Chapter - 1 : Variations in Psychological Attributes

Revision Notes

Intelligence and Theories of Intelligence

Introduction

- It is a well-known fact that Variation is a fact of nature.
- The physical and psychological characteristics of Individuals is not the same.
- Individuals differ in their ability to understand complex ideas, adapt to the environment, learn from experience, engage in various forms of reasoning, and to overcome obstacles.

Individual Differences in Human Functioning

- It refers to distinctiveness and variations in people's characteristics and behaviour patterns.
- **Situationism:** A principle which states that situations and circumstances outside oneself have the power to influence behaviour.
- The situationist perspective views human behaviour as resulting from the interaction of external and internal factors.

Assessment of Psychological attributes

The different types of Psychological attributes are as follow:

- **Assessment:** It refers to the measurement of psychological attributes of individuals and their evaluation often using multiple methods in terms of certain standards of comparison.
- Formal assessment is objective, standardized and organised.
- Informal assessment is open to subjective interpretations. problem-solving
- Psychological assessment uses systematic testing procedures to evaluate abilities, behaviours and personal qualities of individuals.

Some domains of Psychological attributes

- **Intelligence:** It is the global capacity to understand the world, think rationally and use available resources effectively when faced with challenges.
- **Aptitude:** It refers to an individual's underlying potential for acquiring skills.
- **Aptitude test:** They are used to predict what an individual will be able to do if given proper environment and training.
- **Interest:** It is an individual's preference for engaging in one or more specific activities relative to others.
- **Personality:** It refers to relatively enduring characteristics of a person that makes her or him distinct from others.
- Personality tests try to assess an individual's unique characteristics, e.g., whether one is dominant or submissive, outgoing or withdrawn, moody or emotionally stable etc.
- **Values:** They are enduring beliefs about an ideal mode of behaviour.

Assessment Methods

- **Psychological test:** It is an objective and standardized measure of an individual's mental and/or behavioural characteristics.
- **Interview:** It involves seeking information from a person on a one-to-one basis.
- **Case Study:** It is an in-depth study of the individual in terms of her/his psychological attributes, psychological history in the context of her/his psychological and physical environment.
- **Observation:** It involves employing systematic, organised and objective procedures to record behavioural phenomena occurring naturally in real time.
- **Self Report:** It is a method in which a person provides factual information about herself/ himself and/or opinions, beliefs, etc.

The Oxford Dictionary explains intelligence as the power of perceiving, learning, understanding, and knowing. Early intelligence theorists also used these attributes in defining intelligence:

- **Wechsler:** The global and aggregate capacity of an individual to think rationally, act purpose-fully, and to deal effectively with his/her environment. Understood intelligence in terms of its functionality, *i.e.*, its value for adaptation to the environment.

- **Gardner and Sternberg:** An intelligent individual not only adapts to the environment but also actively modifies or shapes it.

Approaches to Study Intelligence

(a) The Psychometric Approach considers intelligence as an aggregate of abilities. It expresses the individual's performance in terms of a single index of cognitive abilities.

(b) The Information Processing Approach describes the processes people use in intellectual reasoning and problem solving. The major focus of this approach is on how an intelligent person acts.

(a) Psychometric Approach:

(i) Uni/One-Factor Theory (Alfred Binet):

Definition: The ability to judge well, understand well, and reason well.

- First psychologist who formalised the concept of intelligence in terms of mental operations.

- Differentiating more intelligent from less intelligent individuals.

- Conceptualised intelligence as consisting of one similar set of abilities which can be used for solving any or every problem in an individual's environment.

(ii) Two-Factor Theory (Charles Spearman) [1927]:

- Employed a statistical method called factor analysis.

- Intelligence consists of a general factor (G-factor) and specific factors (S-factor).

- **G-Factor:** It includes mental operations which are primary and common to all performances.

- **S-Factor:** It includes specific abilities which allow individuals to excel in their respective domains

(iii) Theory of Primary Mental Abilities (Louis Thurstone):

- Verbal Comprehension (grasping meaning of words, concepts, and ideas).

