

Role of Anxious Attachment Style in Career Development

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ABSTRACT: The purpose of this paper is to examine the etiologies of anxiety and intolerance of uncertainty and related anxiety in the context of the career world. Anxiety and fear may play a role in an individual's career development, although the symptoms of various forms of anxiety may be similar, the underlying causes may differ significantly. This paper covers the role of anxious attachment style according to the attachment theory in various career development scenarios as well as the connection between anxiety and career growth. According to the findings of several studies, anxiety may be exacerbated by lack of preparation, which is connected to excessive dread and worry about potential outcomes. Additionally, greater levels of worry are likely to cause cognitive distortions and behavioural paralysis that will directly affect students' capacity to learn and integrate information about themselves and the job market. These results suggest that higher levels of anxiety may reduce students' desire to complete tasks related to career development by escalating dysfunctional attitudes about the process of choosing a job and its likely outcomes.

KEYWORDS:Anxiety, Attachment Theory, Anxious Attachment style, Career Development

I. INTRODUCTION

One of the major developmental problems that young adults face is choosing and sticking with a job, which has long-term implications for career adjustment and people's well-being [1] & [2]. However, a number of factors [3] might put one's job choice in jeopardy, making it difficult to decide on and commit to a professional objective [4]. Despite being reasonably common and frequently linked to psychological distress [5], career uncertainty is nevertheless a significant concern for young adults. In order to handle instances of uncertainty more effectively and to implement appropriate preventative measures, it would be

helpful to better understand its precursors given the centrality and high occurrence of professional indecision. Attachment, which is defined as an emotional tie that forms in the early child-parent relationship [6] and affects the structure of a person's interpersonal relationships throughout adulthood, has been linked to career development factors [7]

II. ANXIETY

Anxiety is a challenging and enigmatic idea [8], characterized by unfavourable emotions, worrisome or terrifying thoughts, and bodily changes such as heightened blood pressure, sweating, shaking, disorientation, stiffness, and fast heartbeat. Anxiety is different from fear in that it involves the anticipation of a future threat rather than a present danger and a sense of helplessness towards that threat [9]. Anxiety is a typical reaction to demanding and stressful life events including job interviews, potential job losses, employment reviews, and major life changes. The growth of a person's career may be affected by any form of anxiety, even if certain anxiety disorders may have similar symptoms but have distinct etiological factors. The variations in these causes imply that there are various methods for treating these concerns, therefore counsellors must be aware of the context of anxiety associated to careers[8].

III. ATTACHMENT THEORY

The value of intimate ties with caretakers as a way to encourage people to move into changing environments has been discussed in the attachment theory. The work environment is one such innovative context, where people frequently encounter challenging choices, risks, and opportunities to start new connections and duties. Anchored on the presumption, it is argued that the experience of security, either from genuine attachment relationships or through the use of internal working models, may encourage the

exploration of intrapsychic domains and of those novel environmental that are essential for advancement of career development[10]. The three main attachment patterns—securely attached, avoidant, and anxious/ambivalent—were evaluated by Hazan and Shaver in 1990 [11].

Secure attachment: Past research showed that people with secure attachments were better able to adjust to their jobs [11].

Anxious attachment: People who reported having an anxious or ambivalent attachment style, expressed anxiety about both their work performance and the relationships they had at their place of employment.

Avoidant attachment: For people who scored highly on the avoidant assessment, there was a substantial association between overall job discontent, workplace conflict, and worries about relationships outside of work.

IV. TYPES OF ANXIETY

Normal anxiety

Normal anxiety is the term used when the response is proportional to the stressful circumstance [12]. For instance, those who learn they did not get into the major they want and must swiftly choose another major may exhibit typical worry. As people become aware that their job aspirations could be somewhat altered, a fight-or-flight reaction linked to anxiety may be physiologically induced [13].

The direct, positive relationships between intolerance of uncertainty and anxiety and lack of readiness suggest that excessive fear and worry about potential outcomes may lower students' motivation to complete tasks related to career development by escalating dysfunctional beliefs about the process of choosing a career and its possible outcomes. Additionally, studies have found that cognitive distortions and behavioural immobility linked to greater levels of anxiety and related intolerance of ambiguity are likely to interfere with students' capacity to learn and integrate information about themselves and the job market. According to research, more information is more likely to overwhelm someone who has bad expectations for the future than to help them make professional decisions [14].

Neurotic/Clinical anxiety

Neurotic anxiety or clinical anxiety is the term for a response that is persistent and out of proportion to a perceived threat, and the inability to cope becomes subjective (i.e., a self-perceived inability) [8] & [12]. According to the common cognitive-behavioural theory, dwelling on a

changed educational plan and exaggerating the significance of the incident may cause protracted and intense sensations of anxiety that eventually develop into neurotic anxiety [15]. People did not start solving difficulties as a result of negative ruminating. Instead, unfavourable repetitious thinking prevented problem management and tended to amplify unfavourable emotional experiences, especially worry [16], [17], [18] & [19].

Findings supported this viewpoint, showing that anxiety was the major direct link between rumination and problems related to making professional decisions [20]. This is also consistent with a study that found no connection between ruminating and college students' confidence in the solutions they came up with for a self-identified personal problem [21]. Arbona's [20] findings show that indecisive college students may use rumination as a coping mechanism to deal with the pain brought on by career indecision and blurring of the lines. Although negatively ruminating did not appear to make professional decision challenges worse, its compulsion may have a numbing impact that makes anxiety worse, which may then impede career decision challenges [22] & [23].

Existential anxiety

There is a third type of anxiety known as existential anxiety, which is characterized by worry, despair, and panic as well as the realization and confrontation of fundamental human concerns like the ability and responsibility to create meaning in life, developing a sense of purpose, impending death, and the desire to live authentically [24]. From an existential standpoint, people may experience persistent anxiety when they are aware that they are ultimately in charge of selecting a major that gives them a way to actualize an authentic and meaningful existence through their professional position [25].

According to an existential viewpoint, a person must create and accomplish their own sense of purpose and meaning because there is no intrinsic meaning in existence [25] & [26]. The pursuit of a career may be seen as a way to give life purpose and, eventually, address this essential existential problem [25]. This type of anxiety arises simply from becoming aware of one's freedom of choice and obligation to deal with this issue, as one imagines a life of regret that may follow from making decisions that compromise one's integrity and do not promote the growth of one's authentic self [24]. The subjects in previous studies also displayed worry that they would ultimately make

professional choices that would diminish their pleasure[27].

V. CONCLUSION

Secure attachment ties would appear to be a key facilitative component of exploratory action, given career exploration frequently involves anxiety when one advances into unfamiliar situations [28]. For instance, it is believed that having parents who are supportive and sensitive to their children's needs may inspire them to take autonomous action by giving them a safe place to retreat to in times of need [29] & [30]. By easing the fear of being away from the safe base, the supply of perceived security is believed to encourage exploratory behavior [29].

The process of making professional decisions and committing to a job will go more smoothly for those who have access to safe attachment and/or connections with the perceived security offered by internal working models, which results in the choice and implementation of a career plan [10].

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