego identity statuses***

Erikson (1968) has recognized that identity formation consists of two distinct components-ego-identity and as self-identity. Ego-identity refers to commitments to such things as work, and ideological values associated with politics, religion, a

philosophy of living, and so forth. Self-identity refers to the individual's self-perceptions of social roles. According to Dyk and Adams (1987) ego-identity consists of two components- Ideological identity and Interpersonal identity. Ideological identity includes occupational, religious, political and philosophical life-style, values, goals, and standards, while a social or interpersonal identity incorporates aspects of friendship, dating, sex roles, and recreational choices. Grotevant, Thorbecke and Meyer (1982) demonstrated that Ego-identity consists of both ideological and interpersonal aspects.

Marcia (1966) has operationalized Erikson's theoretical description of the crises and identity development in adolescence. Based on Erikson's writings Marcia has provided a classification of "psychological maturity" or the development of a sense of ego identity. He has conceptualised four types of identity statuses, each defined and differentiated from others in terms of two criteria crisis and commitment. Crisis' has been conceptualised by Matteson (1977) as a continuum of exploration behaviors. Commitment involves marking firm or stable decisions about



choices, values, beliefs, standards etc. and then perusing goals consistent with the decisions. The four statuses are:

*i). Identity diffusions:* In this state of identity development, the adolescents lack any firm commitment to adult roles or ideologies and do not find themselves in active crises. A period of any crisis is either completely absent in the life of diffused adolescents, or may have taken place sometimes, but the adolescent has failed to resolve it thus it is the least developmentally advanced status, although it also has some adaptive values like all other statuses (Serena patterson *et. al.*, 1992). Diffused persons may live a “carefree”, “cosmopolitan” life style and may function relatively well despite lack of commitment or some times may feel anxious and uncertain about their goals and ideals.

*ii). Foreclosure:* In this status, individuals usually have made commitments to certain goals, values and ideals, but in the absence of crisis. Here a readymade identity is presented to the individual usually by parents, peers, or other authorities and he or she borrows or adopts the values and goals of others without questioning or exploring alternatives. However this status is considered by Marcia



to represent a less developed state than that of moratorium or identity achievement (Serena Patterson *et. al.*, 1992).

*iii). Moratorium:* Individuals in this state are those who are at present experiencing crisis and are actively experimenting with various roles and ideological in order to achieve or formulate commitments. Marcia's (1966) research indicates that moratorium individuals have vague and changing commitments. According to Serene Paterson *et. al.*, (1992) moratorium is arguably considered a stage, rather than a resolution of the identity formation process, although some people apparently remain in moratorium. However, in its absence, the individual may either remain incapable of commitment as in the state of identity diffusion, or be forced toward a predetermined set of commitments, as in the case of foreclosure (Gye Lefranco, 1981).

*iv). Identity achievement:* Individuals who become able to make a self-defined commitments to life as a consequence of successful resolution of active crisis, fall into this category of identity status. Identity achieved persons have achieved a personal identity following a period of exploration and searching which may be regarded as moratorium. As Serena Patterson *et. al.*, (1992) writes, "It is the

exploration of the moratorium period that distinguishes the flexible strength of identity achievement from the rigid strength of identity foreclosure. Identity achieved persons are supposed to be more independent, confident and realistic than individuals in any other status.

Several investigations have examined the nature of differences in family relationships and parenting styles of individuals occupying each of the identity statuses. In general, this research shows that foreclosures have the closest relationships with their parents: they rate their parents most favourably and strongly endorse parental authority and values. These individuals do not actively explore alternatives, and they have low ego identity. In contrast, identity diffusers report the most distance between themselves and their parents, whom they perceive as indifferent and rejecting. These adolescents feel ambivalent about their parents, owing to differences in opinion concerning the goals and values thought worthy and appropriate for pursuit by teenagers. In times of crisis, these young people are unlikely to turn to their parents for support and advice. Once the crises have been resolved and identity achieved. However, the establishment of a warmer relationship may be possible (Waterman, 1982).



Thus, conceptually the 4 identity statuses represent a dichotomy of two components: crisis (exploration) and commitment. The presence or absence of crisis and commitment as represented by each status can be shown in a table.

<b>Identity status</b>	<b>Crisis/exploration</b>	<b>Commitment</b>
Achievement	Over	Present (achieved through exploration)
Moratorium	Present (With an active search for commitment)	Absent
Foreclosure	Absent	Present (adopted from parents or others)
Diffusion	Absent	Absent

Figure 1. identity statuses showing the presence/ absence of crisis and commitment.

These identity statuses are outcomes of the process of identity formation at the one hand and are structural properties of the personality at the other (S. Patterson *et. al.*, (1992) About these 4 stages of identity development, Rest. (1975) argued that individuals do not move throughout one stage at a time, rather generally function at more than one level of psychological functioning. He states that, "instead of asking what stage is an individual in, the question should be to what extent and under what conditions does an individual's thinking exhibit various stages of thinking?". Thus, Rest suggests that an individual may remain at more than one stages of identity development, but in different degrees. There may occur some shifts

or changes over time in the pattern of thinking representing different stages of identity development.

It is, however assumed that the sense of identity goes through a progressive strengthening from adolescence in to adulthood. Marcia (1966) thought this progressive strengthening proceeds from low to high ego maturity, i.e. from diffusion in to identity achievement through foreclosure and moratorium (Ryckman, 1985). Several developmental pathways, in this context, have been proposed. Some of the possible developmental pathways are shown in the following figure.

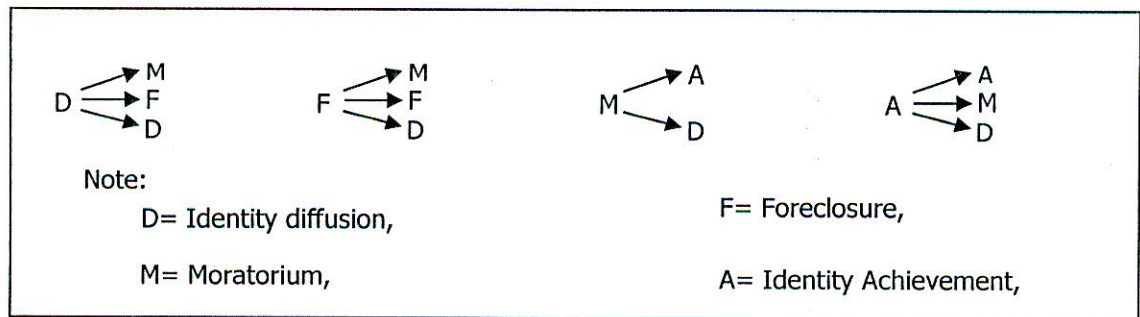


Figure 2. Possible sequential development patterns of ego maturation. Adapted from waterman, 1982. p. 343.

The figure illustrates that an individual may progress from a less advanced status toward a more advanced status of identity development. But sometimes an individual may also move regressively from a high level of maturity toward a lower level, or sometimes may remain on the same status from adolescent into adulthood.



## 1.4 The concept of Anxiety

Anxiety is a complicated emotional pattern characterized by a state of unreduced tension—a distressing state of uneasiness and discomfort. There is an irritating conflict of hope and despair concerning an anticipated event that is dreadful, harmful or painful to the individual. It is usually accompanied by a feeling of insecurity, uncertainty and helplessness. Like all emotional state it accelerates the activities of the autonomic nervous system causing extreme energy mobilization of the body and without having any appropriate means of its discharge, the energy is built up to such an extent that makes the person constantly tense and irritable.

Anxiety involves three basic components:

- (1) Subjective reports of tension, apprehension, dread, and expectations of inability to cope.
- (2) Behavioral responses such as avoidance of the feared situation, impaired speech and motor functioning, and impaired performance, on complex cognitive tasks.
- (3) Physiological responses including muscle tension, increased heart rate and blood pressure, rapid breathing, dry mouth, nausea, diarrhea and dizziness.

Anxiety is part and parcel of human existence. All people feel it in moderate degrees and in moderate degrees it is an adaptive

response. In the words of one researcher, "without it, we would probably all be asleep at our desks" (Stephen M. Paul, quoted in Schmeck, 1982).

We would also expose ourselves to danger. It, is anxiety that impels us to slow down on a slippery road, to study for exams, and, thus, to lead longer and more productive lives. But, while most people feel anxiety some of the time, some people feel anxiety most of the time. For these people, it is not an adaptive response. It is a source of extreme distress, relievable only by strategies that limit freedom and flexibility.

### **1.5 Anxiety and Anxiety Disorder:**

Anxiety is a common human emotional state, and anxiety disorders represent a major class of clinical problems that occur throughout the lifespan. The construct has become intertwined with concepts such as stress and uncertainty, and anxiety disorders have been extended to include syndromes that do not feature anxiety as a primary presenting symptom. Regardless, anxiety remains a central concept in psychopharmacology.

Anxiety is a complicated concept, in part because it represents different things in different contexts. Most think of it either as a



mood state or a mood disorder, some view it as a proxy for stress, and still others discuss its cognitive aspects with little reference to mood. As a mood state or feeling state, anxiety usually refers to the experience of fear, apprehensiveness, nervousness, panic, restlessness, tension, and agitation. Manifest symptoms include trembling, fainting, headaches, and sweating, possibly elevated blood pressure, and changes in other psycho-physiological indices such as heart rate, muscle tone, and skin conductance. Anxiety disorders are also associated with these physical and emotional symptoms, but are several magnitudes more severe, debilitating, and/or intrusive. The defining features of anxiety disorders in DSM II-R are symptoms of anxiety and avoidance behavior. Hyper arousal is also a frequent symptom of these syndromes.

Anxiety Disorder is usually experienced well within the range of normal emotional experience. To some extent, anxiety is a routine emotional state experienced as part of everyday life. The ability to anticipate and prepare is associated with the ability to experience fear and anxiety as we continually strive to adapt to a changing world. When anxiety becomes abnormally intense and/or prolonged, it ceases to play a role in this continual adaptation. Pathological anxiety occurs when normal daily functioning is disrupted by inappropriate responses

to internal conflicts or anticipation of some unknown threat. These exaggerated responses can be qualified in terms of duration or intensity. Characteristics of pathological anxiety can include repressed thoughts, negative conditioned responses, counterproductive thought patterns, poor coping strategies, and increased sympathetic tone of the autonomic system. Pathological anxiety is reflected in symptoms of organic anxiety syndrome, adjustment disorder with anxious mood, or an anxiety disorder.

Anxiety is a normal reaction to stress. It helps one deal with a tense situation in the offices, study harder for an exam, keep focused on an important speech. In general, it helps one cope. But when anxiety becomes excessive, irrational dread of every day situations, it has become a disabling disorder.

### **1.6 Anxiety and Fear:**

One of the primary reasons for confusion about anxiety is its similarity to fear. Both of these mood states involve some sense of dread or apprehensiveness, and fear may be experienced as "part" of anxiety. Because they share a number of characteristics, it is often difficult to distinguish between them; some researchers have



suggested that they are indistinguishable. Others believe that fear and anxiety are clearly distinct and separate phenomena.

Initial distinctions between anxiety and fear appear to have arisen accidentally by early translations of Freud, mistaking "Angst" the German word for fear, to mean anxiety. Freud did not make the distinctions between fear and anxiety that are made by some modern psychotherapists—namely, that anxiety is associated with a repressed unconscious object and fear is linked with a known external stimulus. In other words, an approaching storm would cause fear, and unresolved conflict might cause anxiety. Although intuitively attractive, this distinction does not always hold because fear may be manifested by the displacement of a repressed internal thought to an external object. In addition, a specific external threat can cause anxiety and fear as correlates of the primary threat.

Other distinctions between fear and anxiety focus on (a) the presence or absence of a "consensually determined" threat, (b) the degree to which responses to the threat are in line with its dangerousness, and (c) the potential adaptive value of these responses. In these instances, *fear* refers to realistic or adaptive

responses, whereas *anxiety* refers to less realistic or more inappropriate reactions. Distinctions based on these features are based on self-report of similar phenomena, making them less useful and sometimes arbitrary. However, they provide some additional context for defining anxiety in spite of the difficulty inherent in operationalizing the constructs.

Both fear and anxiety function as alerting signals to warn of danger. Fear involves sympathetic arousal, readying the body and preparing it for action against immediate danger. Miller (1948) described two general responses to fear: (i) the excitatory fight or flight response initially postulated by Cannon(1988) and (ii) an inhibitory, presumably parasympathetic-based response. As sympathetic arousal, the fight or flight response includes increased heart rate, increased cardiac output, antidiuresis, dilation of skeletal blood vessels, constriction of gut blood vessels, and a surge of catecholamine release. This excitatory reaction can be contrasted with the inhibitory pattern, involving tonic immobility and freezing or feigning death in extreme cases. This behavior appears to help conceal or protect the body from harm. The physiological correlates of this inhibitory response include inhibition of skeletal movement, increased peripheral resistance, and little or no change in diuresis or



heart rate. The nature of the stimulus, intensity of the fear, previous experience, and genetic factors appear to influence these general patterns and determine which will be elicited.

Anxiety is also composed of two components. Unlike fear, however, the responses are temporally linked such that one follows the other. The first response to anxiety is the initiation of physiological arousal and recognition of impending danger. Coincident with the elicitation of sympathetic arousal, as this arousal and activity are unfolding, one becomes aware of a range of bodily changes. This second aspect of anxiety is primarily cognitive, serves to differentiate anxiety from fear, and may influence the extent to which one suffers from anxiety disorders.

Because anxiety and fear are among the body's first defences against harm, they may share redundant mechanisms; in general, psychometric and physiological data suggest that they share considerable overlap. Based on a review of studies the manipulated anxiety and fear through brain lesions, electrical stimulation, and pharmacological manipulations, it appears that both fear and anxiety operate through activation of the noradrenergic pathway originating in the locus coeruleus. In contrast to fear, which triggers the fight or



flight response through this mechanism, anxiety appears to activate the noradrenergic system in conjunction with serotonergic pathways originating in the raphe nuclei. The result is a priming of the fight or flight response, which is simultaneously suppressed through serotonergic inhibitory pathways.

Different etiologies, response patterns, time courses, and intensities of anxiety and fear make distinctions between them justifiable. Although both anxiety and fear are alerting signals, they appear to prepare the body for different actions. Anxiety implies that danger may be near and that the fight or flight response may be necessary-hence the priming effect described by Gray (1989). Anxiety is a generalized response to an unknown threat or internal conflict, whereas fear is focused on known or unknown external danger. Anxiety is usually long-lived (there is no obvious stimulus to escape or avoid), but fear is usually event-limited. Where fear represents response to finite potential harm that can be avoided if something is done, anxiety is characterized by less well-defined threats that are not readily addressed. Fear also differs from anxiety in that it is usually unanticipated, is dependent upon the termination of the feared object, is often very intense, and occurs in self-limiting single episodes.

## 1.7 Sources of Anxiety

The sources of anxiety, although not fully understood, has come into sharper focus in the last decade. In broad terms, the likelihood of developing anxiety involves a combination of life experiences, psychological traits, and/or genetic factors. The anxiety disorders are so heterogeneous that the relative roles of these factors are likely to differ. Some anxiety disorders, like panic disorder, appear to have a stronger genetic basis than others (National Institute of Mental Health [NIMH], 1998) although actual genes have not been identified. Other anxiety disorders are more rooted in stressful life events. The most critical are:

### *(i) Stress*

Stress may be defined as a process linking external events, perception and appraisal of them, and responses directed at changing the event or one's relationship to it. It can also be viewed as an emotional state characteristic of perception and evaluation of stressor events. Stress has been defined as a non-specific general adaptation syndrome through which we struggle to rebuff the wear and tear of life, whereas Cannon (1988) and Mason (1990) have proposed models of stress that define it as an integrated neuroendocrine response that supports our ability to cope-to fight or flee. Common to



these perspectives are a shared emphasis on interactive aspects of the process or state and the purposive nature of the syndrome. Regardless of whether stress was as adaptive as Cannon believed or whether it remains adaptive today, it is clear that the demands of daily life require continuous adjustment to changing surroundings and that stress characterizes some of these adjustments.

Anxiety, in this context, may be seen as a component of the emotional state associated with stress and is a major part of the motivational strength of the construct. Definitions of anxiety that focus on its role as an alerting signal or indication of danger that cues mobilization of energy and resources suggest that anxiety may be an immediate affective component of stressful appraisals. The extent to which anxious affect becomes prolonged or intense enough to create enduring problems will depend on the nature of other aspects of the stress process. In this way, anxiety is also a sign of disorganization and dysfunction. Before focusing on this and other issues, the general relationship between stress and mental or physical pathology needs to be addressed.

### *(ii) Life Events*

The link between stress and anxiety is suggested by several studies of life events that show that the experience of change and the



magnitude of adaptation required are related to a range of mental and physical illnesses or symptoms of illness. More specifically, Johnson and McCutcheon (1987) found evidence of a relationship between negative life events and trait anxiety (measured on the STAI). Adolescents were asked to indicate life events they had experienced the previous year, and rate whether each was negative or positive. Those who had experienced more life change reported more anxiety. These data are correlational, and compelling arguments can be made for all possible causal orders. However, these findings provide reason to believe that stress causes or includes anxious affect.

### *(iii) Uncertainty*

Anxiety can also be seen as a product of uncertainty. Life events, especially transitions, are often stressful, and the uncertainty surrounding these transitions contributes to distress and anxiety. Ambiguous situations, particularly ambiguous stressors, are associated with both uncertainty and anxiety. These situations, lacking in clear indications of situational contingencies or likely outcomes, are associated with considerable stress. The uncertainty regarding these situations highlights a lack of control that contributes to feelings of anxiety and makes coping more difficult. For example, Coelho (1992) studied adolescents experiencing anxiety about the

future, a stressor marked by uncertainty, finding that anxiety experienced by adolescent subjects was expressed by attempts to reduce anxiety and alter mood, much like coping with stress. These motives were often reflected in drug-taking and impulsive behavior, palliative behaviors that can lead to impaired physical health. Uncertainty regarding the future was linked with anxiety, which in turn was associated with dangerous behavior, and eventual illness. Uncertainty about an upcoming event or situation is frequently marked by anxiety. When a person is unsure about what course an event will take, they may also be uncertain as to what type of coping response will be required in order to meet the demands of the impending situation. If the event itself is unclear, there are no effective means of assessing available coping supports and identifying coping options that will be effective. This inability to "diagnose" the situation and appraise it for coping-relevant information can leave one uncertain not only about the stressful event but also about one's coping abilities.

### ***1.8 Developmental Factors in Anxiety***

The roles of developmental or age-related changes on mood and behavior are the subjects of entire disciplines, so that one's approach to understanding lifespan influences on anxiety should



be one of specifying effects and differences over the life course. The childhood environment, including one's interactions with parents and family, child-rearing practices applied, and early reactions to separation, may have long-term effects on anxiety levels. The school environment is also an important shaper of adult life, and anxieties related to academic performance, social acceptance, and one's self-concept become more important in adolescence. Adults cope with the sequelae of these previous experiences and cope with stressors and additional sources of anxiety related to career, family, security, and realization of one's dreams and goals. As one enters middle age or older adulthood, concerns may become more associated with physical health issues, and there is some evidence that fear of aging can be an important determinant of mental health.