- Numerical Abilities (speed and accuracy in numerical and computational skills).

- Spatial Relations (visualizing patterns and forms).

- Perceptual Speed (speed in perceiving details).

- Word Fluency (using words fluently and flexibly).

- Memory (accuracy in recalling information).

- Inductive Reasoning (deriving general rules from presented facts).

(iv) Hierarchical Model of Intelligence (Arthur Jensen):

Abilities operates at two levels:

- **Level I –** Associative learning. [output is equal to input, rote memory]

- **Level II –** Cognitive competence. [output is more than input]

(v) Structure of Intellect Model (J.P. Guilford) [1988]:

- Classifies intellectual traits among three dimensions—operations, contents and products

- **Operation:** what the respondent does, e.g., cognition, memory retention.

- **Contents:** the nature of materials or information on which intellectual operations are performed, e.g., visual, auditory.

- **Products:** the form in which information is processed by the respondent, e.g., relations, systems, transformations.

Theory of Multiple Intelligences (Howard Gardner)

- Intelligence is not a single entity; various types of intelligences exist independent of each other. Various types of intelligences interact and work together to find a solution to a problem. Studied persons had shown exceptional abilities in their respective areas and described eight types of intelligence.

  (a) **Linguistic:** The capacity to use language fluently and flexibly to express one's thinking and understand others. Persons high on this 'word-smart', e.g., poets and writers.

(b) **Logical-Mathematical:** Skills in problem solving, thinking logically and critically and abstract reasoning, e.g., scientists.

(c) **Spatial:** The abilities involved in forming, using and transforming mental images (visual images and patterns), e.g., sculptors, painters, architects, interior decorators.

(d) **Musical:** The capacity to produce, create and manipulate musical rhythms and patterns.

(e) **Bodily-Kinaesthetic:** The use of the whole body or portions of it creatively and flexibly for display, construction of products and problem solving, e.g., athletes, dancers, actors.

(f) **Interpersonal:** Skill of an individual to understand the needs, motives, feelings and behaviours of other people for better understanding and relationship, e.g., psychologists, counsellors, politicians.

(g) **Intra personal:** Refers to the awareness of one's feelings, motives, desires, knowledge of one's internal strengths and limitations and using that knowledge to effectively relate to others, e.g., philosophers.

(h) **Naturalistic:** Complete awareness of our relationship with the natural world and sensitivity to the features of the natural world, e.g., botanists, zoologists.

Triarchic Theory of Intelligence (Robert Sternberg) [1985]:

Definition: The ability to adapt, shape and select the environment to accomplish one's goals and those of one's society and culture.

Three Basic Types of Intelligence:

(i) **Componential Intelligence/Analytical Intelligence:** The analysis of information to solve problems.

Three components:

➢ **Knowledge Acquisition—**responsible for learning and acquisition of the ways of doing things.

➢ **Meta or Higher Order Component—**planning concerning what to do and how to do it.

➢ **Performance Component—**actually doing things.

(ii) **Experiential/Creative Intelligence:** Using past experiences creatively to solve novel problems.

➢ Ability to integrate different experiences in an original way to make discoveries and inventions.

➢ Quickly find out what information is crucial in a given situation.

(iii) **Contextual/Practical Intelligence:** The ability to deal with environmental demands encountered daily—

➢ may be called 'street smartness' or 'business sense'

➢ easily adapt to their present environment/select a more favourable environment, modify the environment to fit their needs.

3. **Planning, Attention-arousal and Simultaneous-Successive (PASS) Model of Intelligence (J.P. Das, Jack Nagliery, Kirby) [1994]**

➢ Intellectual activity involves the interdependent functioning of three neurological systems, called the functional units of the brain

➢ **These units are responsible for—**

(i) **Arousal/Attention:**

➢ Arousal and attention enable a person to process information.

➢ An optimal level of arousal focuses our attention on the relevant aspects of a problem.

➢ Too much or too little arousal would interfere with attention and attend to stimuli.

(ii) **Simultaneous and Successive Processing:**

➢ **Simultaneous:** Perceive the relations among various concepts and integrate – them into a meaningful pattern for comprehension, e.g., RSPM.

➢ **Successive:** Remember all the information serially so that the recall of one leads to the recall of another, e.g., learning of digits, letters.

(iii) **Planning:**

➢ Allows us to think of the possible courses of action, implement them to reach a target, and evaluate their effectiveness.

➢ If a plan does not work, it is modified to suit the requirements of the task or situation.

➢ These PASS processes operate on a knowledge base developed either formally (by reading, writing, and experimenting) or informally from the environment.

➢ These processes are interactive and dynamic, yet each has its distinctive function.

Cognitive Assessment System (CAS) (Das and Naglieri):

➢ Battery of tests meant for individuals between 5-18 years of age.

➢ Consists of verbal as well as non- verbal tasks that measure basic cognitive functions presumed to be independent of schooling.

➢ Results of assessment can be used to remedy the cognitive deficits of children with learning problems.

   Individual differences in intelligence: The evidence for hereditary influences on intelligence comes mainly from studies on twins and adopted children.

Correlation of Intelligence

➢ **Separated early in childhood—**show considerable similarity in their intellectual, personality and behavioural characteristics.

➢ **Adopted Children—**children's intelligence is more similar to their biological rather than adoptive parents.

➢ **Role of Environment—**as children grow in age, their intelligence level tends to move closer to that of their adoptive parents.

➢ **Disadvantaged Children—**adopted into families with higher socio- economic status exhibit a large increase in their intelligence scores.

 Assessment of Intelligence

➢ **1905:** Alfred Binet and Theodore Simon made the first successful attempt to formally measure intelligence.

➢ **1908:** Gave the concepts of Mental Age (MA), it is the measure of a person's intellectual development relative to people of her/his age-group.

➢ Chronological Age (CA) is the biological age from birth.

➢ Retardation was two mental age years below the chronological age.

➢ **1912:** William Stern, a German psychologist, devised the concept of Intelligence Quotient (IQ). IQ refers to the ratio between MA and CA.

➢ **Formula—** $IQ = \dfrac{\text{Mental Age}}{\text{ChronologicalAge}} \times 100$

➢ **Intelligence Quotient (IQ):** It refers to mental age divided by chronological age, and multiplied by 100. IQ = MA/CA x 100

➢ Average IQ in the population is 100, irrespective of age.

➢ Frequency distribution for the IQ scores tends to approximate a bell-shaped curve, called the normal curve— symmetrical around the central value, called the mean.

Revision Notes

Individual Differences in Intelligence, Characteristics of Emotionally Intelligent person and aptitude

Variations in Intelligence

1. **Intelligence Deficiency (Mentally Retarded/Challenged):** The American Association on Mental Deficiency (AAMD) views mental retardation as significantly general intellectual functioning existing concurrently with deficits in adaptive behaviour and sub-average manifested during the developmental period.

   In order to be judged as mentally retarded, a person must show:

➢ Significantly subaverage intellectual functioning, e.g., IQ below 70.

➢ Deficits in adaptive behaviour or the capacity to be independent and deal effectively with one's environment.

➢ Deficits must be observed during the developmental period, i.e., between 0-18 years.

➢ **Mild retardation—**development is typically slower than that of their peers but they can function quite independently, hold jobs and families. Level of retardation increases—lag behind their peers in language and motor skills, and need to be trained in self-care skills and simple social and communication skills.

2. **Intellectual Giftedness:**

Lewis Terman (1925): Study to show how intelligence was related to occupational success and life adjustment. These individuals show higher performance because of their outstanding potentialities.

Giftedness is an exceptional general ability shown in superior performance in a wide variety of areas.

➢ **Teacher's perspective:** depends on a combination of high ability, high creativity and high commitment.