*(i) Child-Rearing Practices*

The belief that child-rearing practices or early experience affects later behavior and personality is neither new or surprising. However, evidence of such a relationship, particularly from studies examining anxiety-related outcomes, is surprisingly lacking. Studies of repression and sensitization, for example, have not yielded evidence of a relationship between child-rearing and anxiety



proneness. Child-rearing antecedent conditions associated with anxiety during adolescence have been identified and include environmental factors (e.g. broken home, family conflict) as well as specific attitudes and child-rearing practices. Lack of clear family rules, a strong concern for a family's reputation, a poor relationship with the father, and frequent criticism and disagreement all were associated with anxiety. However, parents of children who were low or high in manifest anxiety were not different from one another on this dimension, suggesting that experiencing particular environmental and social conditions rather than having an anxious parent led to development of anxiety during early adolescence. Research on child rearing and later behavior and affect is difficult for several reasons. Partly as a result, the literature on the relationship between parent-child interactions and anxiety has been inconsistent. However, some variables have begun to emerge as reliable predictors of anxiety. Parental support, child-rearing style, authoritarian personality of the mother, teachers' authoritarian attitudes, and maternal punitive-ness have all been linked to anxiety in adolescence or adulthood, but the only clear conclusion that can be drawn from these studies is that there are links between child rearing and anxiety that require additional investigation. Inconsistency, harsh and unyielding

attitudes, ambiguity, and family conflict appear to be among the primary predictors of the development of anxiety.

*(ii) School Experience*

Consistent with the magnitude of its impact on children, school experiences have received a good deal of attention as potential sources of anxiety. Some attention has been focused on the role of anxiety in school phobias, but most studies have considered its causes and effects on school performance. Low self-concept appears to be associated with concurrent anxiety, and it may be a product of how others perceive one's academic performance. Other studies suggest that anxiety and self-concept have separable effects on school performance, and evidence of links between emergent anxiety and self-concept or image in social as well as academic settings in school has also been reported.

As one would expect, the causes and consequences of anxiety in school settings vary with age. At younger ages, when influences from parents are still stronger than those from peers, academic doubts and fears, separation from parents, and similar concerns appear to be related to anxiety. As they grow older, children become increasingly aware of peer influences as well, and the influence of these sources of anxiety



increase. Anxiety in this context may be viewed as a complex of experiences including how parents react to early achievement motivation, children's ability to interpret their performance and compare it to others, and their reactions to evaluative practices applied in school.

It should be noted that anxiety due to particular aspects of school performance has been examined in some detail. For example, math anxiety, related specifically to performance at mathematics, and English Language does not necessarily generalize to other aspects of school. Similarly, test-taking anxiety, which clearly has very broad implications for students, and computer anxiety, of increasing concern during the past decade, has received attention. Review of the literatures on these topics is beyond the scope of this chapter, but these and other specific sources of anxiety in school settings have been considered as targets for interventions to improve school performance.

### ***(iii) Aging***

Anxiety and anxiety disorders are common in the elderly, in part due to concerns and worries about bodily symptoms and changes in health. Fear of aging is one antecedent condition of anxiety in some, though worries about aging may occur across the entire adult



life cycle. Some of this is related to the fear of death and dying, as suggested by Vickio and Cavanaugh(1996), who studied 133 nursing home employees across a range of ages and jobs. Results indicated that increasing fear of death was associated with more anxiety toward aging. For the most part, however, most attention in this area has been on treatment rather than etiology, with concerns about drug interactions and synergistic effects of drugs and declining cognitive resiliency. It seems likely that in a population marked by increasing concerns about one's health, changes in bodily sensations would evoke more worry and apprehensiveness, and this alone could yield higher rates of anxiety and dysfunction among older people than among younger ones (decreases in other causes could offset these increases). Etiological changes in anxiety disorders over the lifespan would suggest more targeted pharmacologic and nonpharmacologic interventions.

#### *(iv) Familial Influences*

The distribution of anxiety disorders in populations, as revealed by epidemiological and twin studies over the past 25 years, suggests strong familial patterns and genetic-environmental interactions in the etiology of these disorders. In general, this is consistent with broader findings for affective disorders, indicating that close relatives of

patients are more likely to share disorders and that nearly two-thirds of monozygotic twins are concordant for particular disorders. Thought limited by the nature of the variables assessed in these epidemiological studies, there now appears to be considerable evidence for genetic determination of some aspects of anxiety. Investigation of 215 probands (including 82 controls, 52 patients with major depression, 51 patients with major depression and anxiety disorders, and 30 patients with anxiety disorders only) and more than 1500 adult and child first-degree relatives has provided further evidence of familial influence. First-degree relatives of the 51 probands with both depression and anxiety were generally more likely to show major depression and anxiety disorders than were relatives of patients with major depression alone. Similarly, relatives of patients with anxiety disorders that were not associated with major depression showed higher rates of anxiety disorders than did relatives of patients with major depression or with no diagnosis. It is important to note, however, that the rates of dysfunction among these relatives were relatively low: For anxiety disorders, relatives of normals showed a rate of 5 in 100, relatives of patients with major depression were somewhat more likely to experience anxiety disorders (9/100), and among patients with anxiety disorders with or without



depression, 14 or 15 or 100 relatives exhibited anxiety problems. Though these rates suggest that most relatives of patients with these disorders did not exhibit symptoms of anxiety or depression, they suggest that relatives of patients with anxiety disorders were more likely to show symptoms of similar dysfunction.

The causes of such familial patterns are unclear. Genetic predispositions are indicated as potential mechanisms, either as direct tendencies to develop symptoms of anxiety or as physiological or biochemical predispositions to respond to environmental events in particular ways. Examination of shared patterns of response to drugs, to external events, and to other stimuli may provide important information about the underlying bases of inherited risk for anxiety disorders. Differences in cardiovascular or sympathetic reactivity, implicated in the development of hypertension and sociopathy, may be one such mechanism. Research has not systematically addressed these possibilities, and future investigations could include response by gamma-aminobutyric acid (GABA) and responses to benzodiazepines as well as interaction of genetic and behavioral history factors as described by Barrett (1993). Similarly, activity of endogenous opioid peptides as well as exogenously applied opiates



may vary across individuals. The point here is not to catalog the various systems and neurotransmitters involved in anxiety so much as to suggest points at which inherited predispositions may make a difference in the development of anxiety. Experimental induction of anxiety, by administration of drugs or by enforcing withdrawal from them, may offer one way of identifying genetic environmental interactions.

### ***1.9 Acute Stress Response***

When a fearful or threatening event is perceived, humans react innately to survive: they either are ready for battle or run away (hence the term "fight-or-flight response"). The nature of the acute stress response is all too familiar. Its hallmarks are an almost instantaneous surge in heart rate, blood pressure, sweating, breathing, and metabolism, and a tensing of muscles. Enhanced cardiac output and accelerated metabolism are essential for mobilizing fast action. The host of physiological changes activated by a stressful event are unleashed in part by activation of a nucleus in the brain stem called the locus ceruleans. This nucleus is the origin of most nor-epinephrine pathways in the brain. Neurons using nor-epinephrine as their neurotransmitter project bilaterally from the locus ceruleans

along distinct pathways to the cerebral cortex, limbic system, and the spinal cord, among other projections.

Normally, when someone is in a serene, unstipulated state, the "firing" of neurons in the locus ceruleans is minimal. A novel stimulus, once perceived, is relayed from the sensory cortex of the brain through the thalamus to the brain stem. That route of signalling increases the rate of noradrenergic activity in the locus ceruleans, and the person becomes alert and attentive to the environment. If the stimulus is perceived as a threat, a more intense and prolonged discharge of the of the locus ceruleans activates the sympathetic division of the autonomic nervous system (Thase & Howland, 1995). The activation of the sympathetic nervous system leads to the release of nor-epinephrine from nerve endings acting on the heart, blood vessels, respiratory centres, and other sites. The ensuing physiological changes constitute a major part of the acute stress response.

In the 1980s, the prevailing view was that excess discharge of the locus ceruleans with the acute stress response was a major contributor to the etiology of anxiety (Coplan & Lydiar, 1998). Yet over the past decade, the limitations of the acute stress response as a model for understanding anxiety have become more apparent. The



first and most obvious limitation is that the acute stress response relates to *arousal* rather than *anxiety*. Anxiety differs from arousal in several ways (Barlow, 1988; Nutt *et. al.*, 1998). First, with anxiety, the concern about the stressor is out of proportion to the realistic threat. Second, anxiety is often associated with elaborate mental and behavioural activities designed to avoid the unpleasant symptoms of a full-blown anxiety or panic attack. Third, anxiety is usually longer lived than arousal. Fourth, anxiety can occur without exposure to an external stressor.

Other limitations of this model became evident from a lack of support from clinical and basic research (Coplan & Lydiard, 1998). Furthermore, with its emphasis on the neurotransmitter norepinephrine, the model could not explain why medications that acted on the neurotransmitter serotonin (the Selective Serotonin Reuptake Inhibitors, or SSRIs) helped to alleviate anxiety symptoms. In fact, these medications are becoming the first-line treatment for anxiety disorders (Kent *et. al.*, 1998). To probe the etiology of anxiety, researchers began to devote their energies to the study of other brain circuits and the neurotransmitters on which they rely. The locus ceruleus still participates in anxiety but is understood to play a lesser role.



Psychological researchers suspect a chemical imbalance in the brain may be involved in the development of an anxiety disorder. However, it's still uncertain whether this imbalance is the cause or result of the disorder. The DSM-IV (diagnostic manual) mentions a genetic predisposition as panic attacks can quite often be traced through families. A behaviorist favors the view that disorders are a learned behaviour, while psychoanalysis's take the view the anxiety stems from unresolved issues from the part. Each case is different, but a mixture of all these explanations may be appropriate in considering treatment a disorder can occur when panic attacks and/or anxiety symptoms are not successfully managed.

Panic attacks are associated with either a build-up of stress, or a major life stress, the onset of attacks do not necessarily occur immediately following a major life stress, but can occur sometime later. Major stressors include: death in the family, major trauma or illness, use of illicit drugs, pregnancy, childbirth, divorce, financial difficulties, job loss, and unemployment traffic accident. In the case of a build-up of stress, the first attack (especially spontaneous panic attacks) may even occur where there appears to be no obvious trigger such as when watching television. A person's

inability to connect the attack to a stressful event contributes their fear of having another attack.

Some people will experience panic attacks as part of another disorder or illness. For example: some one with asthma may have a panic attack as a result of felling breathless. On a person having an allergic reaction to medication can also have an attack. In these causes the attacks are a secondary affect to their primary conditions and subside with treatment of the primary condition.

The main factor affecting whether a person who experiences panic attacks as a primary diagnosis goes an to develop an anxiety disorder is education and affective anxiety management strategies. This may or may not include medication, depending on individual need [Panic Anxiety Disorder Association Ine (PADA) - 2006].

One of the primary reasons for confusion about anxiety is its similarity to fear. Both of these mood states involve some sense of dread or apprehensiveness, and fear may be experienced as “part” of anxiety. Because they share a number of characteristics, it is often difficult to distinguish between them; some researchers have suggested that they are indistinguishable. Others believe that fear and anxiety are clearly distinct and separate phenomena.



### ***1.10 New Views About the Anatomical and Biochemical Basis of Anxiety***

An exciting new line of research proposes that anxiety engages a wide range of neurocircuits. This line of research catapults to prominence two key regulatory centres found in the cerebral hemispheres of the brain—the hippocampus and the amygdale. These centers, in turn, are thought to activate the hypothalamic-pituitary-adrenocortical (HPA) axis<sup>1</sup> (Goddard & Charney, 1997; Coplan & Lydiard, 1998; Sullivan *et. al.*, 1998). Researchers have long established the contribution of the HPA axis to anxiety but have been perplexed by how it is regulated. They are buoyed by new findings about the roles of the hippocampus and the amygdale.

The hippocampus and the amygdale govern memory storage and emotions, respectively, among their other functions. The hippocampus is considered important in verbal memory, especially of time and place for events with strong emotional overtones (McEwen, 1998). The hippocampus and amygdale are major nuclei of the limbic system, a pathway known to underlie emotions. There are anatomical projections between the hippocampus, amygdale, and hypo-

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<sup>1</sup> Hypothalamus and the pituitary gland, and then the cortex or outer layer, of the adrenal gland. Upon stimulation by the pituitary hormone ACTH, the adrenal cortex releases glucocorticoids into the circulation.



thalamus (Jacobson & Sapolsky, 1991, Charney & Deutch, 1996; Coplan & Lydiard, 1998).

Studies of emotional processing in rodents (LeDoux, 1996; Rogan & LeDoux, 1996; Davis, 1997) and in humans with brain lesions (Adolphs *et. al.*, 1998) have indentified the amygdale as critical to fear responses. Sensory information enters the lateral amygdale, from which processed information is passed to the central nucleus, the major output nucleus of the amygdale. The central nucleus projects, in turn, to multiple brain systems involved in the physiologic and behavioural responses to fear. Projections to different regions of the hypothalamus activate the sympathetic nervous system and induce the release of stress hormones, such as CRH<sup>2</sup>. The production of CRH in the Para ventricular nucleus of the hypothalamus activates a cascade leading to release of glucocorticoids from the adrenal cortex. Projections from the central nucleus innervate different parts of the periaqueductal gray matter, which initiates descending analgesic responses (involving the body's endogenous opioids) that can suppress pain in an emergency, and which also activates species-typical defensive responses (e.g., many animals freeze when fearful).

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<sup>2</sup> Also Known as Corticotrophin-releasing factor

Anxiety differs from fear in that the fear-producing stimulus is either not present or not immediately threatening, but in anticipation of danger, the same arousal, vigilance, physiologic preparedness, and negative affects and cognitions occur. Different types of internal or external factors or triggers act to produce the anxiety symptoms of panic disorder, agoraphobia, post-traumatic stress disorder, specific phobias, and generalized anxiety disorder, and the prominent anxiety that commonly occurs in major depression. It is currently a matter of research to determine whether deregulation of these fear pathways leads to the symptoms of anxiety disorders. It has now been established, using *non-invasive neuroimaging*, that the human amygdale is also involved in fear responses. Fearful facial expressions have been shown to activate the amygdale in MRI studies of normal human subjects (Breiter *et.al.*, 1996). Functional imaging studies in anxiety disorders, such as PET studies of brain activation in phobias (Rauch *et. al.*, 1995), are also beginning to investigate the precise neural circuits involved in the anxiety disorders.

What is especially exciting is that neuroimaging has furnished direct evidence in humans of the damaging effects of glucocorticoids, In people with post-traumatic stress disorder, neuroimaging studies



have found a reduction in the size of the hippocampus. The reduced volume appears to reflect the atrophy of dendrites-the receptive portion of nerve cells-in a select region of the hippocampus. Similarly, animals exposed to chronic psychosocial stress display atrophy in the same hippocampal region (McEwen & Magarinos, 1997). Stress-induced increases in glucocorticoids are thought to be responsible for the atrophy (McEwen, 1998). If the hippocampus is impaired, the individual is thought to be less able to draw on memory to evaluate the nature of the stressor (McEwen, 1998).

### ***1.11 Neurotransmitter Alterations***

There are many neurotransmitter alterations in anxiety disorders. In keeping with the broader view of anxiety, at least five neurotransmitters are perturbed in anxiety: serotonin, norepinephrine, gamma-aminobutyric acid (GABA), corticotropin-releasing hormone (CRH),<sup>3</sup> and cholecystinin (Coplan & Lydiard 1998; Rush *Et. al.*, 1998). There is such careful orchestration between these neurotransmitters that changes in one neurotransmitter system invariably elicit changes in another, including extensive feedback mechanisms. Serotonin and GABA are inhibitory neurotransmitters

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<sup>3</sup> CRH may act as a neuromodulator, a neurotransmitter, or a neurohormone, depending on the pathway.



that quiet the stress response (Rush *et. al.*, 1998). All of these neurotransmitters have become important targets for therapeutic agents either already marketed or in development (as discussed in the section on treatment of anxiety disorders).

### ***1.12 Theories of Anxiety***

There are several major psychological theories of anxiety: psychoanalytic and psychodynamic theory, cognitive theories and behavioural theories, (Thorn *et. al.*, 1999).

#### ***1.12.A. Psychoanalytic theory***

Freud proposed two different theories of anxiety. In the first formulation, published in 1895, neurotic anxiety was regarded as stemming from the blockage of unconscious id impulses. Such impulses are blocked, for example, under conditions of extreme sexual deprivation. When id impulses are repressed, they can, according to Freud's first theory of anxiety, be transformed into neurotic anxiety. The first theory did not pay much attention to the circumstances surrounding the repression of an id impulse. In his second theory, proposed in 1926, Freud made more explicit the situations that may cause the individual to repress an id

impulse, and he reversed the relationship between neurotic anxiety and repression.

A brief reference to Freudian views on anxiety is pertinent here. Freud mentioned three types of anxiety, i.e. reality anxiety, moral anxiety, and neurotic anxiety. Reality anxiety arises out of the real problems or dangers of the external world. It is ego's reaction when life is in real danger. Moral anxiety originates from the violation of one's own moral codes and ethical standards. It is caused by the punitive measures of super ego. Moral anxiety actually originates from our feeling of remorse and repentance over our past sins and misdeeds. Neurotic anxiety originates from one's own unconscious dangerous impulses that threaten to break through the repression resistance line and to come up in the conscious level for their gratification. The person is tense and restless for fear that these dangerous impulses may find an accidental outlet through his overt behavior and the individual may be severely punished for this undesirable act. As the source of this anxiety is not known to the individual, he becomes completely helpless to control this type of anxiety. Reality and moral anxiety, while repressed, may reappear again in the form of neurotic anxiety. This is called now retrace anxiety as its source now remain hidden to the individual. It is this

neurotic anxiety that destroys our mental health and leads to the development of various symptomatic behavior. So the arousal of anxiety does not depend upon the objective situation as it exists, rather it depends upon the individual's state of mind in relation to his past experiences.

Freud considered anxiety to be a signal of the ego's incapacity to deal with stimulation from id impulses, external danger, and the prohibitions of the superego.

Birth was viewed as the prototypic anxiety situation, for the infant is flooded with excitation over which it can exert no control. After the development of the ego in the first year of life anxiety becomes a signal of impending over stimulation. The person is warned that he is in danger of being reduced to an infantile state of helplessness through over-stimulation by id impulses and other forces. Anxiety thus plays a functional role, helping the ego to take action before being over-whelmed. According to Freud the birth trauma is the original source of anxiety. In his opinion, any arousal of anxiety in later life is actually the revival and reactivation of that birth trauma. Freud had, of course viewed personality development mainly from biological standpoint. But other



psychologists the neo-Freudians put more emphasis upon the social milieu in which a child is born and brought up. According to them the early experiences of the child with the type of social interaction and interpersonal relationship that exists within the family set up is mainly responsible for providing a child with an adequate sense of security and healthy development of personality. It will be helpful there to make a short reference to some of the personality theories that deal with anxiety as an important factor determining human personality and behaviour.

### ***1.12.B. Cognitive Theory***

Cognitive factors, especially the way people interpret or think about stressful events, play a critical role in the etiology of anxiety (Barlow et al., 1996; Thorn et al., 1999). A decisive factor is the individual's perception, which can intensify or dampen the response. One of the most salient negative cognitions is the sense of uncontrollability. It is typified by a state of helplessness due to a perceived inability to predict, control, or obtain desired results (Barlow et al., 1996). Negative cognitions are frequently found in individuals with anxiety (Ingram et al., 1998). Many modern psychological models of anxiety incorporate the role of individual vulnerability, which includes both genetic (Smoller & Tsuang, 1998)

and acquired (Coplan et al., 1997) predispositions. There is evidence that women may ruminate more about distressing life events compared with men, suggesting that a cognitive risk factor may predispose them to higher rates of anxiety and depression (Nolen-Hoeksema et al., press).