➢ **Early signs of intellectual superiority:** during infancy show larger attention span, good memory, sensitivity to environmental changes, early appearance of language skills.

➢ Other characteristics are advanced logical thinking and problem solving, high speed in processing information, high-level creative thinking, high self-esteem, independence.

➢ **Incorrect to equate with brilliant academic performance:** each gifted student possesses different strengths, personalities and characteristics, e.g., athletes.

➢ Talent refers to remarkable ability in a specific field, e.g., social, and are often called prodigies.

➢ **Technological intelligence:** It deals with adequacy in skills of attention, observation, analysis, performance, speed, and achievement orientation.

Type of Intelligence Tests

1. **Group or Individual Tests**

Group	Individual
Can be administered to several persons simultaneously	Can be administered to one person at a time
Do not allow an opportunity to be familiar with subject's feelings	Require the test administrator to establish a rapport with the subject
Seek written answers in a MCQ format	Allow oral answers/written answers or manipulation of objects

2. **Verbal, Non-Verbal or Performance Tests**

Verbal	Non Verbal	Performance
Require verbal responses in either oral or written form.	Use pictures or illustrations as test items, e.g. RSPM.	Require subjects to manipulate objects to perform a task; written language not necessary for answering
Can only be administered to literate people.	Can only be administered to literate people	Can be easily administered to persons from different cultures

3. **Culture –Fair or Culture-Biased**

Culture Biased	Culture Fair
Show a bias to the culture developed e.g. type of questions and language usage.	Can be applied meaningfully to all cultures.
	Culturally appropriate – does not discriminate against individuals of different cultures.

4. **Performance tests:** These tests require subjects to manipulate objects and other materials to perform a task.

Culture and Intelligence: A major characteristic of intelligence is that it helps individuals to adapt to their environment. The cultural environment provides a context for intelligence to develop. 'Culture is a collective system of customs, beliefs, attitudes and achievements in art and literature.'

Sternberg:

➢ Notion of contextual or practical intelligence implies that intelligence is a product of culture. Vygotsky (Russian psychologist):

➢ Culture provides a social context in which people live, grow and understand the world around them.

➢ Elementary mental functions (e.g., walking, crying) are Universal; the manner in which higher mental functions such as problem-solving and thinking operate are largely culture produced.

➢ **Equal attention given to cognitive and non-cognitive processes and their integration:**

   (i) Cognitive capacity (sensitivity to context, understanding, discrimination, problem-solving and effective communication).

(ii) Social competence (respect for social order, commitment to elders, the young and the needy, concern about others and recognising others perspectives).

(iii) Emotional competence (self-regulation and self-monitoring of emotions, honesty, politeness, good conduct and self-evaluation).

(iv) Entrepreneurial competence (commitment, persistence, patience, hard work, vigilance and goal-directed behaviour).

Emotional Intelligence

➤ **Emotional Intelligence:** It is a set of skills that underlie accurate appraisal, expression and regulation of emotions.

(i) **Emotional Quotient (EQ):** It involves the ability to perceive and manage one's and other's feelings and emotions to motivate oneself and restrain one's impulses and to handle interpersonal relationships effectively. It is used to express emotional intelligence in the same way as IQ is used to express intelligence.

(ii) **Salovey and Mayer:** The ability to monitor one's own and other's emotions, to discriminate among them and to use the information to guide one's thinking and actions.

Special Abilities

Aptitude indicates an individual's capacity to acquire some specific knowledge or skill after training.

➤ People with similar intelligence differed widely in acquiring certain knowledge or skills, called aptitudes. With proper training, these abilities can be considerably enhanced.

➤ Interest is a preference for a particular activity; aptitude is the potentiality to perform that activity.

➤ In order to be successful in a particular field, a person must have both aptitude and interest.

There are several types of Aptitude tests largely available in two forms:

➤ Independent (specialized) aptitude tests. – Mechanical, clerical, numerical, tests for specialized fields.

➤ Multiple (generalized) aptitude tests.- Exist in the form of test batteries. Differential Aptitude test (DAT), General aptitude test battery (GATB), Armed services vocational aptitude battery (ASVAB) are well known.

➤ DAT is commonly used in educational settings, consisting eight specialized subtests- Verbal, Numerical, Abstract, Clerical speed and accuracy, Mechanical, Space, Spellings and Language tests. (common test)

Creativity

➤ Creativity refers to the ability to produce ideas, objects and problem solutions that are novel and appropriate.

➤ It refers to the ability to think in novel and unusual ways and to come up with unique solutions to problems.

➤ Creativity involves the production of the something new and original; it may be an idea, object or solution to a problem.

➤ Creativity can get manifested in different levels and in different areas.

➤ Everyday creativity/Day to day creativity. It could be reflected in day to day activities like writing, teaching, storytelling, flower arrangement, dance etc.

➤ Special talent creativity/Higher order creativity. It is related to outstanding creative achievements e.g. inventions and discoveries.

➤ Creativity is always reality oriented, appropriate, constructive and socially desirable.

➤ Everyday creativity could be seen in terms of the level and the areas in which they exhibit creativity and that all may not be operating at the same level.

➤ Researches suggest that children mostly express their imagination through physical activities and in non-verbal ways, although when language and intellectual functions are fully developed and store of knowledge is adequately available then creativity is expressed through verbal modes too.

➤ There is no disagreement that creativity is determined by both heredity and environment.

➤ Limits of the creative potential are set by heredity.

➤ Environmental factors stimulate the development of creativity.

➤ No amount of training can transform an average person to develop special talent creativity or higher order creativity like Tagore, Einstein or Shakespeare.

Creativity and Intelligence

➤ Creativity is a phenomenon whereby something new and valuable is formed. The created item may be intangible (such as an idea, a scientific theory, a musical composition or a joke) or a physical object (such as an invention, a literary work or a painting).

➤ Certain level of intelligence is necessary to be creative, but a high level of intelligence, however, does not ensure that a person would certainly be creative.

➤ Researchers have found that both high and low levels of creativity can be formed in highly intelligent children and also children of average intelligence.

➤ The Relationship between creativity and intelligence is positive.

➤ There are differences in the potential for creativity across individuals and how Creativity is expressed.

➤ Creativity can be expressed in writing, dance, poetry, science and so on.

➤ Manifestation of creativity can be seen in a poem, painting, new chemical process, an innovation of law, a breakthrough in science in preventing disease.

➤ Names of some highly creative persons in the history: Tagore, Einstein, C.V.Raman, Ramanujan etc. for their outstanding contribution in various fields.

➤ The definition of creativity has broadened and it includes ordinary people in creative occupations like Pottery, carpentry, cooking etc.

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Chapter - 2 : Self and Personality

Revision Notes

Personality and Major Approaches to the Study of Personality

Self:

➤ **Self and Personality**–can be referred to as the characteristics in which we define our existence. These characteristics are usually acquired from our experiences and they show up in our behaviour. These characteristics make people different from each other. Hence, they behave differently in similar situations. Also, the same people behave almost similarly in different situations. Hence it is safe to say that Different people have different personalities in different situations.

Concept of Self:

➤ Totality of an individual's conscious experiences, ideas, thoughts and feelings with regard to her/himself developed since the beginning(childhood days). These experiences and ideas define the existence of an individual both at personal and social level. Parents, friends, teachers and other significant people around ourselves.

➤ **Self can be classified under two different identities:**

● Personal identity refers to those attributes of a person that make him/her different from others.

● Social identity refers to those aspects of a person that link him/her to a social or cultural group or are derived from it.

Cognitive and Behavioural aspects of Self

(a) **Self-Esteem:** The personal value and worth judgement by a person about her/himself is termed as Self-esteem.

● **High Self-esteem:** Those who think highly of themselves, more accepted by others. Are generally happier, more confident, usually perform better at school/work.