### ***1.12.C. Behavior Theory***

More recent behavioural theories have emphasized the importance of two types of learning: classical conditioning and vicarious or observational learning. These theories have some empirical evidence to support them. In classical conditioning, a neutral stimulus acquires the ability to elicit a fear response after repeated pairings with a frightening (unconditioned) stimulus. In vicarious learning, fearful Behavior is acquired by observing other' reactions to fear-inducing stimuli (Thorn et al., 1999). With general anxiety disorder, unpredictable positive and negative reinforcement is seen as leading to anxiety, especially because the person is unsure about whether avoidance behaviours are effective.

### ***1.12.D. Psychodynamic theory***

Psychodynamic theories have focused on symptoms as an expression of underlying conflicts (Rush et al., 1998; Thorn et al., 1999). Although there are no empirical studies to support these



psychodynamic theories, they are amenable to scientific study (Kandel, 1999) and some therapists find them useful. For example, ritualistic compulsive Behavior can be viewed as a result of a specific defence mechanism that serves to channel psychic energy away from conflicted or forbidden impulses. Phobic behaviours similarly have been viewed as a result of the defence mechanism of displacement. From the psychodynamic perspective, anxiety usually reflects more basic, unresolved conflicts in intimate relationships or expression of anger.

According to psychodynamic theorists, in-trapsychic events and unconscious motives are at the root of anxiety. The behavior characteristic of anxiety disorders reflects the failure to cope adaptively with stress. The object of fear in a phobia is a symbol of an unconscious, unresolved conflict within the individual. According to Freud, isolation, and reaction formation were defense mechanisms that were significant in the development of obsessive compulsions.

#### ***1.12.E. A stimulus-Response Analysis of Anxiety: Mowrer and Miller***

Until the 1930s, American learning theorists, working mostly with rats, were little concerned with behavior commonly thought to reflect anxiety. The study of anxiety was at the time more actively pursued by clinicians, particularly Freudians. Mowrer and Miller



(1939) is credited with bringing the study of anxiety into the mainstream of experimental psychology. In stead of construing anxiety in Freudian terms as the threat of or the flooding of the ego by excessive stimulation, he suggested that we conceptualise anxiety as an internal response which can be learned by means of classical conditioning. Learning theorists believe that anxiety disorders are the result of learning.

### ***1.13. The concept of Anxiety in some Personality Theories***

Eromm (1973) has viewed man as having a basic contradiction in his nature. Man has an urge for independence and at the same time he has an urge for relatedness with other people and the universe. If he attains independence naturally he becomes alienated from other people and if he maintains ties with other people he loses his independence. For example, the more a child gains freedom from the primary ties with his parents, the more he feels isolated and helpless. Freedom then becomes a negative condition from which he tries to escape. Thus human beings find it a difficult problem to solve this dichotomy between his desire to be independent and his desire to maintain close ties with other people. Unhealthy parent-child relationship only complicates and accentuates the basic

inconsistencies of human beings and makes a man more vulnerable to psychic disorders.

Horney (1948) emphasized upon the parent-child relationship as the key factor that determines the sense of security and this sense of security is the main basis upon which the character structure of the child is built up. A wide range of adverse factors in the home environment, specially parental defaults, can produce insecurity in a child. Such condition as parental neglect, can produce insecurity in a child. Such conditions as parental neglect, direct or indirect domination, indifference, erratic behavior, lack of respect of the child's individual needs lack of real guidance, disparaging attitudes, too much admiration or the absence of its, lack of reliable warmth, have to take sides in parental disagreements, too much or too little responsibility, over-protection, isolation from other children, injustice, discrimination unkempt promises, hostile atmosphere etc. can produce basic anxiety which Horney defines as a feeling, a child has, of being isolated and helpless in a potentially hostile world. That means, anything that disturbs the security of the child in relation to his parents produces basic anxiety. Driven by this anxiety, the child is compelled to adapt unrealistic means to cope with it.



Different children adapt different strategies to deal with this basic anxiety. For example, a child may adapt a strategy to win love and affection from others in order to overcome his feeling of insecurity. This strategy and coping pattern is later transformed into a need of the child. That is the child now feels compelled to win love and affection from others at all costs. This need is called neurotic need by Horney because this strategy alone fails to solve the actual problems of his life. Horney mentioned ten such neurotic needs in her theory.

Thus, it is the family relationship that gives rise to the basic anxiety and this basic anxiety creates certain neurotic needs in the children that lead to the development of various neurotic tendencies in later life.

Harry stack Sullivan (1950) has given a completely new and independent theory of personality having no relationship with psychoanalysis. But his general theoretical framework fits well with the socio-cultural approaches of Neo-Freudians. That is why, he is also considered as one of the Neo-Freudians. According to Sallivan tension is produced in human beings both by arousal of needs and by the arousal of anxiety. Need refers to such physicochemical



requirements of life as need for food, oxygen, drink, sleep etc. These needs must be satisfied for the survival of the organism. But human beings live in such a social system and order that these needs may be satisfied only through successful interaction with other people. And the successful interaction depends on good interpersonal relationship. Anxiety accompanying any interaction with other people makes it difficult to achieve good interpersonal relationship. Because anxiety leads to the development of inflated self-image that protects the individual from anxiety and it also distorts the image of other people. In Sullivan's world these distorted and unrealistic personifications (picture. In the mind, of self and others) makes it difficult to establish a good interpersonal relationship and to satisfy the needs of the individual in a tension free way. Thus, anxiety, if self a source of tension, also blocks the way of reducing other tensions arising out of some basic needs of life. In order to satisfy our biological drives, we need to interact with others and it is this interaction that leads to the patterning of a self system which is either interpersonally competent or incompetent, secure and insecure. Interpersonally incompetent and insecure self builds up anxiety and tension within the individual that damages the mental health and leads to the development of various maladaptive and symptomatic behavior.

The original source of this anxiety, according to Sullivan, is the parent-child relationship, specially the relationship with the mothering one. The anxiety of the mother and her sense of insecurity or interpersonal incompetence is mysteriously transmitted to the new born baby through the process of empathy. Thus, from Sullivan's point of view anxiety that originates from parent-child relationship deteriorates mental health that ultimately leads to strained and unsatisfactory interpersonal relationship and maladaptive behavior.

Bandura and Walters (1952) have mentioned about dependency anxiety of the children. This dependency anxiety develops in early childhood through parent child relationship. The dependent motive is the wish to be nurtured, aided, comforted and protected by others or to be emotionally close to or accepted by others. The initial nurturance or personalized care by the parents at the very early age develops in the children dependency need. If such strong dependency need is later followed parental negligence and rejection or parental inconsistency about dependency behavior, it will lead to the development of conflict and dependency anxiety.



## ***2. Review of Related Literature***

The purpose of this chapter is to provide an overview of the main findings of important empirical studies relating to anxiety and ego identity status. First we review the important findings of empirical studies on ego identity. We then focus briefly on the findings of previous studies relating anxiety. Lastly, we shall highlight some of the relationships between ego identity and anxiety.

The concept of ego identity has led to a series of empirical investigations and researches and a number of techniques have been invented to measure the ego identity and identity formation. In investigating ego identity, self-descriptive Q sort technique was initially applied by Gruen (1960) and Block (1961). Similar technique has also been utilized by Heilbrun (1964) and Hauser (1972) and Mallory (1989), Rasmussen (1964) have studied the relationship between ego identity and psychological effectiveness by developing the ego Identity Scale. Similarly, Dignan (1965), Simons (1970) Rosenthal *et al.*, (1981), Adams *et al.* (1979), Grotevant and Adams (1984) and Bennion and Adams (1986) have also studied on ego identity by devising objective assessments of psychological maturity.



In an effort for operationalization of identity formation Marcia (1966) devised a semi-structured clinical interview, named the identity status interview (ISI) for categorizing identity statuses and a semi-structured projective test named the Ego Identity Incomplete Sentence Blank (EI-ISB), for assessing overall ego identity in his study. Identity statuses were determined for 86 college male Ss; and their performances on a stressful concept attainment task, their patterns of goal setting, authoritarianism, and vulnerability to self-esteem change were compared. Ss in the identity achievement status performed best on the concept attainment task, whereas Ss in the foreclosure status were found to set goals unrealistically high and to subscribe significantly more to authoritarian values such as obedience. Strong leadership and respect for authority.

In order to see whether Ss high in ego identity change less in self-esteem when given false information about their personalities than Ss low in ego identity. Marcia (1966) used the Self-Esteem Questionnaire (SEQ) developed by Decharms and Rossenbaum (1960). The self-Esteem Questionnaire was administered twice. The first administration was performed in a classroom setting, and the second administration followed after 2 months following an experimental condition of "Invalidated Self Definition (ISD)". Self-

esteem of the identity achieved Ss were found to be less vulnerable to negative information than that of the diffused and foreclosure Ss but the differences were not significant. This failure of the self-esteem condition to discriminate among the statuses was attributed to unreliability in self-esteem measure engendered by the 2 month span between the first and second administration. Moreover, no significant differences among identity statuses for SEQ scores were found. Nevertheless, a significant relationship was found between EI-ISB scores and the initial SEQ scores. However, Marcia (1967) also found that students with strong ego identities lost less self-esteem when they failed on tasks they thought to be associated with academic success.

Marcia's (1966) effort for operationalising identity statuses has opened up a new dimension for the assessment of ego identity. In a parallel effort to operationalize Marcia's identity statuses, Adams *et al.*, (1979) constructed the Objective measure of Ego Identity Status on the basis of subjects' responses to Marcia's interview questions. Extensions and revisions of the prototypical OM-EIS have been provided by Grotevant and Adams (1984), and Bennion and Adams (1986).

However, a large number of research has been conducted to demonstrate various cognitive aspects, social and family factors and



demographic variables that are related to ego identity and influence the formation of ego identity. A growing body of research has identified a number of personality and social behavioral correlates of identity formation. Numerous studies have been conducted to relate identity formation with varying degrees of social anxiety, cognitive styles, authoritarianism, locus of control, negative effect intimacy formation, social conformity behaviour etc.

Identity achievement is theoretically associated with self-certainty, higher amount of ego strength, higher level of cognitive development and functioning, and more adaptive behaviors. In contrast, identity confusion should be negatively correlated with such constructs several studies have been able to prove this.

Progression to more mature identity styles is theoretically expected to correspond with increasingly mature cognitive abilities. Wiess (1984), by measuring the cognitive development of his subjects, found that achieved and moratorium subjects obtained higher scores than the subjects of other identity statuses.

Several researchers have studied the academic motivation, goals and achievements of college students who occupy various identity statuses. Adams and Fitch (1983) have shown that identity



achievers are more attracted to scholastic or academically oriented departments than to departments that emphasise social activities and material benefits of perusing degrees. Study by Marcia and Friedman (1970) also shows that identity achievers choose more difficult academic majors than do identity diffused students. Identity achievers also have higher grades than individuals of the other identity statuses (Cross and Allen, 1970). Francis (1981) found that achieved persons have a higher GPA (grade point average) than diffused or moratorium subjects.

Mature identity statuses Ss appear to be more interpersonally intimate than less mature subjects. Bennion and Adams (1986) reported that achieved Ss scored higher on a measure of intimacy than individuals of other identity statuses. Bennion (1988) found the scores of achieved individuals to be positively associated with a measure of positive social relations while scores of the diffused individuals were found to be negatively correlated.

The identity achieved individuals are also expected to use more effective and adaptive social cognition styles and to show higher psychological development than diffused and foreclosed individuals. Read, Adams and Dobson (1984) found that foreclosed Ss were less

likely to be analytical or philosophical than Ss in other identity status achieved persons to be less anxious more relaxed, less worried and less extreme in their introversion or extroversion. Carlson (1986) found diffusion status individuals to be significantly less well adjusted and the achievement status individuals to be significantly more adjusted. Moreover, diffused youths are most likely to be chronic users of drugs. Study by Jones (1992) revealed that diffused 7<sup>th</sup> through 12<sup>th</sup> graders were about twice as likely to have tried cigarettes and alcohol, 3 times as likely to have tried marijuana, 4 times as likely to have tried and 5 times as likely to have tried cocaine than their foreclosed agemates.

Thus identity achieved individuals may be differentiated from identity diffused individuals in terms of cognitive functioning, psychological development and over all adjustment with their environment. Achieved persons are more likely to have more mature cognitive abilities, higher academic motivation, more effective and adaptive social cognition styles, higher level of psychosocial and ego development, abilities to set more realistic goals. Moreover, achieved Ss tend to show the least amount of external lows of control, less submission to peer pressure and authoritarianism, lower level of



anxiety less confusion in self definition and more adaptive social interpersonal skill etc.

Higher level of self-esteem is another distinctive feature of identity achieved individuals. According to Eriksons (1968) theory, identity confusion is accompanied by high self-consciousness (i.e. a form of self-awareness that includes uncomfortable feeling of vulnerability or exposure). While identity achievement is associated with feelings of self-direction, certainty and self-esteem. Many research findings along with Marcia's (1966) study have provided supportive evidence in this respect.

A series of studies has been conducted relating identity to self-esteem and self acceptance (Waterman, 1992). Adams, Shea and Fitch (1979) found that achieved individuals reported significantly more self-acceptance than the diffused or foreclosed group. Similar findings have been reported by Bennion and Adams (1986). Adams, Abraham and Markstrom (1987) found that achieved youths were least likely to report self-consciousness or to engage in self-focusing Behavior and diffused adolescents were most likely to report self-referencing. Theoretically, self-esteem should be negatively correlated with self-consciousness. Several studies have found



advanced identity statuses to be correlated with measures of self-esteem and self-acceptance (Adams, Shea, and Fitch, 1979; Jones, 1984; Owen, 1984), and a positive body and self-image scales (Bennion, 1988).

Jones, R. (1984), in a study used the Extended version of the Objective Measure of Ego-Identity Status on a sample of 137 9<sup>th</sup> to 12<sup>th</sup> graders, and found that achievement status scores were moderately correlated with scores on the Rosenberg self-Esteem Measure and with Social desirability. Similar findings have been reported by Owen R.G. (1984). It was found that achieved identity Ss obtained significantly higher scores than defused Ss on the Rosenberg Self-Esteem Scale and on bicultural Self-esteem Scale.

Several other studies have found advanced or higher identity statuses to be correlated with higher levels of self-esteem (Breuer, 1973; Bunt, 1968; Cabin, 1966; Marcia and Friedman; 1970; O'connel, 1966; Orlofsky, 1978; Prager, 1982; Rasmussen, 1964; Read *et. al.*, 1984; Rossenfeld, 1972; Schenkel and Marcia, 1972; Simmons, 1970) However, in a few studies, no differences in self-esteem have been found for the different identity statuses (Fannin, 1979; Marcia, 1967; Or Lofsky, 1977).

Previous researches have also documented significant or insignificant associations between ego identity and such demographic variables as age, grade, gender etc. The study of gender or sex differences in identity development has provided rather conflicting and varied results (Adams' Bennion and Huh, 1989).

With a sample of early and middle adolescents, Jones and Streitmatter (1987) found that female Ss scored significantly higher on the achievement and moratorium scales, whereas the males scored significantly higher on diffusion scales indicating lower levels of maturity. From similar age group sample, Abraham (1984), using a huge sample of 7<sup>th</sup> through 12<sup>th</sup> graders showed that females were more likely than males to score higher on the more mature subscales, i.e., achievement and moratorium, and lower on the foreclosure and defused subscales.

Grotevant and Adams (1984) reported similar findings from a sample of late adolescents. Mead (1983), from a slightly older sample, found females scoring consistently higher on the moratorium and diffusion subscales. Jones (1984) reported middle adolescent females as scoring highest on the foreclosure subscales. However, none of these studies used random samples (Adams *et al.*, 1989).



In a longitudinal study of identity development, with a random sample of late adolescents and using Marcia's Identity Status Interview (ISI), Adams and Fitch (1982) concluded that there are no sex-differences in identity formation.

Similarly, many studies using the Objective Measure of Ego Identity Status (OMEIS), revealed no significant gender differences between identity statuses. (Abraham (1983); Adams, Ryan, Hoffman, Dobson and Nielsen (1985); Adams, Shea and Fitch (1979); Bennion and Adams (1986); Clancy (1984); O'Neil (1986); Rodman (1983); Waterman (1982).

The review of literature reveals that only a few numbers of studies have been conducted so far to investigate the relationship between the ego-identity status and anxiety. Now we shall high light the findings of some of these studies.

Several studies reported that identity confusion is negatively related to anxiety level. Suzanne, Bartte-Haring, Penny Brucker and Ellen Hock (2002), conducted a study to investigate the relationship between parental separation anxiety and adolescent identity development, they used a sample of first year college students and seniors. Data was collected from mothers, fathers and adolescents.



Mothers and fathers completed the Parental Separation Anxiety questionnaire with two subscales, comfort with Secure Base Role, and Anxiety about Adolescent Distancing. Their adolescent children completed the Revised Extended Version of the Objective Measure of Ego-Identity Status. From hierarchies multiple regressions controlling for Time 1 Identity, it appears that mother's sense of providing a secure base for their adolescents in college influences their adolescent's foreclosure depending on the gender of the adolescent.

Progression to mature identity statuses is theoretically expected to correspond with decreasingly anxiety reaction. J. A. Schinka, R.M. Burch and N. Robichauxkeene (2003), by measuring level of anxiety on a sample of 60 (age range-15-23), found that achieved and moratorium subjects obtained higher scores than the subjects of other identity statuses and there are no sex-differences in identity formation.

Several other studies have found advanced or higher identity statuses to be negative correlated with level of anxiety (Alan, Q. G. and Srivastava, Ramji 1986; Jeffrey A. Culy, Donna Lavoie and Gfeller; 2001). Jane Kroger (1985) explores intrapsychic structures

underlying Marcia's ego identity statuses in terms of separation-individuation patterns. Jane Korger found that achievement and moratorium adolescents would give greater evidence of intrapsychic differentiation on a projective measure of separation anxiety than would foreclosure or diffusion youths.

Previous researches have also documented significant association between ego identity and anxiety reaction. Sterling CM, van Horn KR, (1989), in a study used the Extended version of the Objective Measure of Ego-identity Status and Templar's Death Anxiety Scale (DAS) on a sample of 63 mal undergraduates were involved in a study examining possible relationships between death anxiety and Erikson's concept of ego-identity. A one-way analysis of variance revealed a significant main effect of ego-identity status on the scores of anxiety scale, Moratorium status was associated with significantly higher Death Anxiety Scale scores than the other three statuses.

With a sample of late adolescents in an African cultural context, Chart Alberts and Johannese, Meyer (1998) explores Marcia's operationalization of Erikson's identity construct the four identity status. Identity statuses were determined in relation to global

identity, as well as occupation, religion and politics. Contrary to findings obtain in Western settings, adolescents in the foreclosure status (global identity) displayed lower intelligence, and concrete thinking patterns and higher level of anxiety.

Skeer T.L., Robinson L.M; Sclar A.A; Galin R.S. (2000) collected data from the National Ambulatory Medical Care Survey for the years 1990 through 1997 were used for analysis. The high prevalence of anxiety disorder, predominant in women, represents a major public health concern. Their research suggests that anxiety disorder are associated with a decreased quality of life, an increased rate of cardiovascular/ cerebrovascular events and an increased risk of mortality due to suicide. Further research is required to discern the reasons for the growth in the prevalence of anxiety disorders and to examine the effectiveness of medical management. Existential anxiety concerns have a theoretically consistent factor structure, are common among adolescents and are associated with psychological symptoms, as well as identity issue (Berman, Steven; Weenns, Carl; Stickle, Timothy; 2006).