● **Low Self-esteem:** Those who feel less accepted and valued by others. Are generally anxious, depressed and may develop antisocial behaviour.

Studies show children develop self-esteem by the age of 6-7 years in four areas:

● Academic competence,

● Social competence,

● Physical/athletic competence and

● Physical appearance.

(b) Self-regulation: is the ability to organise and monitor our own behaviour.

High self-regulation: are people who are able to change their behaviour according to the demands of the external environment.

Will power: Resistance to situational pressures and control over ourselves.

(c) Self-control: Learning to delay or defer the gratification of needs is called self-control.

Psychological techniques of self-control:

- Observation of own behaviour
- Self-instructions-to instruct oneself on do something
- Self-reinforcement-Rewarding behaviours that have pleasant outcomes.

(d) Self-efficacy is the extent to which a person believes he/she himself/herself controls his/her life outcomes or the outcomes are controlled by luck or fate or other situational factors.

- A person who believes that he/she has the ability or behaviour required by a particular situation demonstrates high self-efficacy.
- The notion of self-efficacy is based on Bandura's social learning theory. He showed that children and adults learned behaviour by observing and imitating others.
- People's expectations of achievement also determine the type of behaviour in which they would engage, as also the amount of risk they would undertake.
- Strong sense of self-efficacy allows people to select, influence, and even construct the circumstances of their own life; also feel less fearful.
- Society, parents and their own positive experiences can help in the development of a strong sense of self-efficacy by presenting positive models during the formative years of children.

CULTURE AND SELF:

➢ Several aspects of Self are linked to the characteristics and features of the culture in which an individual lives. e.g. Distinction between Indian and Western cultures.

Western Perspective:

- In western culture the Individual (self) and the cultural group are two different identities
- The boundaries between self and group are clearly defined.
- Individual members of the group maintain their individuality.
- Western culture is Individualistic.

Indian Perspective:

- In Indian Culture, Self is not separated from one's own group
- They both (self & group) remain in a state of harmonious coexistence.
- Lots of dependency and no clear boundaries.
- Indian culture is Collectivistic.

CONCEPT OF PERSONALITY:

➢ Personality refers to unique and relatively stable qualities that characterise an individual's behaviour across different situations over a period of time. It is derived from persona (Latin), the mask used by actors in Roman theatre for changing their facial make-up. Once we are able to characterise someone's personality, we can predict how that person will probably behave in a variety of circumstances. An understanding of personality allows us to deal with people in realistic and acceptable ways.

➢ **Features of Personality:**

- The two components of personality are physical and psychological components.
- Its expression in terms of behaviour is fairly unique in a given individual.
- The features of personality don't change over the time completely.
- Internal or external situational demands; adaptive to situational demand might change features of personality to certain extent.

APPROACHES TO STUDY PERSONALITY:

➢ A number of approaches and theories have been developed to understand and explain personality. Main approaches to the study of personality are:

1. The type approach

2. The trait approach

3. The interactional approach

4. Psychodynamic approach

5. Post freudian approach

6. Behavioural approach

7. Cultural approach

8. Humanistic approach

1. **TYPE APPROACH**

   (a) **Hippocrates (Greek Physician):** One of the first 'type' theories that was proposed around 400 BC by Hippocrates, a Greek physician known as the Father of Medicine. He grouped people into four temperament types.

   ● **Sanguine**—cheerful, vigorous, confidently optimistic

   ● **Melancholic**—depressed, moron

   ● **Choleric**—hot tempered

   ● **Phlegmatic**—slow moving, calm, unexcitable.

   ● Since the time of Hippocrates, other ways of grouping people into types have been tried. The grouping or sets of types or typologies.

   A type is simply a class of individuals said to share a common collection of characteristics. For example, introverts could be described as people who share characteristics such as shyness, social withdrawal and a tendency not to talk much, while extroverts share a tendency to be outgoing, friendly and talkative.

   (b) **Charak Samhita (Treatise on Ayurveda)**

   ● Classifies people into the categories of vata, pitta and kapha on the basis of three humoural elements called tridosha.

   ● Each refers to a type of temperament, called prakriti (basic nature) of a person.

   (c) **Typology of personality based on the trigunas,** *i.e.* , **sattva, rajas, and tamas.**

   All the three gunas are present in every person in different degrees—the dominance of any guna leads to a particular type of behaviour.

   ● **Sattva guna**—cleanliness, truthfulness, dutifulness, detachment, discipline.

   ● **Rajas guna**—intensive activity, desire for sense gratification, dissatisfaction, envy, materialism.

   ● **Tamas guna**—anger, arrogance, depression, laziness, helplessness

   (d) **Sheldon**

   Using body built and temperament as the main basis for classification:

   ● **Endomorphic (fat, soft and round)**—relaxed and sociable.

   ● **Mesomorphic (strong musculature, rectangular, strong body build)**—energetic and courageous.

   ● **Ectomorphic (thin, long, fragile)**—brainy, artistic and introverted

   Limited use in predicting behaviour—simple and similar to stereotypes.

   (e) **Jung grouped people into two types: widely recognised.**

   ● **Introverts:** People who prefer to be alone, tend to avoid others, withdraw themselves in the face of emotional conflicts, and are shy.

   ● **Extraverts:** Sociable, outgoing, drawn to occupations that allow dealing directly with people, and react to stress by trying to lose themselves among people and social activity.

(f) Friedman and Roesenman tried to identify psycho-social risk factors and discovered types.

- **Type-A** (susceptible to hypertension and coronary heart disease): Highly motivated, impatience, feel short of time, be in a great hurry, and feel like being always burdened with work. Such people find it difficult to slow down and relax.
- **Type-B** The absence of Type-A traits. Morris continued this research and identified.
- **Type-C** (prone to cancer): Co-operative, unassertive patient, suppress negative emotion, show compliance to authority.
- **Type-D** (prone to depression): Personality typologies are usually too simplistic as human behaviour is highly complex and variable. Assigning people to a particular personality type is difficult. People do not fit into such simple categorisation schemes so neatly.

2. TRAIT APPROACH

A trait is considered as a relatively enduring attribute or quality on which one individual differs from another. They are relatively stable over time and generally consistent across situations. Their strengths and combination vary across individuals leading to individual differences in personality.

(a) Allport's Trait Theory (Gordon Allport): Individuals possess a number of traits—dynamic in nature and determine behaviour.

- **Analysed words people use to describe themselves**—provided a basic for understanding human personality—and categorised them into—
- **Cardinal Traits:** highly generalised disposition, indicates the goal around. Which a person's entire life revolves, e.g., Hitler's Nazism.
- **Central Traits:** less pervasive in effect, but still quite generalised disposition. e.g., sincere.
- **Secondary Traits:** least generalised characteristics of a person, e.g., likes mangoes.
- The way an individual reacts to a situation depends on his/her traits.
- People sharing the same traits might express them in different ways.

(b) Personality Factors (Raymond Cattell)

- Identified primary traits from descriptive adjectives found in language.
- Applied factor analysis, a statistical technique to discover the common structure on which people differ from each other.
  — Source or Primary Traits (16): stable, building blocks of personality
  — described in terms of opposing tendencies.
  — Surface Traits: result out of the interaction of source traits.
- Developed Sixteen Personality Factor (16PF) Questionnaire for the assessment of personality.