### ***3. Objectives of the study :***

A careful survey of the literature on anxiety reveals that development of anxiety involves a combination of experiences, psychological traits and genetic factors. According to Freud, there is a relationship between development of anxiety and personally structure of the individual. In psychoanalytic theory (1895) Freud states that anxiety develops from blockage of unconscious id impulses. Freud describes three types of anxiety. According to him reality anxiety arises out of real problems. It is ego's reaction when life is in real danger. Moral anxiety is caused by the punitive measures of superego. Neurotic anxiety originates from one's own unconscious dangerous impulses that threaten to break through the repression resistance line and to come up in the conscious level of their gratification. Freud considered anxiety to be a signal of the ego's incapacity to deal with stimulation from id impulses, external danger, and prohibitions of the superego.

Erikson's notion of ego identity and identity crisis has drawn the attention of the present researcher. According to Erikson the attainment of sense of ego identity is a prerequisite for healthy personality functioning. His theorizing about ego identity formation

bears a great importance in understanding psychological and personality development of adolescents.

According to Erikson, the positive resolution of identity crisis and role confusion is the basic confusion task for the adolescents and the development of well-balanced personality depends on the positive resolution of this crisis. A large number of studies provide evidence validating Erickson's description of identity crisis and identity development. Among these the most important is that of Marcia. Marcia (1966) describes four different statuses of identity formation each defined and differentiated from others in terms of two criteria- crisis and commitment. The four identity statuses described by Marcia (1966) are diffusion, foreclosure, moratorium and achievement. Different identity statuses are found to be related to different types of behaviors, attitudes, values and psychological dispositions (Marcia, 1966). A clear sense of identity is associated with a sense of personal well-being when identity crisis may lead to several psychosocial and behavioral problems.

Read, Adams and Doubloon (1984) found that foreclosed Ss were less likely to be analytical or philosophical than Ss in other identity statuses. According to them uncommitted status individuals



experience greater social anxiety. On the other hand achieved identity status persons are more relaxed, less worried and less extreme in their introversion or extroversion.

Carlson (1986) found diffusion status individuals to be significantly less well adjusted and the achievement status individuals to be significantly more adjusted. Moreover, diffused youths are most likely to be chronic user of drugs (Jones; 1992).

Thus the findings of the previous studies on ego-identity status suggest that the identity-achieved individuals use more effective and adaptive social cognition styles and show higher psychological development than diffused and foreclosed individuals. This made the investigator inquisitive about the relationship between ego identity and manifest anxiety. It can also be pointed out here that all the studies reviewed earlier on ego-identity have been carried out in Western cultures. The author feels that there is a need for conducting such study in our country also as the social context of our country is different from that of the Western countries. As reported earlier in section 1.3.



Thus, the preceding overview of the literature, conceptualization and classification of ego-identity status, suggest that the relationship between ego-identity status and manifest anxiety can be investigated.

According to Dyk and Adams (1987) ego identity consists of two components-Ideological identity and Interpersonal identity. Ideological identity includes occupational, religious, political and philosophical life-style, values, goals, and standards, while interpersonal identity incorporates aspects of friendship, dating, sex roles, and recreational choices. Adams and Bennion (1986) constructed the Extended Objective Measure of Ego-identity status scale on the basis of Erikson's theory. The scale measures three dimension of ego identity-Ideological, Interpersonal and total identity status. These three dimensions of ego identity were considered in the present study.

Present study represents an attempt to interrelate ego-identity status and manifest anxiety. The broad objective of the present study was to investigate the relationship between manifest anxiety and ego-identity status of the undergraduate female students of Rajshahi

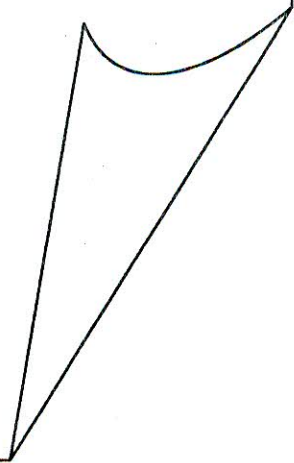
University. The specific statements of the Objective of the present study are given bellow:

- i. To find out the relationship between manifest anxiety and total ego identity statues of the undergraduate female students of Rajshahi University.
- ii. To investigate the relationship between manifest anxiety and ideological identity statuses of the undergraduate female students of Rajshahi University.
- iii. To explore the relationship between manifest anxiety and the interpersonal ego identity statuses of the undergraduate female students of Rajshahi University.

*Chapter 2*

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*Methods*





## **Method**

### **2.1 Design of the Study**

The present study was an attempt to explore the relationship between ego identity status and manifest anxiety of Undergraduate female students of Rajshahi University. Three dimension of ego identity -Total, Ideological and Interpersonal, were considered in this study. The Bengali version of the Objective Measure of Ego Identity status was administrated on 500 undergraduate female students of Rajshahi University and their score on three identity scales were computed separately. Then the subjects were classified into four identity statuses- Diffusion, Foreclosure, Moratorium and Achievement on the basis of their scores on total, ideological and interpersonal scales separately using the pure identity status rule.

Finally 200 subjects (50 from each status) were selected on the basis of their score on total identity, 200 subjects (50 from each status) were selected on the basis of their score on ideological identity and 200 subjects (50 from each status) on the basis of their score on interpersonal identity.

Taylor's Manifest Anxiety scales was administered on all the selected subjects and the score of each subject was computed separately. Comparisons were made among different identity status groups for each dimension of identity on the basis of the score obtained on anxiety scale. F-test and t-test were employed for these purposes.

## 2.2. Sample:

Five hundred undergraduate female student of Rajshahi University were randomly selected and Bengali version of Objective Measure of Ego Identity Status (EOMEIS-2) was administered on them and the subject were classified into different identity status on the basis the scores on Total Ideological and Interpersonal identity scale separately.

Then three groups of subjects were selected from them on the basis of the scores on total, ideological and interpersonal scale. Each group consisted of 200 subjects (50 from each status). Their age ranged from 19 to 22 years. The distribution of subjects was as follows:

	Diffusion	Foreclosure	Moratorium	Achievement
Ideological	50	50	50	50
Interpersonal	50	50	50	50
Total	50	50	50	50

Table 1 : The distribution of subjects.

## 2.3 Instruments Used for Collecting Data

The study used two instruments. These were-

1. Bengali version of the Extended Objective Measure of Ego-identity Status (Bennion and Adams ;1986). [Developed by Sanzida Zohra Habib; 1995].
2. Bengali version of Taylor's Maniofest Anxiety Scale (1953);[Developed by Mahbuba Kaniz Keya; 1992].

The description of the scales are given below in details:

### *2.3.1 The Extended Objective measure of Ego Identity Status:*

The objective measure of Ego Identity Status (OM-EIS) is a very popular and widely used self-report measure of ego-identity. The Extended Objective Measure of Ego-Identity Status or EOMEIS-2 (Bennion and Adams, 1986) is the final revision of the prototypical OMEIS (Adams, shea and Fitch, 1979). The Bengali version of the scale was developed by Sanzida Zohra Habib (1995).

Erikson (1968) has recognized that identity formation consists of two distinct components-ego-identity and self-identity. Ego-identity refers to such things as work, and ideological values associated with politics, religion, a philosophy of living, and so forth. Self-identity refers to the individual's self-perceptions of social roles. According to Dyk and Adams (1987) ego identity



consists of two components-Ideological identity and Interpersonal identity. Ideological identity includes occupational, religious, political and philosophical life-style values, goals, and standards, while a social or interpersonal identity incorporates aspects of friendship, dating, sex roles, and recreational choices. According to Erikson's theory, Adams and Bennion (1986) constructed the Extended Objective Measure of Ego-identity status scale. The scale measures three dimensions of ego identity status Ideological, Interpersonal and total identity status.

The EOMEIS-2 contains 64 items, of which 32 items assess ideological identity and the rest 32 assess interpersonal identity. There are 8 domain areas and 4 identity statuses in this scale. The domain areas of occupation, politics, religion, and philosophical life style are included in the ideological subscale whereas the domains of sex roles, friendship, recreation and dating constitute the interpersonal subscale.

The 4 identity statuses according to which the items of different domains are designed are achievement, moratorium, foreclosure and diffusion. Each of these 4 identity status subscale contains 16 items, each 2 of which is taken from the 8 domains.

So, there are 8 items for each domain area, each 2 of which is taken from the 4 identity statuses. All these items have been designed to measure the theoretical amount of exploration and commitment that would be typical for each identity status.

The items are responded on a 6-point Likert scale which forces choice among responses ranging from strongly agree to strongly disagree. Items are scored by weighting the "strongly agree" response with a value of 6 and the 'strongly disagree' with value of 1. The scale measures ideological, interpersonal and total aspects of identity.

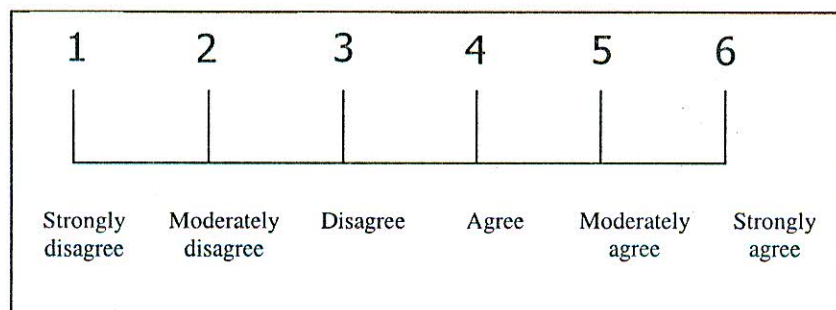


Figure- 3 "6- Point Likert scale"

The EOMEIS-2 allows the researchers and clinicians to classify adolescents and young adults into a single identity status category and also to assess longitudinal change by a shift in "distribution of stage related responses" as indicated by Rest (1975) [Adams, shea and Fitchm 1979]. Moreover, the items of the EOMEIS-2 take into consideration the

potential gender differences in identity formation as indicated by Gilligan (1982), and also recognize the ego (identity and self-identity distinction as suggested by Erikson (1968) [Adams *et. al.*, 1989].

For classifying an individual into a single identity status category, his raw subscale scores are compared with the cut-off marks (norms) The cut-off marks are generated by calculating the means and standard deviations for each of the raw subscale scores and then by adding the means with the standard deviation. The following cut-off marks were recommended by Adams and Bennion (1986) for college age subjects:

#### Cut-off Marks

Ideology Identity	
Achievement	38.0
Moratorium	33.0
Foreclosure	26.0
Diffusion	28.0
Interpersonal Identity	
Achievement	38.0
Moratorium	33.0
Foreclosure	26.0
Diffusion	27.0
Total Identity	
Achievement	73.0
Moratorium	63.0
Foreclosure	53.0
Diffusion	53.0

Table : 2 Cut-off Marks, according to Adams and Bennion (1986).



Using a Series of three rules, by comparing an individual's raw subscale scores against the cut-off points, an individual can then be classified into a single identity status or into a transition of the EOMEIS-2 are as follows:

### **Pure Identity Status Rule**

1. Individuals scoring one standard deviation above the mean (or higher) on a given subscale are scored as being in that identity status if all remaining scores are below their appropriate subscale cut-off comparison. In our publications we refer to these cases as "pure" identity-status types.

### **Low-Profile Status Rule**

2. Individuals with scores falling less than one standard deviation above the mean on all four measures are scored as the "Low-profile" moratorium. (This is to distinguish such an individual from "pure" moratorium status individuals).

### **Transition Status Rule**

3. Individuals with more than one score above the standard deviation cut-offs are scored as in transition and are given a "transition status" category (e.g., diffusion- foreclosure). (Occasional subjects will score above three cut-offs. Given the manner of test development, these subjects are thought to be discriminating in marking items and are dropped from further consideration in research studies in our laboratory)

A large number of published studies provide converging information on the reliability and validity of the Extended Objective Measure of Ego Identity Status. 14 studies have estimated the internal consistency, test-retest and split-half reliabilities of this measure. Bennion and Adams (1986) have reported reasonable internal consistency of both the ideological and interpersonal identity subclass of the EOMEIS-2.

Acceptable levels of content, construct, concurrent and predictive validity of the measure have also been reported. Estimates of construct validity of the EOMEIS-2 have been determined through factor analysis, convergence and discriminance methods, by Bennion (1988), Bennion and Adams (1986). Studies of Bennion (1988), Bennion and Adams (1986) have also assessed the concurrent validity by comparing the EOMEIS-2 with Morcia's semistructured interview and Rosenthal Identity Measure. These studies also demonstrated the predictive validity of the EOMEIS-2 with respect to intimacy, self-image, self-acceptance, authoritarianism etc. However the results of these studies showed acceptable to good discriminate, convergent, concurrent, and predictive validities of the EOMEIS-2.



Although the EOMEIS has been developed and generally validated from samples of late adolescents and young adults, Jones and Streitmatter (1987) have reported the reliability and validity of the EOMEIS when applied for younger samples of early/ middle adolescents. Actually the measure can be used for individuals ranging between 15 to 30 years of age.

The Bengali version of extended objective measure of ego-identity status scale was self administering in nature, like the original form. In the Bengali version of Extended Objective Measure of ego-identity status scale (Sanzida Zohra Habib (1995)), all the items of the EOMEIS-2 covering the domain areas of occupation, religion, politics, philosophical life style, sex roles, friendship and recreation were translated into Bengali. All the items covering the domain of 'dating' were excluded as these items seemed not to be applicable in Bangladeshi culture. Similarly, some of the words or terms that seemed inappropriate for the Bangladeshi adolescents and Bangladeshi culture were either discarded or replaced by appropriate Bengali terms. So, there were 7 content domains and 56 items in the Bengali version of the EOMEIS-2.

In order to test the reliability of the Bengali version of the EOMEIS-2 both the test-retest and parallel form reliabilities were



determined by using two separate samples. The internal reliability of the scale was also measured by using the technique of internal consistency. The test-retest reliability co-efficient was found to be 0.77 for the total score, For the Ideological and interpersonal subscales, the test-retest reliability coefficients were found to range from 0.55 to 0.72. The test-retest correlations for the total identity scores on the 4 identity statuses ranged from 0.66 to 0.78. All the correlations of the ideological, interpersonal and total identity status subscales were significant at 0.001 level. The parallel form reliability co-efficient of the total score was 0.49, for the ideological and interpersonal subscales ranged from 0.26 to 0.63.

All the required instructions were given on the first page of the booklet. One copy each for English and Bengali version of the EOMEIS-2 are included with the thesis [please see, Appendix-A and A(1)]. A separate answer sheet was used by the subjects for answering the questions [Please see, Appendix-A (II)].

### **2.3.2. Description of Taylor's Manifest Anxiety Scale:**

Taylor's Manifest Anxiety Scale was developed by Taylor (1953). The Bengali version of the scale was developed by Mahbuba Kaniz Keya (1992).

Taylor's Manifest Anxiety Scale consisted of 50 descriptive items, drawn from the Minnesota Multiphase Personality Inventory. It also includes items for L, K and F scales of the MMPI as buffer items. Bengali version of MAS consisted of 50 anxiety indicative items drawn from Taylor's manifest Anxiety Scale. It also includes other 64 buffer items drawn from F and K scale of the Minnesota Multiphase Personality Inventory. All of the 114 items were randomly placed in the booklet.

The Bengali version of Manifest Anxiety Scale was self administering in nature, like the original form. All the required instructions were given on the first page of the booklet. One copy each for English and Bengali version of the Taylor's Manifest Anxiety Scale (MAS) are included with the thesis [Please see, Appendix B and B(1)].

A separate answer sheet was used by the subjects for answering the questions. For each questions of the booklet, there are two separate boxes in the answer sheet for indicating yes or no response. [Please, see Appendix B (II)].

### ***2.3.1.a. Procedure of data collection:***

The present study utilized a Bengali version of Objective Measure of Ego Identity Status (EOMEIS-2) and a Bengali version of Taylor's Manifest Anxiety Scale (MAS). The Objective Measure of Ego Identity Status was administered on 500 respondents. Each respondent was approached individually.

Although there was a written instruction on the front page of the test booklet the subjects were also given a brief verbal instruction as stated bellow:

#### ***Instructions***

"This questionnaire has been developed to know some information about yourself. Read the statements given in this questionnaire and choose your answer to each of the statements from among the six categories of responses marked as A, B, C, D, E, and F. These six categories of responses actually indicate different degrees of agreement and disagreement as mentioned in the example given on the front page of the booklet, and also given at the bottom of the answer sheet. Don't make any mark on the questionnaire. Give your answers on the on the answer sheet given separately. Notice that the serial numbers of the statements are given vertically on the answer sheet and the six categories of responses are given horizontally by the side of serial number of statements. For each statement, choose your answer from among the 6 categories of responses, and indicate your choice by blackening the circle under the letter (A... F) chosen by you. If a statement has more than one part, please indicate your reaction to the statement as a whole. There is no right or wrong answer for the statements; just select the one which you think to be appropriate in you case."



An example was also shown so that the respondents would have no difficulty in understanding how to respond to the statements and fill up the answer sheet.

### ***2.3.1.b. Scoring of EOMEIS-2***

All the data collected from 500 students were transferred into numerical code and then were recorded in a computer file. The strongly agree response were given a numerical value of 6 the moderately agree response, a value of 5, the agree response, a value of 4, while the disagree response, a value of 3, the moderately disagree response, a value of 2 and the strongly disagree response, a value of 1. Then all the data were processed and analyzed through computer using the SPSS/PC+program.

Analyses were made both for the raw subscale scores of the EOMEIS-2 and for the single identity status categories. The composite scores for the ideological, interpersonal and total ego-identity status and achievement, moratorium, foreclosure and diffusion subscales were derived by totalling all the 8 items across the 7 content domains.

By comparing the raw scores against the cut-off marks, the single identity status categories were obtained. Classification of

respondents into a single identity status was accomplished by using the "Pure Identity status Rule". Thus three groups of subjects were selected on the basis of the obtained scores of Total, ideological and interpersonal scales. Each group consisted of 200 subjects (50 from each status). Then the Bengali Version of Taylor's Manifest Anxiety Scale was administered on three groups of subjects (Total, Ideological and Interpersonal). Here the subjects were given the following instructions:

### ***Instructions***

"I am going to give you a questionnaire which is named as personal Information Booklet. This questionnaire is prepared to gather some information regarding some areas of life of people. The information thus gathered will be used only for research purposes. We want to know some trends of general population and it will not be related to you personally in any way. Before going through this Booklet, please fill up the personal data on the first page of the answer sheet. You can give your answer freely without any hesitation. Findings of this research will be valuable only if your answers are given honestly and sincerely.

There are instructions on top of the Booklet. Please go through these instructions carefully and give your answers in a separate answer sheet which will be supplied to you. Please, try to complete your answer without wasting any time. Please, don't make any mark on the Booklet."

### ***2.3.2.a. Scoring of MAS***

There are two boxes in the answer sheet for answering yes and no to each question of the MAS. As the test includes both positive and negative items, so both yes and no may indicate the presence of anxiety. A scoring key was used to sort out the anxiety indicative responses of the subjects from the answer sheet. The subject was given a score of one for each anxiety indicative response. Thus for fifty anxiety indicative items [please see the Appendix B(III)] the maximum score would be fifty. The total score obtained by a subject indicated her level of anxiety.



## *Chapter 3*

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*Results*



## **Results**

The study was an attempt to explore the relationship between ego identity status and manifest anxiety of undergraduate female students of Rajshahi University. The Bengali version of Objective Measure of Ego Identity status was administered on a randomly selected sample of undergraduate female students of Rajshahi University. The score of each respondent on three identity status scales-Ideological, Interpersonal and Total were determined separately. Then the subjects were classified into four identity statuses namely diffusion, foreclosure, moratorium and achievement on the basis of their scores on ideological, interpersonal and total identity scale separately using the pure Identity status Rule.

Finally 200 subjects (50 from each status) were selected on the basis of the score on ideological identity, 200 subjects were selected (50 from each status) on the basis of their score on interpersonal identity and 200 subjects were selected (50 from each status) on the basis of the score on total identity scale. Then Taylor's Manifest Anxiety Scale (1953) was administered on three groups of subjects and score of each subject was computed separately.

The results of the study were analysed on Total, Ideological and Interpersonal Identity separately.

### 1. Total Identity status and Manifest Anxiety:

The subjects selected on the basis of the scores on total identity scale were classified into four identity statuses and comparisons were made among them on the basis of their scores obtained on manifest anxiety scale, F-test and T-test were employed for this purpose. The summary of one way ANOVA has been reported in Table 3.

**Table 3. Summary of ANOVA involving the different identity statuses of Total Ego-Identity on the score of manifest anxiety scale.**

Sources of variance	sum of Squares	df	Sum of Mean Squares	F <sub>cal</sub>	Level of significance
Between groups	8997.648	3	2999.216	5.827	p<0.01
Within groups	100874.340	196	514.665		
Total	109871.988	199			

[Tabulated value of F = 3.88; df = 3, 196]

The table shows that there were statistically significant (F=5.827; df=3, 196, p<0.01) differences among the intensities of anxiety in identity achieved, foreclosed, moratorium and diffused status groups.

The results of t-tests among different identity status groups have been reported in table 4. The table shows that in case of total identity the intensity of anxiety in diffused group was significantly higher than that in the foreclosure, moratorium and achievement status groups. The table also indicates that the foreclosed group expressed manifest anxiety



significantly higher in intensity as compared to the moratorium and achieved status groups. The intensity of anxiety was also found to be significantly higher in moratorium status group than in identity achieved group. But no significant difference was found between the intensities of anxiety in the foreclosed and diffused groups. A comparative Bar Graphs of the mean scores of different status of total identity on the scores of manifest anxiety scale is shown in figure-4.

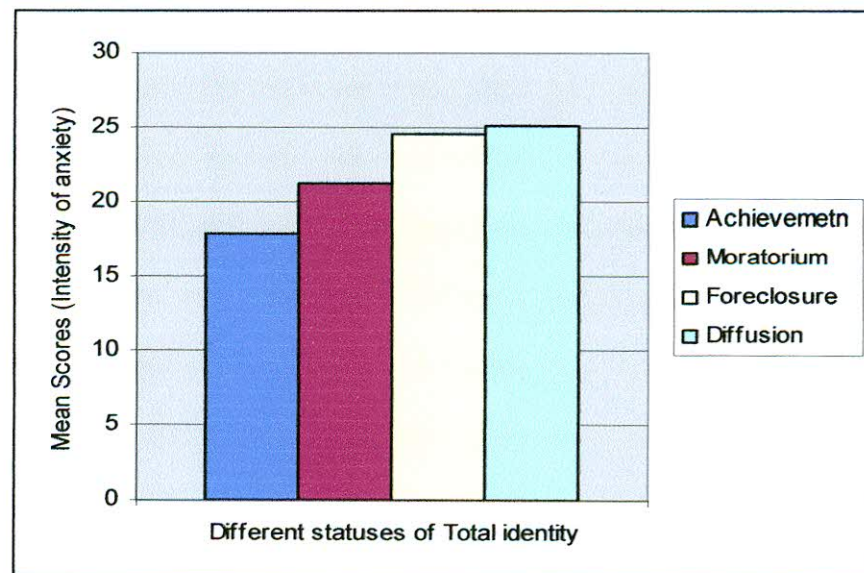


Figure-4: A comparative Bar Graphs showing the mean scores of different status of total identity on the scores of manifest anxiety scale.

**Table-4. Showing the results of t-test among different Ego-Identity statuses of Total Identity on scores of manifest anxiety scale.**

Variable	N	Mean	SD	df	t	Level of significance
Achievement	50	17.930	6.065	98	3.102	p<0.01
Moratorium		21.283	4.648			
Achievement	50	17.930	6.065	98	5.329	p<0.01
Foreclosure		24.543	5.025			
Achievement	50	17.930	6.065	98	6.364	p<0.01
Diffusion		25.185	5.307			
Moratorium	50	21.283	4.648	98	3.368	p<0.01
Foreclosure		24.543	5.025			
Moratorium	50	21.283	4.648	98	3.914	p<0.01
Diffusion		25.185	5.307			
Foreclosure	50	24.543	5.025	98	0.621	N.S
Diffusion		25.185	5.307			

[Tabulated value of  $t = 2.63$ ,  $df = 98$ ]

## 2. Ideological Identity status and Manifest Anxiety :

The subjects selected on the basis of the scores on Ideological identity scale were classified into four identity statuses and comparisons were made among them on the basis of the scores obtained on manifest anxiety scale employing F-test and T-test. The summary of one way ANOVA has been presented in Table-5.

**Table-5 Summary of ANOVA involving different statuses of Ideological Identity on scores of manifest anxiety scale.**

Sources of variance	sum of Squares	df	Sum of Mean Squares	F <sub>Cal</sub>	Level of significance
Between groups	3764.979	3	1254.993	5.305	p<0.01
Within groups	46370.856	196	236.586		
Total	50135.835	199			

[Tabulated value of F = 3.88 ; df = 3 , 196 ]

The table shows that there were statistically significant (F=5.305; df=3, 196; p<0.01) differences among the intensities of anxiety in achieved, moratorium, Foreclosed and diffused groups.

The results of t-tests among different identity status groups have been reported in table-6. The table shows that in case of Ideological identity the intensity of anxiety in the diffused identity status group was significantly higher than that in the foreclosure, moratorium and achieved identity status groups. The table also indicates that the foreclosed status group expressed manifest anxiety significantly higher in intensity as compared to the moratorium and achieved status groups and that the moratorium status group expressed manifest anxiety significantly higher in intensity as compared to the achieved status group. But no significant difference was found between the intensities of anxiety in foreclosed and diffused status groups. A comparative Bar



Graphs of the mean scores of different status of Ideological identity on the scores of manifest anxiety scale is shown in figure-5.

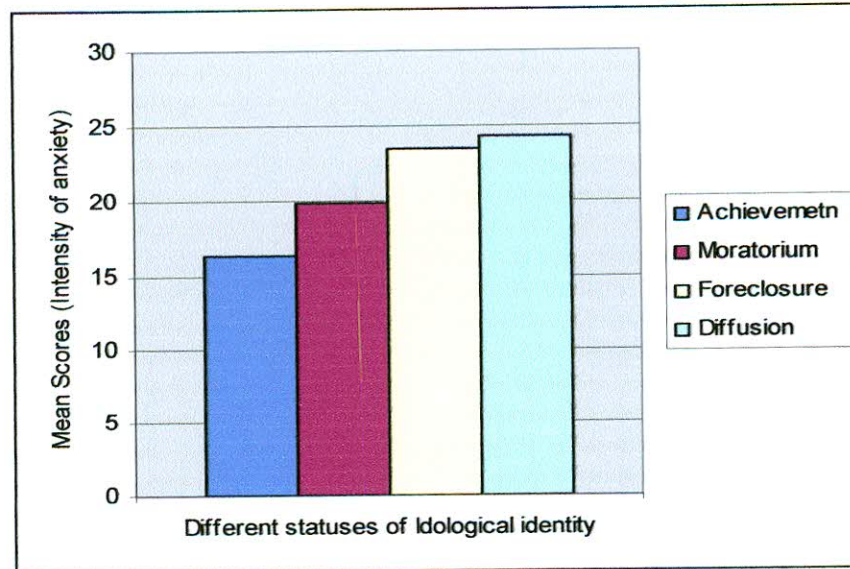


Figure-5: A comparative Bar Graphs showing the mean scores of different status of Ideological identity on the scores of manifest anxiety scale.

Table-6 showing the results of t-test among different identity statuses of Ideological Identity status on scores of manifest anxiety scale.

Variable	N	Mean	SD	df	t	Level of significance
Achievement	50	16.36	6.738	98	2.704	p<0.01
Moratorium		19.90	6.36			
Achievement	50	16.36	6.738	98	6.830	p<0.01
Foreclosure		23.44	4.454			
Achievement	50	16.36	6.738	98	6.478	p<0.01
Diffusion		24.36	5.554			
Moratorium	50	19.90	5.36	98	3.226	p<0.01
Foreclosure		23.44	4.454			
Moratorium	50	19.90	6.36	98	3.738	p<0.01
Diffusion		24.36	5.554			
Foreclosure	50	23.44	4.454	98	0.915	N.S
Diffusion		24.36	5.554			

[Tabulated value of  $t = 2.63$ ,  $df = 98$ ]

### 3. Interpersonal Identity and Manifest Anxiety :

The subjects selected on the basis of the scores of Interpersonal identity scale were classified into four status groups and comparisons were made among them on the basis of the scores obtained on manifest anxiety scale. The summary of one way ANOVA have been presented in Table-7

**Table-7 Summary of ANOVA involving different statuses of Interpersonal Identity on scores of manifest anxiety scale.**

Sources of variance	Sum of Squares	df	Sum of Mean Squares	F Cal	Level of significance
Between groups	3376.341	3	1125.447	9.746	p<0.01
Within groups	22633.492	196	115.477		
Total	26009.833	199			

[Tabulated value of F = 3.88 ; df = 3 , 196 ]

The table shows that there were statistically significant difference (F=9.746, df= 3, 196, p<0.01) among the intensities of anxiety in different status groups.

The results of t- tests among different identity statuses have been reported in table-8. The table shows that in case of interpersonal identity the intensity of anxiety in diffused identity status group was significantly higher than that in the foreclosure, moratorium and achievement status groups. The table also indicates that foreclosed status group expressed manifest anxiety significantly higher in intensity as compared to the moratorium and achieved status groups and also that moratorium status group expressed



manifest anxiety significantly higher in intensity as compared to the achieved status group. But no significant difference was found between the intensities of anxiety in foreclosed and diffused groups. A comparative Bar Graphs of the mean scores of different status of Interpersonal identity on the scores of manifest anxiety scale is shown in figure-6.

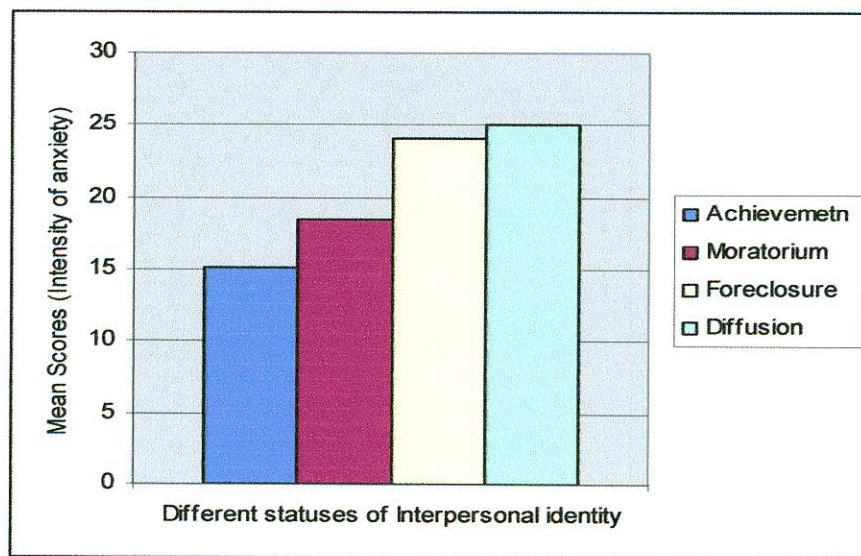


Figure-6: A comparative Bar Graphs showing the mean scores of different status of Interpersonal identity on the scores of manifest anxiety scale.

**Table-8 showing the results of t-test among different identity statuses of Interpersonal Identity on scores of manifest anxiety scale.**

Variable	N	Mean	SD	df	T	Level of significance
Achievement	50	15.103	5.643	98	3.023	p<0.01
Moratorium		18.48	5.523			
Achievement	50	15.103	5.643	98	8.485	p<0.01
Foreclosure		24.08	4.915			
Achievement	50	15.103	5.643	98	9.998	p<0.01
Diffusion		25.062	4.22			
Moratorium	50	18.48	5.523	98	5.359	p<0.01
Foreclosure		24.08	4.915			
Moratorium	50	18.48	5.523	98	6.696	p<0.01
Diffusion		25.06	4.22			
Foreclosure	50	24.08	4.915	98	1.072	N.S
Diffusion		25.062	4.22			

[Tabulated value of  $t = 2.63$ ,  $df = 98$ ]



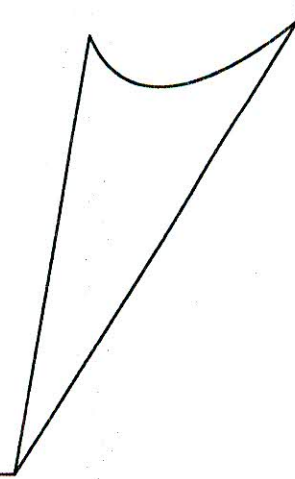
*CHAPTER 4*

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*DISCUSSION*

*AND*

*CONCLUSION*



## **Discussion and Conclusion**

Anxiety is a common human emotional state. All people feel it in moderate degree and in moderate degrees it is an adaptive response. But when anxiety becomes abnormally intense and /or prolonged, it ceases to play role in this continual adaptation. When anxiety becomes excessive, irrational dread of every day situation, it becomes disabling disorder. Present study reported some important information about the etiology of anxiety.

Present study was an attempt to investigate the relationship between ego identity status and manifest anxiety. Three measures of ego identity –Total, Ideological, and Interpersonal were considered in this study. On the bases of each measure equal number of achieved, diffused, moratorium and foreclosed subjects were selected and Taylor's Manifest Anxiety Scale was administered on them. In order to analyse the relationship between ego-identity status and manifest anxiety comparisons were made among the four identity status groups for total, ideological and interpersonal identity separately on the basis of the score of manifest anxiety scale.

In case of total identity, diffused status group expressed anxiety significantly higher in intensity as compared to identity achieved,

moratorium and foreclosed status groups. The intensity of anxiety was also found to be significantly higher in foreclosed group than that in moratorium and achieved status groups. The intensity of anxiety was also found to be significantly higher in moratorium status group as compared to achieved status group. But the difference between the foreclosed and diffused groups was found to be statistically insignificant. Similar results have been found in case of ideological and interpersonal identity. The intensity of anxiety was significantly higher in diffused status group as compared to foreclosed, moratorium and achieved status groups. The intensity of anxiety was also found to be significantly higher in foreclosed status group as compared to moratorium and achieved status groups. The intensity of anxiety was also found to be significantly higher in moratorium status group as compared to achieved status group.

Thus the results of the study suggest that the intensity of anxiety was highest in diffused and foreclosed status individuals than individuals in any other status. The results also indicate that the intensity of anxiety was lowest in achieved status group among the four status groups.



In explaining these findings it can be pointed out here that Marcia (1966) conceptualized four types of identity statuses, each defined and differentiated from others in terms of two criteria-crisis and commitment. According to Malteson (1977) crisis is a continuum of exploration behaviors and commitment involves stable decision about choices, values, beliefs and standards etc. Diffused status person the crisis and commitment are absent. Foreclosure status individuals usually have commitment but in the absence of crises. Moratorium state individual experiences crisis but in the absence of commitment. The Achievement status persons are able to make self-defined commitment to life as consequences of successful resolution of active crisis. It can be mentioned here that the sense of identity goes through a progressive strengthening from adolescence to adulthood. This progressive strengthening proceeds from low to high ego maturity i.e, from diffusion to identity achievement through foreclosure and moratorium (Ryckman,1985). Thus the four types of identity statuses may be considered as four stages of identity development. The achievement status represents the highest level of the development of ego identity. Therefore, Identity achieved persons are supposed to be more independent, confident and realistic than individuals in any other status. An identity achieved person have firm commitment to adult role, they

involves firm decisions about choices, believes and standard and pressing goal consistent with the decision. Hence, the lowest intensity of anxiety in identity achieved person was consistent with our expectation.

Identity defused persons, on the other hand, lack any firm commitment to adult roles and not find them in active crisis. They may live a “carefree” cosmopolitan life style; they may feel more anxious and uncertain about their goals and ideas. Thus the finding of highest intensity of anxiety in the diffused status person was also consistent with our expectation.

The results of the study were found consistent with Erikson’s prediction.

Eriksonian theory predicts that the mature identity status individuals (achieved and moratorium status persons) will use more effective and adaptive social cognition styles than immature identity status (foreclosed and diffused) individuals. Read, Adams and Dobsom (1984) found that foreclosed subjects were less likely to be analytical or philosophical than subjects in other identity statuses.

Similarly Adams et. al. (1985) reported evidence for the notion that uncommitted status individuals experience greater social anxiety due to social presses toward established or committed identities. In their

sample, achieved identity status men were more relaxed, less worried and less extreme in their introversion or extraversion.

In perspectives of these research findings, it is viable that present study has reported findings that are consistent with many earlier studies on Ego identity status.

In conclusion it can be said that the present study was mere an attempt to analyse the relationship between Ego identity status and manifest anxiety. The research findings on ego identity status in social context of Bangladesh are rare. It is our sincere effort to initiate the empirical initiation in this field. I hope that a good number of investigators would find this area, interesting, meaningful and rewarding for explaining the relationship of ego identity status with behavior, attitudes, anxiety etc. in the socio-cultural context of Bangladesh.



*Chapter 5*

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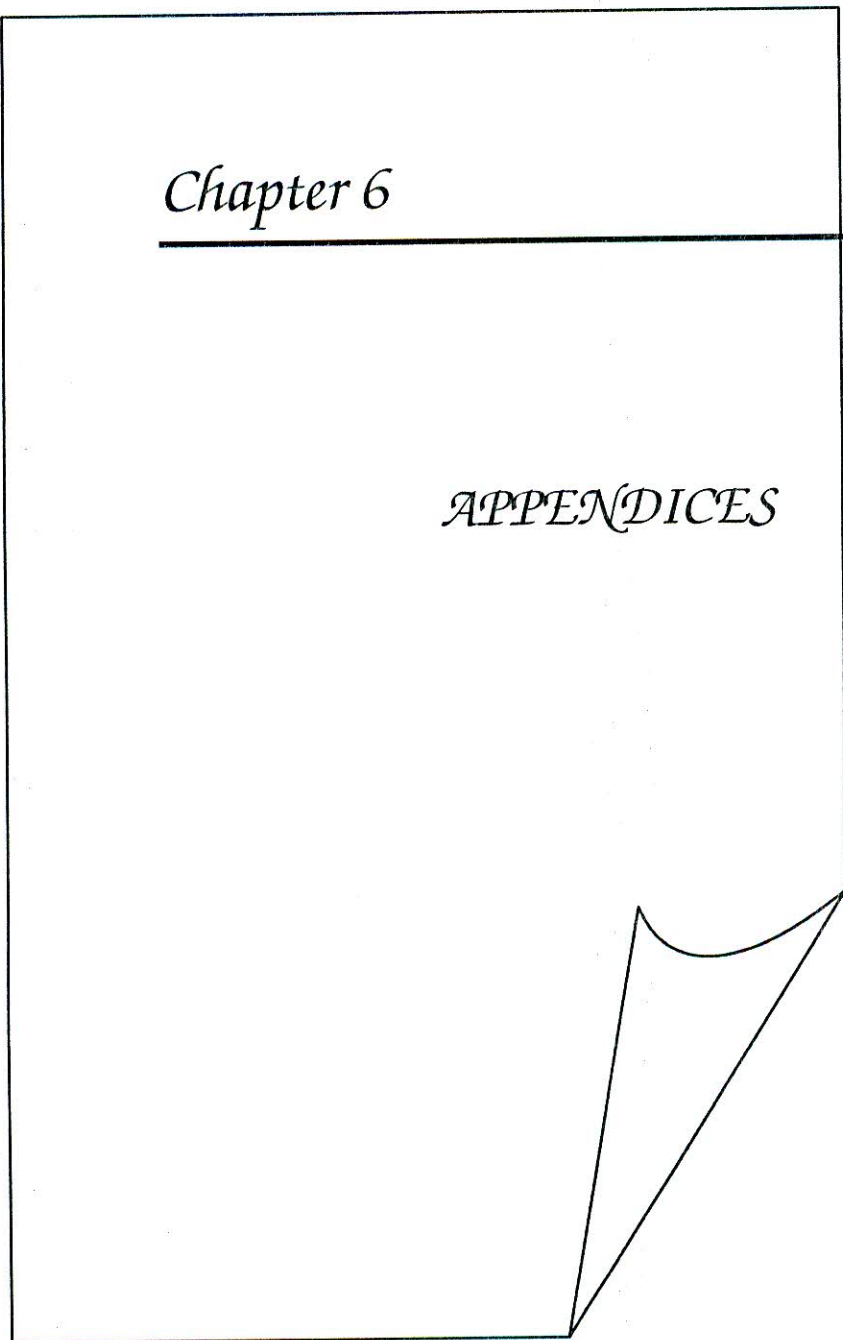


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*Chapter 6*

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*APPENDICES*



## APPENDIX - A

### English version of the EOMIES-2

#### BENNION & ADAMS (1986)

Read each item and indicate to what degree it reflects your own thoughts and feelings. If a statement has more than one part, please indicate your reaction to the statement as a whole. Indicate your answer on the answersheet by choosing one of the following responses. Do not write on the questionnaire itself.

[Note: Each item is designed according to the domain area (Occupation, Religion, Politics, Philosophical Life Style, Friendship, Dating, Sex Roles, or Recreation) and Ego Identity Status (Identity Achievement, Moratorium, Diffusion or Foreclosure)].

- A = strongly agree
- B = moderately agree
- C = agree
- D = disagree
- E = moderately disagree
- F = strongly disagree

1. I haven't chosen the occupation I really want to get into, and I'm just working at what is available until something better comes along. (Occupation/Diffusion)
2. When it comes to religion I just haven't found anything that appeals and I don't really feel the need to look, (Religion/Diffusion).
3. My ideas about men's and women's roles are identical to my parents' What has worked for them will obviously work for me. (Sex Roles /Foreclosure).
4. There's no single "life style" which appeals to me more than another. (Phil LS/Diffusion).



5. There are a lot of different kinds of people I'm still exploring the many possibilities to find the right kind of friends for me. (Friendship/Moratorium).
6. I sometimes join in recreational activities when asked, but I rarely try anything on my own. (Recreation/Diffusion).
7. I haven't really thought about a "dating style." I'm not too concerned whether I date or not. (Dating/Diffusion).
8. Politics is something that I can never be too sure about because things change so fast. But I do think it's important to know what I can politically stand for and believe in (Politics/Achievement).
9. I'am still trying to decide how capable I am as a person and what jobs will be right for me. (Occupation/Moratorium).
10. I don't give religion much thought and it doesn't bother me one way or the other (Religion/Diffusion).
11. Ther's so many ways to divide responsibilities in marriage, I'm trying to decide what will work for me. (Sex Roles/Moratorium).
12. I'm looking for an acceptable perspective for my own "life style" view, but haven't really found it yet. (Phil LS/Moratorium).
13. There are many reasons for friendship, but I choose my close friends on the basis of certain values and similarities that I've personally decided on. (Friendship/Achievement).
14. While I don't have one recreational activity I'm really committed to, I'm experiencing numerous leisure outlets to identify one I can truly enjoy. (Recreation/Moratorium).
15. Based on past experiences, I've chosen the type of dating relationship I want now. (Dating/Achievement).
16. I haven't really considered politics. It just doesn't excite me much. (Politics/Diffusion).
17. I might have thought about a lot of different jobs, but there's never really been any question since my parents said what they wanted. (Occupation/Foreclosure).

18. A person's faith is unique to each individual. I've considered and reconsidered it myself and know what I can believe. (Religion/Achievement).
19. I've never really seriously considered men's and women's roles in marriage. It just doesn't seem to concern me. (Sex Roles/Diffusion).
20. After considerable thought I've developed my own individual viewpoint of what is for me an ideal "life style" and don't believe anyone will be likely to change my perspective. (Phil LS/Achievement).
21. My parents know what's best for me in terms of how to choose my friends. (Friendship/Foreclosure).
22. I've chosen one or more recreational activities to engage in regularly from lots of things and I'm satisfied with those choices. (Recreation/Achievement).
23. I don't think about dating much. I just kind of take it as it comes. (Dating/Diffusion).
24. I guess I'm pretty much like my folks when it comes to politics. I follow what they do in terms of voting and such. (Politics/ Foreclosure).
25. I'm not really interested in finding the right job, any job will do. I just seem to flow with what is available. (Occupation/Diffusion).
26. I'm not sure what religion means to me. I'd like to make up my mind but I'm not done looking yet. (Religion/Moratorium).
27. My ideas about men's and women's roles have come right from my parents and family. I haven't seen any need to look further. (Sex Roles/Foreclosure).
28. My own views on a desirable life style were taught to me by my parents and I don't see any need to question what they taught me. (Phil LS/Foreclosure).
29. I don't have any real close friends, and I don't think I'm looking for one right now. (Friendship/Diffusion).
30. Sometimes I join in leisure activities, but I really don't see a need to look for a particular activity to do regularly (Recreation/Diffusion).



31. I'm trying out different types of dating relationships. I just haven't decided what is best for me. (Dating/Moratorium).
32. There are so many different political parties and ideals. I can't decide which to follow until I figure it all out. (Politics/Moratorium).
33. It took me a while to figure it out, but now I really know what I want for a career. (Occupation/Achievement).
34. Religion is confusing to me right now. I keep changing my views on what is right and wrong for me. (Religion/Moratorium).
35. I've spent some time thinking about men's and women's roles in marriage and I've decided what will work best for me. (Sex Roles/Achievement).
36. In finding an acceptable viewpoint to life itself, I find myself engaging in a lot of discussion with others and some self exploration. (Phil LS/Moratorium).
37. I only pick friends my parents would approve of. (Friendship/Foreclosure).
38. I've always liked doing the same recreational activities my parents do and haven't ever seriously considered anything else. (Dating/Foreclosure).
39. I only go out with the type of people my parents expect me to date. (Dating /Foreclosure).
40. I've thought my political beliefs through and realize I can agree with some and not other aspects of what my parents believe. (Politics/Achievement).
41. My parents decided a long time ago what I should go into for employment and I'm following through their plans. (Occupation/Foreclosure).
42. I've gone through a period of serious questions about faith and can now say I understand what I believe in as an individual. (Religion/Achievement).
43. I've been thinking about the roles that husbands and wives play a lot these days, and I'm trying to make a final decision. (Sex Roles/Moratorium).



44. My parents' views on life are good enough for me, I don't need anything else. (Phil LS/Foreclosure).
45. I've had many different friendships and now I have a clear idea of what I look for in a friend. (Friendship /Achievement).
46. After trying a lot of different recreational activities I've found one or more I really enjoy doing by myself or with friends. (Recreation/Achievement).
47. My preferences about dating are still in the process of developing. I haven't fully decided yet. (Dating/ Moratorium).
48. I'm not sure about my political beliefs, but I'm trying to figure out what I can truly believe in (Politics/Moratorium).
49. It took me a long time to decide but now I know for sure what direction to move in for a career. (Occupation/Achievement).
50. I attend the same church as my family has always attended. I've never really questioned why. (Religion/Foreclosure).
51. There are many ways that married couples can divide up family responsibilities. I've thought about lots of ways, and now I know exactly how I want it to happen for me. (Sex Roles/Achievement).
52. I guess I just kind of enjoy life in general, and I don't see myself living by any particular viewpoint to life. (Phil LS/Diffusion).
53. I don't have any close friends. I just like to hang around with the crowd. (Friendship/Diffusion).
54. I've been experiencing a variety of recreational activities in hopes of finding one or more I can really enjoy for some time to come. (Recreation /Moratorium).
55. I've dated different types of people and know exactly what my own "unwritten rules" for dating are and who I will date. (Dating Achievement).
56. I really have never been involved in politics enough to have made a firm stand one way or the other. (Politics/Diffusion).
57. I just can't decide what to do for an occupation. There are so many that have possibilities. (Occupation/Moratorium).

58. I've never really questioned my religion. If it's right for my parents it must be right for me. (Religion/Foreclosure).
59. Opinions on men's and women's roles seem so varied that I don't think much about it. (Sex Roles/Diffusion).
60. After a lot of self-examination I have established a very definite view on what my own life style will be (Phil LS/Achievement).
61. I really don't know what kind of friend is best for me. I'm trying to figure out exactly what friendship means to me. (Friendship/Moratorium).
62. All of my recreational preferences I got from my parents and I haven't really tried anything else. (Recreation/Foreclosure).
63. I date only people my parents would approve of (Dating / Foreclosure).
64. My Folks have always had their own political and moral beliefs about issues like abortion and mercy killing and I've always gone along accepting what they have. (Politics/Foreclosure).

## APPENDIX- A (I)

### The Questionnaire:

#### Bengali version of EOMEIS-2

আপনার নিজের সম্পর্কে কিছু তথ্য জানার জন্য এই প্রশ্নতালিকাটি তৈরী করা হয়েছে। এই প্রশ্ন তালিকায় কতগুলো উক্তি (statements) রয়েছে (পরবর্তী পৃষ্ঠা দ্রষ্টব্য)। উক্তিগুলো মনোযোগ সহকারে পড়ুন এবং কোন মাত্রায় উক্তিগুলো আপনার নিজস্ব অনুভূতি বা চিন্তা প্রকাশ করে তা আন্তারিকভাবে নির্দেশ করুন। প্রশ্নপত্রের সাথে পৃথক উত্তরপত্র (Answer sheet) সরবরাহ করা হয়েছে। প্রশ্নপত্রে প্রদত্ত বিভিন্ন মাত্রার উত্তর (responses)-এর মধ্যে থেকে আপনার পছন্দসই উত্তরটি বেছে নিয়ে উত্তরপত্রে নির্দেশ করুন। লক্ষ্য করুন, উত্তরের পাশের অক্ষরগুলো (A ... F) উত্তর পত্রে লিপিবদ্ধ আছে। নিচের উত্তর সমূহের মধ্যে থেকে আপনি আপনার পছন্দনীয় উত্তরের পাশের অক্ষরটি উত্তরপত্রে খুঁজে নিন এবং সেই অক্ষরটির নীচের O চিহ্নটি ভরাট করে দিন।

#### উত্তর (Responses)

- A = জোরালোভাবে সমর্থন করি  
 B = অনেকখানি সমর্থন করি  
 C = সমর্থন করি  
 D = ভিন্নমত পোষণ করি  
 E = অনেকখানি ভিন্নমত পোষণ করি  
 F = সম্পূর্ণ ভিন্নমত পোষণ করি

আপনার সুবিধার জন্য একটি উদাহরণ দেখানো হলো-

উক্তি: অল্প পরিশ্রমেই আমি খুব ক্লান্ত বোধ করি।

ধরা যাক 'ক' ব্যক্তি এই উক্তিটি অনেকখানি সমর্থন করেন এবং 'খ' ব্যক্তি এই উক্তিটির সাথে

সম্পূর্ণ ভিন্নমত পোষণ করেন। সুতরাং তাদের দুজনের উত্তর হবে এরকম-

ব্যক্তি	উত্তরঃ	A	B	C	D	E	F
ক	ঃ	0	•	0	0	0	0
খ	ঃ	0	0	0	0	0	•

আশাকরি আপনি আপনার কাজ বুঝতে পেরেছেন। এখন প্রশ্নপত্রের উক্তিগুলোর জন্য আপনার ক্ষেত্রে প্রযোজ্য উত্তরটি বেছে নিয়ে, উক্তির ক্রমিকসংখ্যা অনুযায়ী সেটি উত্তরপত্রে নির্দেশ করুন। যদি কোন উক্তিতে একটির বেশী অংশ/বাক্য থাকে তবে অনুগ্রহ করে সেটিকে একটি সম্পূর্ণ উক্তি হিসাবে বিবেচনা করে আপনার প্রতিক্রিয়া নির্দেশ করুন। উক্তিগুলোর কোন সঠিক বা ভুল উত্তর নেই। আপনার জন্য যে



উত্তরটি প্রযোজ্য সেটি বেছে নিন। দয়া করে প্রশ্নপত্রের উপর কিছু লিখবে না এবং উত্তর পত্রে আপনার সম্পর্কে যেসব ব্যক্তিগত তথ্য জানতে চাওয়া হয়েছে, তা জানাবেন। আপনাকে অসংখ্য ধন্যবাদ।

### উক্তি (Statement)

- ১। আমি আসলে যে পেশাতে দুকতে চাই তা এখনো নির্ধারণ করিনি এবং আপাতত তা নিয়ে আমি চিন্তিত নই।
- ২। ধর্মের মধ্যে আমি আবেদন সৃষ্টিকারী কিছুই খুঁজে পাইনি এবং সত্যি বলতে কি আমি এসব খুঁজে দেখবার প্রয়োজনও বোধ করিনা।
- ৩। সমাজে পুরুষ ও নারীর ভূমিকা সম্পর্কে আমার ধারণা আমার বাব-মায়ের ধারণারই অনুরূপ। যে ধারণা তাদের কাজে লেগেছে তা অবশ্যই আমারও কাজে লাগবে।
- ৪। জীবন যাপনের এমন কোন একটি ধরনই নেই যা অন্যান্য ধরনের চেয়ে আমার কাছে বেশী আকর্ষণীয় বলে বমে হয়। এখন আমার জন্য একটি বিশেষ জীবন প্রণালী বেছে নেবার প্রয়োজও আমি দেখিনা।
- ৫। সমাজে নানা ধরনের লোক রয়েছে। তাদের মধ্যে থেকে আমার জন্য বন্ধু খুঁজে বের করার বিভিন্ন সম্ভাবনা আমি এখনে খুঁটিয়ে দেখছি।
- ৬। কেউ বললে মাঝে মাঝে আমি বিনোদনমূলক কাজ কর্ম করে থাকি কিন্তু নিজে থেকে আমি খুব কমই চিত্তবিনোদনের কোনরকম চেষ্টা করি।
- ৭। রাজনৈতিক ব্যাপারগুলো এতই দ্রুত পরিবর্তনশীল যে এ বিষয়ে আমি কখনই খুব নিশ্চিত হতে পারিনা। কিন্তু তবু আমার রাজনৈতিক বিশ্বাস ও অবলম্বন কি হবে তা জানা গুরুত্বপূর্ণ বলে আমি মনে করি।
- ৮। ব্যক্তি হিসাবে আমি কতখানি যোগ্য এবং কি ধরণের পেশা আমার জন্য উপযুক্ত হবে তা এখনো আমি নির্ধারণ করার চেষ্টা করছি।
- ৯। ধর্ম নিয়ে আমি বেশী একটা চিন্তা ভাবনা করিনা এবং তা নিয়ে আমার কোন মাথাব্যথাও নেই।
- ১০। বিবাহিত জীবনে নারী ও পুরুষের মধ্যে দায়িত্ব বন্টন করে নেবার বহু পথ রয়েছে; আমার জন্যে কোনটি কার্যকরী হবে, তা আমি স্থির করতে চেষ্টা করছি।
- ১১। আমার নিজস্ব জীবন যাপন প্রণালী কি হবে সে সম্পর্কে একটি গ্রহণযোগ্য দৃষ্টিভঙ্গী আমি খুঁজছি, কিন্তু সত্যিকার অর্থে তা এখনো খুঁজে পাইনি।
- ১২। নানা কারণে বন্ধুত্ব হয়, তবে আমি ঘনিষ্ঠ বন্ধু নির্বাচন করি আমার ব্যক্তিগতভাবে নির্ধারিত কিছু মূল্যবোধ এবং সাদৃশ্যের ভিত্তিতে।

- ১৩। আমি একনিষ্ঠভাবে কোন বিশেষ বিনোদনমূলক কার্যকলাপে জড়িত নই। তাই সত্যিকার অর্থে উপভোগ্য একটি বিনোদনের পছন্দ খুঁজে বের করার জন্যে আমি নানাভাবে অবসর যাপনের অভিজ্ঞতা লাভ করছি।
- ১৪। সত্যিকার অর্থে রাজনীতি নিয়ে আমি ভাবিনি। আসলে বিষয়টি আমাকে বড় একটা আলোড়িত করেনা।
- ১৫। বিভিন্ন রকম পেশা সম্পর্কে আমি চিন্তা করে দেখতে পারতাম, কিন্তু প্রকৃতপক্ষে সে বিষয়ে কখনো কোন প্রশ্নই ওঠেনি কারণ, আমার বাবা-মাই বলে দিয়েছেন এব্যাপারে তাঁরা কি চান।
- ১৬। প্রত্যেক ব্যক্তিরই স্বকীয় ধর্মীয় বিশ্বাস রয়েছে। আমি নিজে বিষয়টি বারবার বিবেচনা করে দেখেছি এবং আমি কি বিশ্বাস করতে পারি তা আমি জানি।
- ১৭। বিবাহিত জীবনে পুরুষ ও নারীর ভূমিকা নিয়ে আমি কখনই গুরুত্ব সহকারে ভাবিনি। আমার কাছে বিষয়টির কোন গুরুত্ব আছে বলে মনে হয়না।
- ১৮। অনেক চিন্তা ভাবনার পর, আমার জন্যে একটি আদর্শ জীবন যাপন প্রণালী কি হতে পারে, সে সম্পর্কে আমার একান্ত নিজস্ব একটি দৃষ্টিভঙ্গি গড়ে উঠেছে এবং অন্য কেউই তা পরিবর্তন করতে পারবেনা বলেই আমার বিশ্বাস।
- ১৯। কিভাবে বন্ধু নির্বাচন করলে আমার জন্যে সবচেয়ে ভাল হবে তা আমার বাবা-মাই জানেন।
- ২০। অনেক বিষয়ের মধ্যে থেকে নিয়মিতভাবে করার মত এক বা একাধিক চিত্তবিনোদনমূলক কার্যকলাপ আমি পছন্দা করে নিয়েছি এবং এই পছন্দের ব্যাপারে আমি সন্তুষ্ট।
- ২১। আমার ধারণা, রাজনীতি বিষয়টি আমি অনেকটাই আমার আপনলোকদের মত করেই দেখি। ভোট বা ঐ জাতীয় ব্যাপারে তারা যা করেন আমিও তাই অনুসরণ করি।
- ২২। আমি আসলে আমার জন্যে উপযুক্ত পেশা খুঁজে বের করতে তেমন আগ্রহী নই, যে কোন পেশাতেই আমার চলে যাবে। সহজে যে পেশাই পাওয়া যায়, তাতেই আমার কাজ চলবে বলে মনে হয়।
- ২৩। ধর্ম আমার কাছে কি অর্থ বহন করে সে সম্পর্কে আমি নিশ্চিত নই। এব্যাপারে নিশ্চিত হতে পারলে ভাল হতো, কিন্তু আমি এখনো তা করে উঠতে পারিনি।
- ২৪। সমাজে পুরুষ ও নারীর ভূমিকা সম্পর্কে আমার ধারণা সরাসরি আমার বাবা-মা ও পরিবারের কাছ থেকে গড়ে উঠেছে। এ ব্যাপারে আরো কিছু খতিয়ে দেখবার প্রয়োজন আমি দেখিনি।
- ২৫। একটি কাজিত জীবন যাপন প্রণালী সম্পর্কে আমার যে দৃষ্টিভঙ্গী তা আমার বাবা-মাই আমাকে শিখিয়েছেন। এবং তাঁরা আমাকে যা শিখিয়েছেন তা নিয়ে কোন প্রশ্ন উত্থাপন করার প্রয়োজন আমি দেখি না।
- ২৬। আমার সত্যিকার কোন ঘনিষ্ঠ বন্ধু নেই এবং ঠিক এখন সেরকম কাউকে খুঁজছি বলে মনে হয় না।
- ২৭। অবসর যাপনের জন্যে কখনো-কখনো আমি বিভিন্ন সখের কাজ করি, কিন্তু নিয়মিতভাবে করার জন্যে বিশেষ কোন সখের কাজ বেছে নেবার প্রয়োজন আমি আসলে দেখি না।



- ২৮। বহু রকমের রাজনৈতিক দল ও আদর্শ রয়েছে। সবকিছু খুটিয়ে না দেখা পর্যন্ত কোনটা অনুসরণ করবো সে বিষয়ে আমি সিদ্ধান্ত নিতে পারছি না।
- ২৯। আমি এখন সত্যিই জানি আমি কি পেশা চাই, যদিও বিষয়টি চিন্তা করে বের করতে আমার বেশ কিছু সময় লেগেছে।
- ৩০। ঠিক এই মুহূর্তে ধর্মীয় ব্যাপার আমার কাছে বেশ বিভ্রান্তিকর। ধর্মীয় ক্ষেত্রে কোন কাজটা করা আমার পক্ষে ঠিক এবং কোন কাজটা করা ঠিক নয়, সে সম্পর্কে আমার মত বদলাতেই থাকে।
- ৩১। বিবাহিত জীবনে পুরুষ ও নারীর ভূমিকা সংক্রান্ত চিন্তায় আমি বেশ কিছু সময় কাটিয়েছি এবং কোনটি আমার জন্য সচচেষ্টে কার্যকরী হবে সে ব্যাপারে আমি সিদ্ধান্তও নিয়েছি।
- ৩২। জীবন সম্পর্কে একটি গ্রহণযোগ্য দৃষ্টিভঙ্গি খুঁজে পাওয়ার জন্যে আমি এ বিষয়ে অন্যদের সাথে বিভিন্ন রকম আলোচনা করছি এবং কিছুটা আত্ম-অনুসন্ধান লিপ্ত রয়েছি।
- ৩৩। ইম কেবলমাত্র তেমন বন্ধুই বেছে নিই যাদেরকে আমার বাবা-মা অনুমোদন করতে পারেন।
- ৩৪। বিনোদনের জন্মে আমার বাবা-মা যা করেন আমিও সবসময় তাই করতেই পছন্দ করে এসেছি, এবং কখনই গুরুত্ব দিয়ে অন্য কোন কিছু বিবেচনা করিনি।
- ৩৫। আমি আমার রাজনৈতিক বিশ্বাস নিয়ে পুঞ্জপুঞ্জ চিন্তা করেছি এবং বুঝতে পেরেছি যে আমার বাবা-মা যা বিশ্বাস করেন তার কোন কোন দিক মেয়ে নিলেও অন্য দিকগুলো আমি মেনে নিতে পারি না।
- ৩৬। কোন পেশায় আমার ঢোকা উচিত সে সম্পর্কে আমার বাবা-মা অনেক আগেই সিদ্ধান্ত নিয়েছেন এবং আমি তাদেরই পরিকল্পনা অনুসরণ করছি।
- ৩৭। ধর্ম বিশ্বাস সংক্রান্ত বহু জটিল প্রশ্ন নিয়ে আমি একটা সময় চিন্তা করে কাটিয়েছি এবং এখন বলতে পারি যে ধর্মের ব্যাপারে আমার ব্যক্তিগত বিশ্বাস কি তা আমি বুঝি।
- ৩৮। আজকাল স্বামী-স্ত্রীরা যেসব ভূমিকা পালন করে থাকে, তা নিয়ে আমি চিন্তা ভাবনা করে যাচ্ছি এবং এ সম্পর্কে একটি চূড়ান্ত সিদ্ধান্ত নিতে চেষ্টা করছি।
- ৩৯। জীবন সম্পর্কে আমার বাবা-মায়ের দৃষ্টিভঙ্গিই আমার জন্যে যথেষ্ট, অন্য কোন জীবনদর্শনের প্রয়োজনের আমার নেই।
- ৪০। আমার বিভিন্ন ধরনের বন্ধুত্ব হয়েছে এবং একজন বন্ধুর মধ্যে আমি কি প্রত্যাশা করি সে সম্পর্কে এখন আমার স্পষ্ট ধারণা আছে।
- ৪১। বিনোদনের বিভিন্ন বিষয় যাচাই করার পর আমি এমন এক বা একাধিক বিষয় খুঁজে পেয়েছি যা আমি একা বা বন্ধুদের নিয়ে সত্যিই চেষ্টা করছি।
- ৪২। আমার রাজনৈতিক মতাদর্শ সম্পর্কে আমি নিশ্চিত নই, তবে সত্যিকার অর্থে কোন মতাদর্শে আমি বিশ্বাস করতে পারি তা বুঝতে চেষ্টা করছি।



- ৪৩। পেশা গ্রহণের জন্যে আমাকে কোন পথে এগুতে হবে সে সম্পর্কে আমি এখন নিশ্চিত, যদিও এই সিদ্ধান্ত নিতে আমার অনেক সময় লেগেছে।
- ৪৪। আমার পরিবার সবসময় যেসব ধর্মীয় আচার অনুষ্ঠান পালন করে এসেছে, আমিও তাই করি এবং এ নিয়ে কখনো কোন প্রশ্ন আমি তুলিনি।
- ৪৫। স্বামী-স্ত্রীরা নানা পন্থায় তাদের পারিবারিক দায়-দায়িত্ব ভাগাভাগি করে নিতে পারে। আমিও অনেকগুলো পন্থা নিয়ে ভেবেছি এবং আমার জন্যে কোনটা আমি চাই তা আমি এখন সঠিকভাবে জানি।
- ৪৬। আমার ধারণা মোটের উপর আমি জীবনটাকে কিছুটা উপভোগই করি এবং জীবনযাপনের ক্ষেত্রে আমার কোন একটি বিশেষ দৃষ্টিভঙ্গী রয়েছে বলে মনে হয়না।
- ৪৭। আমার কোন ঘনিষ্ঠ বন্ধু নেই। আসলে অনেকের সাথে হালকাভাবে মেলামেশা করতেই আমার ভাল লাগে।
- ৪৮। ভবিষ্যতে সত্যিকার অর্থে উপভোগ করার মত বা একাধিক বিনোদনের বিষয় নির্বাচন করার জন্যে আমি বিভিন্ন ধরনের বিনোদনমূলক কাজে অংশগ্রহণ করে চলেছি।
- ৪৯। আমি রাজনীতিতে কখনই এমনভাবে জড়িত হইনি যাতে কোন নির্দিষ্ট একটি পক্ষ অবলম্বন করা যায়।
- ৫০। অনেক পেশারই বহু সম্ভাবনাময় ভবিষ্যৎ রয়েছে; কিন্তু আমি কোন পেশা নেব তা ঠিক স্থির করতে পারছি না।
- ৫১। আমি আসলে আমার ধর্ম নিয়ে কখনও কোন প্রশ্ন তুলিনি। যে ধর্ম আমার বাবা-মায়ের জন্যে সঠিক তা আমার জন্যেও আবশ্যিকই সঠিক হবে।
- ৫২। সমাজে পুরুষ ও নারীর ভূমিকা নিয়ে এত বিভিন্ন ধরনের মতামত হতে পারে যে, এ নিয়ে আমি বেশী চিন্তাই করিনা।
- ৫৩। আমার জীবন যাপনের নিজস্ব ধরনটি ঠিক কি হবে, সে সম্পর্কে অনেক আত্ম-অনুসন্ধানের পর আমি একটি সুনির্দিষ্ট দৃষ্টিভঙ্গী গ্রহণ করেছি।
- ৫৪। কোন ধরনের বন্ধু আমার জন্যে সবচেয়ে ভাল তা আমি সত্যিই জানি না। বন্ধুত্ব বলতে আমি আসলে ঠিক কি বুঝি সেটাই বুঝবার চেষ্টা করছি।
- ৫৫। বিনোদনের ক্ষেত্রে আমার পছন্দগুলো আমি আমার বাবা-মায়ের কাছ থেকেই পেয়েছি। আমি আসলে অন্য কোন বিনোদনই যাচাই করে দেখিনি।
- ৫৬। 'নারী অধিকার' কিংবা 'জন্মনিয়ন্ত্রণ' ইত্যাদির মত নৈতিক ও রাজনৈতিক ইস্যু সম্পর্কে আমার আপন লোকদের নিজস্ব অভিমত রয়েছে এবং তারা যা বিশ্বাস করেন আমিও সবসময় সেগুলোই সমর্থন করে গেছি।

আগের নির্দেশ (instruction) অনুযায়ী একইভাবে এবার নিচের দশটি উক্তি সম্পর্কেও আপনার প্রতিক্রিয়া ব্যক্ত করুন। নিজেকে আপনি কিভাবে মূল্যায়ণ করেন তা জানার জন্য এই উক্তিগুলো দেয়া হয়েছে। এবারেও আপনার উত্তরগুলো উক্তির ক্রমিক সংখ্যা অনুযায়ী উত্তর পত্রে নির্দেশ করুন। ধন্যবাদ।

## Appendix-A (II)

### The Answersheet

লিঙ্গ (পুরুষ/মহিলা) ..... বয়স ..... কলেজ/বিভাগ ..... শ্রেণী .....

উক্তির ক্রমিক নং	উত্তর*						উক্তির ক্রমিক নং	উত্তর*					
	A	B	C	D	E	F		A	B	C	D	E	F
১	০	০	০	০	০	০	২৯	০	০	০	০	০	০
২	০	০	০	০	০	০	৩০	০	০	০	০	০	০
৩	০	০	০	০	০	০	৩১	০	০	০	০	০	০
৪	০	০	০	০	০	০	৩২	০	০	০	০	০	০
৫	০	০	০	০	০	০	৩৩	০	০	০	০	০	০
৬	০	০	০	০	০	০	৩৪	০	০	০	০	০	০
৭	০	০	০	০	০	০	৩৫	০	০	০	০	০	০
৮	০	০	০	০	০	০	৩৬	০	০	০	০	০	০
৯	০	০	০	০	০	০	৩৭	০	০	০	০	০	০
১০	০	০	০	০	০	০	৩৮	০	০	০	০	০	০
১১	০	০	০	০	০	০	৩৯	০	০	০	০	০	০
১২	০	০	০	০	০	০	৪০	০	০	০	০	০	০
১৩	০	০	০	০	০	০	৪১	০	০	০	০	০	০
১৪	০	০	০	০	০	০	৪২	০	০	০	০	০	০
১৫	০	০	০	০	০	০	৪৩	০	০	০	০	০	০
১৬	০	০	০	০	০	০	৪৪	০	০	০	০	০	০
১৭	০	০	০	০	০	০	৪৫	০	০	০	০	০	০
১৮	০	০	০	০	০	০	৪৬	০	০	০	০	০	০
১৯	০	০	০	০	০	০	৪৭	০	০	০	০	০	০
২০	০	০	০	০	০	০	৪৮	০	০	০	০	০	০
২১	০	০	০	০	০	০	৪৯	০	০	০	০	০	০
২২	০	০	০	০	০	০	৫০	০	০	০	০	০	০
২৩	০	০	০	০	০	০	৫১	০	০	০	০	০	০
২৪	০	০	০	০	০	০	৫২	০	০	০	০	০	০
২৫	০	০	০	০	০	০	৫৩	০	০	০	০	০	০
২৬	০	০	০	০	০	০	৫৪	০	০	০	০	০	০
২৭	০	০	০	০	০	০	৫৫	০	০	০	০	০	০
২৮	০	০	০	০	০	০	৫৬	০	০	০	০	০	০

*A	=	জোরালোভাবে সমর্থন করি
B	=	অনেকখানি সমর্থন করি
C	=	সমর্থন করি
D	=	ভিন্নমত পোষণ করি
E	=	অনেকখানি ভিন্নমত পোষণ করি
F	=	সম্পূর্ণ ভিন্নমত পোষণ করি



## Appendix-B

### Manifest Anxiety Scale

#### English form

Personal Information Booklet

Do not open until told to do so

#### INSTRUCTIONS

This Questionnaire is prepared to gather some information regarding some areas of life of people. For this purpose we need your sincere co-operation.

This booklet consists of a number of statements. Please go through each statement and decide whether it is true as applied to you or false as applied to you. If a statement is true or mostly true, as applied to you, put a cross (X) mark on the square along the 'yes' column on the answer sheet; if a statement is false, or not usually true, as applied to you, put a cross (X) mark on the square along the 'No' column on the answer sheet.

You are to mark your answers on the answer sheet you have. Please look at the example given bellow:

Example:

ANSWER SHEET					
QUESTION NO	YES	NO	QUESTION NO	YES	NO
1		x	3	x	
2	x		4	x	

Remember, you are to give your own opinion of yourself. In marking your answers on the answer sheet, be sure that the number of statement agrees with the number on the answer sheet. Do not make any marks on this booklet. Please, remember we need your honest answer.



**Now Open the Booklet and Go Ahead**

1. I have been told that I walk during sleep.
2. I have nightmares every few nights.
3. I have very few headaches.
4. No one cares much what happens to you.
5. I am very religious (more than most people).
6. I wish I could be as happy as others.
7. Every thing tastes the same.
8. I believe in law enforcement.
9. I frequently notice my hand shakes when I try to do something.
10. I cry easily.
11. Sometimes I fell as if I must injure either myself or some one else.
12. I have the wanderlust and am never happy unless I am roaming or travelling about.
13. I do not often notice my heart pounding and I am seldom short of breath.
14. At times I am all full of energy.
15. I don't like to face a difficulty or make an important decision.
16. I have often felt that I faced so many difficulties I could not overcome them.
17. At times I loss sleep over worry.
18. I do not have as many fears as my friends.
19. I often dream about things I don't like to tell other people.
20. My mother was a good woman.
21. I believe I am a condemned person.
22. At one or more times in my life I felt that someone was making me do things by hypnotizing me.

23. Someone has been trying to rob me.
24. I believe my sins are unpardonable.
25. My family does not like the work I have chosen (or the work I intend to choose for my life work).
26. There is something wrong with my mind.
27. At times I have been worried beyond reason about something that really didn't matter.
28. My sleep is restless and disturbed.
29. Most of the time I would rather sit and day dream than to do anything else.
30. I am not afraid to handle money.
31. I loved my mother.
32. My parents and family found more fault with me than they should.
33. I like to visit places where I have never been before.
34. At times I am so restless that I cannot sit in a chair for very long.
35. I loved my father.
36. It does not bother me particularly to see animals suffer.
37. Life is often a strain for me.
38. I work under a great deal of strain.
39. I believe I am being plotted against.
40. I feel anxious about something or someone almost all of the time.
41. I am the kind of person who takes things hard.
42. Sometime I am strongly attracted by the personal articles of others such as shoes, gloves etc. So that I want to handle or steal them though I have no use for them.
43. I can sleep during the day but not at night.
44. I am a very nervous person.

45. I see things or animals or people around me that others do not see.
46. At times I feel that I am going to crack up.
47. I believe I am being followed.
48. Sex life is satisfactory.
49. I often find myself worrying about something.
50. My neck spots with red often.
51. When embarrassed I often break out in a sweat which is very annoying.
52. I am not at all confident of myself.
53. My feelings are hurt easier than most people.
54. Some one has been trying to poison me.
55. I usually expect to succeed in things I do.
56. I have diarrhea once a month or more.
57. I blush as often as others.
58. I believe there is a God.
59. Some one has been trying to influence my mind.
60. I can easily make other people afraid of me, and some-times do for the fun of it.
61. I am often sick to my stomach.
62. At times it has been impossible for me to keep from stealing or shoplifting something.
63. I have reason for feeling jealous of one or more members of my family.
64. It makes me nervous to have to wait.
65. It would be better if almost all laws were thrown away.
66. I am easily embarrassed.
67. I have diarrhea ("the runs") once a month or more.
68. I am never happier than when alone.



69. My hands and feet are usually warm enough.
70. I worry quite a bit over possible troubles.
71. My hearing is apparently as good as that of most people.
72. Any man who is able and willing to work hard has a good chance of succeeding.
73. Often my bowels don't move for several days at a time.
74. Children should be taught all the main facts of sex.
75. I have night mares every few nights.
76. I have been afraid of things or people that I know could not hurt me.
77. When I am with people I am bothered by hearing very queer things.
78. If people had not had it in for me I would have been much more successful.
79. I certainly feel useless at times.
80. I frequently find it necessary to stand up for what I think is right.
81. I like to study and read about things that I am working at.
82. The only interesting part of news papers is the "funnies".
83. I am about as nervous as other people
84. I am more self conscious than most people.
85. I commonly hear voices without knowing where they come from.
86. As a youngster I was suspended from school one or more times for cutting up.
87. I can not keep my mind one thing.
88. I enjoy children.
89. I have had periods in which I carried on activities without knowing later what I had been doing.
90. I get angry sometimes.

91. A minister can cure disease by praying and putting his hand on your head.
92. I get angry sometimes.
93. Some one has control over my mind.
94. I worry over money and business.
95. I practically never blush.
96. My soul sometimes leaves my body.
97. There are persons who are trying to steal my thoughts and ideas.
98. I believe in a life here-after.
99. I feel hungry almost all the time.
100. I loved my mother.
101. I am happy most of the time.
102. My father was a good man.
103. I am often afraid that I am going to blush.
104. I am liked by most people who know me.
105. I have used alcohol excessively.
106. At times I think I am no good at all.
107. I have a great deal of stomach problem.
108. I am troubled by attacks of nausea and vomiting.
109. I find it hard to keep my mind on a task or job.
110. Sometimes I become so excited that I find it hard to get to sleep.
111. I sweat very easily even on cool days.
112. Evil spirits possess me at times.
113. I have a cough most of the time.
114. I do not tire quickly.

## APPENDIX - B (I)

### Bengali version of the MAS

#### ‘ব্যক্তিগত তথ্য সংক্রান্ত পুস্তিকা’

#### নির্দেশ না পাওয়া পর্যন্ত পুস্তিকার পাতা উল্টাবেন না’

#### নির্দেশনা:

মানুষের জীবনের বিভিন্ন দিক সম্পর্কে কিছু সাধারণ তথ্য সংগ্রহের উদ্দেশ্যে এই প্রশ্নমালা প্রণয়ন করা হয়েছে। এক্ষেত্রে, আপনার আন্তরিক সহযোগিতা আমাদের প্রয়োজন। কারণ আপনার আন্তরিক সহযোগিতা না পেলে সংগৃহীত তথ্যসমূহ বাস্তব ভিত্তিক হবে না।

এই পুস্তিকায় বেশ কিছু বক্তব্য রয়েছে, দয়া করে প্রতিটি বক্তব্য মন দিয়ে পড়ুন এবং ভেবে দেখুন বক্তব্যটি আপনার ক্ষেত্রে কিভাবে (সত্য/মিথ্যা) প্রযোজ্য। যদি প্রশ্নে উল্লেখিত বক্তব্যটি আপনার জন্য সত্যি বলে মনে হয় বা বেশীর ভাগ ক্ষেত্রে সত্যি বলে মনে হয় তাহলে আপনি উত্তর পত্রে ‘হ্যাঁ’ কলামে ক্রস (×) চিহ্ন দিন এবং যদি বক্তব্যটি মিথ্যা বলে মনে হয় বা বেশীর ভাগ ক্ষেত্রে সত্য না হয় তাহলে উত্তর পত্রের ‘না’ কলামে ক্রস (×) চিহ্ন দিন। (দয়া করে নিম্নে প্রদত্ত উদাহরণ লক্ষ্য করুন।)

#### উদাহরণ:

উত্তর পত্র					
প্রশ্ন নং	হ্যাঁ	না	প্রশ্ন নং	হ্যাঁ	না
১		×	৩	×	
২	×		৪	×	

মনে রাখবেন, উত্তর দেয়ার ক্ষেত্রে আপনি আপনার নিজস্ব মতামত প্রদান করবেন। পুস্তিকায় উল্লেখিত বক্তব্যের ক্রমিক সংখ্যা ও উত্তর পত্রের উত্তর সংখ্যার মধ্যে যেন মিল থাকে সেদিকে বিশেষভাবে লক্ষ্য রাখবেন। প্রশ্নপত্রে কোন দাগ দিবেন না।

আবারও আন্তরিক সহযোগিতা কামনা করছি।

#### এখন প্রশ্ন পত্রের পাতা উল্টান

- ১। সবাই বলে আমি নাকি ঘুমের মধ্যে হাঁটি।
- ২। কয়েক রাত পর পরই আমি দুঃস্বপ্ন দেখি।
- ৩। আমার খুব কমই মাথাব্যথা হয়।
- ৪। আপনার কি হচ্ছে না হচ্ছে তা নিয়ে কেউ খুব একটা মাথা ঘামায় না।



- ৫। আমি খুব ধার্মিক (অধিকাংশ লোকের চাইতে বেশী)
- ৬। আমার ইচ্ছা হয় আমি যদি অন্যদের মত সুখী হতে পারতাম।
- ৭। আমার কাছে সব কিছুর স্বাদ একই রকম লাগে।
- ৮। আমি আইন প্রয়োগে বিশ্বাস করি।
- ৯। আমি প্রায়ই লক্ষ্য করি যে, কোন কিছু করার সময় আমার হাত কাঁপে।
- ১০। আমি সহজেই কাঁদি।
- ১১। মঝে মঝে আমার মনে হয় নিজেকে অথবা অন্য কাওকে যেন আঘাত করতেই হবে।
- ১২। আমার ভ্রমনের নেশা আছে এবং ঘুরে বেড়ানো অথবা ভ্রমন না করলে আমি কিছুতেই তৃপ্তি পাই না।
- ১৩। আমার খুব কমই বুক ধাক ধাক করে এবং কদাচিৎ দম বন্ধ হয়ে আসার অনুভূতি হয়।
- ১৪। কখনও কখনও আমার নিজেকে কর্মশক্তিতে পূর্ণ মনে হয়।
- ১৫। কোন ঝামেলা সহ্য করতে বা গুরুত্বপূর্ণ সিদ্ধান্ত নিতে আমার ভাল লাগেনা।
- ১৬। আমার সামনে এত বেশী সমস্যা ছিল যা আমি কাটিয়ে উঠতে পারিনি বলে প্রায় আমার মনে হয়।
- ১৭। উদ্বেশের কারণে কখনো কখনো আমার ঘুমের ব্যাঘাত হয়।
- ১৮। আমার বন্ধুদের মত অত ভয় আমার নেই।
- ১৯। আমি প্রায়ই সব স্বপ্ন দেখি যা অন্যদের বলা যায় না।
- ২০। আমার মা একজন ভাল মহিলা ছিলেন।
- ২১। আমি বিশ্বাস করি আমি একজন দোষী ব্যক্তি।
- ২২। জীবনে এক বা একাধিকবার আমার মনে হয়েছে যে কেউ একজন আমাকে যাদু করে বা সম্মোহিত করে কাজ কারিয়ে নিচ্ছে।
- ২৩। কেউ আমার জিনিস পত্র অপহরণ করার চেষ্টা করেছে।
- ২৪। আমি বিশ্বাস করি আমার পাপ ক্ষমার অযোগ্য।
- ২৫। আমি যে পেশা গ্রহন করেছি (অথবা আমি জীবনে যে কাজ করতে চাই) আমার পরিবারের লোকজন তা পছন্দ করে না।
- ২৬। আমার মাথায় কোন গোলমাল আছে।

- ৪৯। আমি প্রায়ই কোন কিছু নিয়ে দুঃশ্চিন্তা করি।
- ৫০। আমার ঘাড়ে প্রায়ই লাল চাকা চাকা দাগ হয়।
- ৫১। আমি বিব্রতবোধ করলে প্রায়ই ঘামতে থাকি যা অত্যন্ত বিরক্তিকর।
- ৫২। আমার মোটেই আত্মবিশ্বাস নেই।
- ৫৩। অন্য অনেকের তুলনায় আমি সহজেই মনে আঘাত পাই।
- ৫৪। কেউ আমাকে বিষ খাওয়াতে চেষ্টা করছে।
- ৫৫। আমি যে সব কাজ করি তাতে সাধারণত: সফলতা লাভের আশা করি।
- ৫৬। মাসে এক/বা একাধিকবার আমার পেটের অসুখ হয়।
- ৫৭। আমি অন্যদের মতই লজ্জায় লাল হয়ে যাই।
- ৫৮। আমি বিশ্বাস করি একজন সৃষ্টিকর্তা আছেন।
- ৫৯। কেউ আমার মনের উপর প্রভাব বিস্তার করার চেষ্টা করছে।
- ৬০। আমি সহজেই অন্যদের মনে আমার সম্পর্কে ভয় লাগাতে পারি এবং মাঝে মাঝে মজা করার জন্য তা করেও থাকি।
- ৬১। আমি প্রায়ই পেটের অসুখে ভুগি।
- ৬২। কখনও কখনও ছোটখাট চুরি অথবা দোকান থেকে কিছু হাত সাফাই করার লোভ সামলানো আমার পক্ষে অসম্ভব হয়ে দাঁড়ায়।
- ৬৩। আমার পরিবারের এক বা একাধিক সদস্যের প্রতি আমার ঈর্ষাপরায়ণ হবার কারণ আছে।
- ৬৪। অপেক্ষা করতে হলে আমি নার্ভাস বোধ করি।
- ৬৫। প্রায় সব আইন কাগুনগুলি বাদ দিতে পারলেই ভাল হয়।
- ৬৬। আমি সহজেই বিরত হই।
- ৬৭। মাসে একবার বা তারও বেশীবার আমার ডাইরিয়া হয়।
- ৬৮। আমি একা থাকলে যতটা সুখী হই অন্য কোন সময়ে ততটা সুখী হইনা।
- ৬৯। আমার হাত ও পা বেশ গরম থাকে।
- ৭০। সম্ভাব্য বিপদ সম্পর্কে আমি বেশ দুঃশ্চিন্তা করি।
- ৭১। আপাত:দৃষ্টিতে আমার শ্রবণ শক্তি বেশীর ভাগ লোকের চাইতে ভাল।

- ৭২। যে কঠোর পরিশ্রম করতে পারে এবং করতে চায়, তার জীবনে সফলতা লাভের বেশ সম্ভাবনা আছে।
- ৭৩। প্রায়ই দেখি যে, একনাগাড়ে কয়েকদিন ধরে আমার মলত্যাগ হয় না।
- ৭৪। যৌনবিষয়ক প্রধান তথ্যগুলো ছোটবেলা থেকেই শিক্ষা দেওয়া উচিত।
- ৭৫। প্রায় কয়েক রাত পর পরই আমি দুঃস্বপ্ন দেখি।
- ৭৬। আমি এমন সব বিষয় বা ব্যক্তি সম্পর্কে ভীত হয়েছি যা আর ক্ষতি করতে পারে না বলে আমি জানি।
- ৭৭। যখন আমি লোকজনের সাথে থাকি তখন নানা ধরনের অদ্ভুদ শব্দ ও কথাবার্তা আমি শুনতে পাই যা আমাকে বিব্রত করে।
- ৭৮। মানুষ যদি আমার ব্যাপারে নাক না গলাতো তাহলে আমি আরো সফলতা অর্জন করতে পারতাম।
- ৭৯। কখনও কখনও আমি নিজেকে নিশ্চিতভাবে অপদার্থ বলে বোধ করি।
- ৮০। যা আমি সঠিক বলে জানি তার জন্য প্রায়ই রুখে দাঁড়ানো প্রয়োজন মনে করি।
- ৮১। আমি যে বিষয়ে কাজ করছি সে বিষয়ে আরো বেশী জানতে ও পড়াশুনা করতে পছন্দ করি।
- ৮২। হাসির খবরগুলোই সংবাদ পত্রের একমাত্র আকর্ষণীয় অংশ।
- ৮৩। আমি অন্যান্যদের মতই নার্ভাস।
- ৮৪। বেশীর ভাগ লোকের চেয়ে আমি অনেক বেশী আত্ম-সচেতন।
- ৮৫। আমি সাধারণত: নানা ধরনের আজগুবি কথাবার্তা ও শব্দ পাই কিন্তু সেগুলো কোথা থেকে আসছে তা বুঝতে পারি না।
- ৮৬। ছোটবেলায় এক বা একাধিকবার স্কুল থেকে পালিয়ে যাবার জন্য আমি শাস্তি পেয়েছি।
- ৮৭। আমার মনকে একই বিষয়ে আমি স্থির রাখতে পারি না।
- ৮৮। শিশুদেরকে আমার ভাল লাগে।
- ৮৯। আমার জীবনে এমন কিছু কিছু সময় এসেছে যখন আমি কাজ করে গিয়েছি, কিন্তু পরে মনে করতে পারি নাই ঐ সময়গুলিতে আমি করেছি।
- ৯০। মাঝে মাঝে আমি রেগে যাই।
- ৯১। পীর ফকিররা দোয়া দরুদের মাধ্যমে অসুখ বিসুখ ভাল করতে পারেন।
- ৯২। আমি অত্যন্ত আত্ম-বিশ্বাসী।



- ৯৩। আমার মনকে কেউ একজন নিয়ন্ত্রণ করছে।
- ৯৪। আমি টাকা পয়সা ও কাজকর্ম নিয়ে দুঃশ্চিত্তা করি।
- ৯৫। বস্তুত: আমি কখনই লজ্জায় লাল হইনা।
- ৯৬। মাঝে মাঝে আমার আত্মা দেহ ছেড়ে চলে যায়।
- ৯৭। কিছু লোক আছে আমার চিন্তা ও ধারণা চুরি করার চেষ্টা করছে।
- ৯৮। আমি পরকালে বিশ্বাস করি।
- ৯৯। প্রায় সব সময়ই আমি ক্ষুধাবোধ করি।
- ১০০। আমি পরকালে বিশ্বাস করি।
- ১০১। বেশীর ভাগ সময়ই আমি সুখী।
- ১০২। আমার বাবা একজন ভাল মানুষ ছিলেন।
- ১০৩। প্রায়ই আমার ভয় হয় যে, আমি বোধহয় লজ্জায় লাল হয়ে যাচ্ছি।
- ১০৪। যারা আমাকে চেনে তাদের মধ্যে বেশীর ভাগ লোকই আমাকে পছন্দ করে।
- ১০৫। আমি অত্যধিক পরিমাণে মদ্যপান করেছি।
- ১০৬। মাঝে মাঝে মনে হয় আমি কোন কাজেরই না।
- ১০৭। আমার খুব বেশী পেটের অসুবিধা আছে।
- ১০৮। বমি ও বমি বমি ভাব মাঝে মাঝে আমাকে ভোগায়।
- ১০৯। কোন কাজ বা পেশায় মনকে নিবদ্ধ রাখা আমার পক্ষে কঠিন হয়।
- ১১০। মাঝ মাঝে এত উত্তেজিত হয়ে পড়ি যে আমার জন্য ঘুমানো কঠিন হয়।
- ১১১। এমনকি শীতের দিনেও আমি খুব সহজেই ঘেমে যাই।
- ১১২। মাঝে মাঝে শয়তান আমার উপর ভর করে।
- ১১৩। আমার প্রায়ই কাশি থাকে।
- ১১৪। আমি সহজে ক্লান্ত হইনা।

**Appendix - B (II)**  
**Anxiety Indicative Items of Taylor's**  
**Manifest Anxiety Scale**  
*Revised Edition*

1. I do not tire quickly. (False)
2. I am a often sick to my stomach. (True)
3. I am bout as nervous as other people. (False)
4. I have very few headaches. (False)
5. I work under a great deal of strain. (True)
6. I cannot keep my mind on one thing. (True)
7. I worry about money and business. (True)
8. I frequently notice my hand shakes when I try to do something. (True)
9. I blush as often as others. (False)
10. I have diarrhea ("the runs") once a month or more. (True)
11. I worry quite a bit over possible troubles. (True)
12. I practically never blush. (False)
13. I am often afraid that I am going to blush. (True)
14. I have nightmares every few nights. (True)
15. My hands and feet are usually warm enough. (False)
16. I sweat very easily even on cool days. (True)
17. When embarrassed I often break out in a sweat which is very annoying.  
(True)
18. I do not often notice my heart pounding and I am seldom short of  
breath. (False)
19. I feel hungry almost all the time. (True)

20. Often my bowels don't move for several days at a time. (True)
21. I have a great deal of stomach trouble. (True)
22. At times I lose sleep over worry. (True)
23. My sleep is restless and disturbed. (True)
24. I often dream about things I don't like to tell other people. (True)
25. I am easily embarrassed. (True)
26. My feelings are hurt easier than most people. (True)
27. I often find myself worrying about something. (True)
28. I wish I could be as happy as others. (True)
29. I am usually calm and not easily upset. (False)
30. I cry easily. (True)
31. I feel anxious about something or someone almost all of the time. (True)
32. I am happy most of the time. (False)
33. It makes me nervous to have to wait. (True)
34. At times I am so restless that I cannot sit in a chair for very long. (True)
35. Sometimes I become so excited that I find it hard to get to sleep. (True)
36. I have often felt that I felt so many difficulties, I could not overcome them. (True)
37. At times I have been worried beyond reason about something that did not really matter. (True)
38. I do not have as many fears as my friends. (False)
39. I have been afraid of things or people that I know could not hurt me. (True)
40. I certainly feel useless at times. (True)
41. I find it hard to keep my mind on a task or job. (True)



42. I am more self conscious than most people. (True)
43. I am the kind of person who takes things hard. (True)
44. I am a very nervous person. (True)
45. Life is often a strain for me. (True)
46. At times I feel I am no good at all. (True)
47. I am not at all confident of myself. (True)
48. At times I feel that I am going to crack up. (True)
49. I did not like to face a difficulty or make an important decision. (True)
50. I am very confident of myself. (False)

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**APPENDIX - B (III)**  
**The Answersheet of the MAS**

নামঃ

শ্রেণী রোল নং :

বর্তমান ঠিকানা :

স্থায়ী বাসিন্দা - গ্রাম / শহরঃ

যৌথ পরিবার/ একক পরিবার

## উত্তরপত্র

প্রশ্ন নং	হ্যাঁ	না	প্রশ্ন নং	হ্যাঁ	না	প্রশ্ন নং	হ্যাঁ	না
১			৩৯			৭৭		
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৩			৪১			৭৯		
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১১			৪৯			৮৭		
১২			৫০			৮৮		
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১৪			৫২			৯০		
১৫			৫৩			৯১		
১৬			৫৪			৯২		
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১৯			৫৭			৯৫		
২০			৫৮			৯৬		
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২৩			৬১			৯৯		
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২৫			৬৩			১০১		
২৬			৬৪			১০২		
২৭			৬৫			১০৩		
২৮			৬৬			১০৪		
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৩০			৬৮			১০৬		
৩১			৬৯			১০৭		
৩২			৭০			১০৮		
৩৩			৭১			১০৯		
৩৪			৭২			১১০		
৩৫			৭৩			১১১		
৩৬			৭৪			১১২		
৩৭			৭৫			১১৩		
৩৮			৭৬			১১৪		

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- ২৭। কোন কোন সময় গুরুত্বহীন বিষয় নিয়ে আমি অহেতুক দুঃশ্চিন্তা করেছি।
- ২৮। আমার ঘুম পাতলা এবং আমার ভাল ঘুম হয় না।
- ২৯। বেশীর ভাগ সময় আমি কিছু করার চাইতে বরং বসে বসে আকাশ কুসুম কল্পনা (অবাস্তব কল্পনা) করতে ভালবাসি।
- ৩০। আমি টাকা পয়সা নাড়াচাড়া করতে ভয় পাই না।
- ৩১। আমি সাধারণত: খুব শান্ত এবং সহজে বিপর্যস্ত হইনা।
- ৩২। আমার মা-বাবা এবং পরিবারের লোকজন তাদের যতখানি উচিত তার থেকেও বেশী আমার দোষ ধরে।
- ৩৩। আমি যে সব জায়গায় আগে কোন দিন যাই নাই সে সব জায়গায় বেড়াতে যেতে পছন্দ করি।
- ৩৪। কোন কোন সময় আমি এত অস্থিরতা বোধ করি যে এক জায়গায় বেশীক্ষণ বসে থাকতে পারিনা।
- ৩৫। আমি আমার বাবাকে ভালবাসতাম।
- ৩৬। কোন জীব-জন্তকে কষ্ট পেতে দেখলে তা আমাকে বিশেষ বিচলিত করে না।
- ৩৭। প্রায়ই মনে হয় এই জীবনটা আমার জন্য অত্যন্ত পীড়াদায়ক।
- ৩৮। আমি অত্যন্ত চাপের মধ্যে কাজ করি।
- ৩৯। আমার মনে হয় আমার বিরুদ্ধে ষড়যন্ত্র চলছে।
- ৪০। আমি প্রায় সব সময়ই কোন বিষয় বা কাণ্ডকে নিয়ে দুঃশ্চিন্তা করি।
- ৪১। আমি এমন ধরনের ব্যক্তি যে সব কিছুকেই অত্যন্ত গুরুত্ব দেয়।
- ৪২। মাঝে মাঝে আমি অন্যের ব্যক্তিগত জিনিষ পত্র যেমন- কলম, রুমাল ইত্যাদির প্রতি এত তীব্র আকর্ষণ বোধ করি না যেগুলো আমি নাড়াচাড়া করতে চাই অথবা চুরি করতে চাই, যদিও ঐ জিনিষগুলোর আমার দরকার নাই।
- ৪৩। আমি দিনে ঘুমাতে পারি কিন্তু রাতে পারি না।
- ৪৪। আমি খুব নার্ভাস ধরনের মানুষ।
- ৪৫। আমি আমার চারপাশে নানা রকম, জিনিষ, জন্ত জানোয়ার অথবা লোকজন দেখি যা অন্যরা দেখে না।
- ৪৬। কখনও কখনও মনে হয় যে, আমি একবারে ভেংগে পড়ছি।
- ৪৭। আমার মনে হয় আমাকে কেউ যেন অনুসরণ করছে।
- ৪৮। আমার যৌনজীবন সন্তোষজনক।