(c) Eysenck's Theory (H.J. Eysenck)

- Reduced personality into two broad dimensions which are biologically and genetically based and subsume a number of specific traits.
  — Neuroticism (anxious, moody, touchy, restless) us. Emotional stability (calm, even tempered, reliable)— the degree to which people have control over their feelings.
  — Extraversion (active, gregarious, impulsive, thrill seeking) vs. Introversion (passive, quiet, caution, reserved)—the degree to which people are socially outgoing or socially withdrawn.
- Later proposed a third dimension, Psychoticism (hostile, electric, and antisocial) vs. Sociability, considered to interact with the other two dimensions.
- Developed Eysenck Personality Questionnaires to study dimensions of personality.
- Useful in understanding the personality profile of people across cultures
- Consistent with the analysis of personality traits found in different languages and methods

Five Factor Model of Personality:

➤ Paul Costa and Robert McCrae have examined all possible personality traits. They indicated set of Big five factors, which are useful and consistent in analysing personality traits across cultures, languages, hence most promising empirical approach to study personality.

- Openness to experience
- Extraversion
- Agreeableness
- Neuroticism
- Conscientiousness

3. INTERACTIONAL APPROACH

➢ This theory claims that situational characteristics play an important role in determining our behaviour. People may behave as dependent or independent not because of their internal trait, but because of external rewards or threats. The compelling situations can be used to observe people's behaviour in places like a market, a courtroom, or a place of worship.

4. PSYCHO-DYNAMIC APPROACH (SIGMUND FREUD)

➢ Levels of Consciousness

- **Conscious**—thoughts, feelings and action of which people are aware.
- **Preconscious**—mental activity which people may become aware only if they attend to it closely.
- **Unconscious**—mental activity that people are unaware of Structure of Personality
  1. Freud gave an imaginary division of mind that believed in internal dynamics which can be inferred from the ways people behave.
  2. Three competing forces—*i.e.* ID, ego and superego influence behaviour relative strength of each structure determines a person's stability.

➢ **ID:**

- Source of a person's instinctual energy—deals with immediate gratification of primitive needs, sexual desires and aggressive impulses.
- Works on the pleasure principle, which assumes that people seek pleasure and try to avoid pain.
- Demanding, unrealistic and does not care for moral values, society, or other individuals.
- Energised by instinctual forces, life (sexual) instinct (libido) and death instinct.

➢ **Ego:**

- Seeks to satisfy an individual's instinctual needs in accordance with reality.
- Works on the reality principle, and directs the id towards more appropriate ways of behaving.
- Patient and reasonable.

➢ **Superego:**

- Moral branch of mental functioning.
- Tells the id and ego whether gratification in a particular instance is ethical
- Controls the id by internalising the parental authority the process of socialisation.

According to Freud, personality is biologically determined. It is instinctive. Life instinct and death instinct determine behaviour.

- Life instinct is dominant in human behaviour.

➢ **Ego Defence Mechanisms**

1. A defence mechanism is a way of reducing anxiety by distorting reality unconsciously.
2. It defends the ego against the awareness of the instinctual reality.
3. It is normal and adaptive; people who use mechanisms are often unaware of doing so.
   - **(i) Repression:** Anxiety provoking behaviours or thoughts are totally dismissed by the unconscious. '
   - **(ii) Projection:** People attribute their own traits to others.
   - **(iii) Denial:** A person totally refuses to accept reality.
   - **(iv) Reaction Formation:** A person defends against anxiety by adopting behaviours opposite to his/her true feelings.
   - **(v) Rationalisation:** A person tries to make unreasonable feelings or behaviour seem reasonable and acceptable.

➤ **Stages of Personality/Psychosexual Development (Five Stage Theory of Personality)**

1. The core aspects of personality are established early, remain stable throughout life, and can be changed only with great difficulty.

2. Problems encountered at any stage may arrest development, and have long-term effect on a person's life.

➤ **Oedipus Complex (Male)**

● Love for mother, hostility towards the father, and fear of punishment or castration by the father.

● Accepts his father's relationship with his mother and models his own behaviour after his father.

➤ **Electra Complex (Female)**

● Attaches her love to the father and tries to symbolically marry him and raise a family.

● Identifies with her mother and copies her behaviour as a means of getting (or sharing in) her father's affection.

➤ **Resolution of Complex**

1. Identification with same sex parent.

2. Giving up sexual feeling for sex parent.

● Failure of a child to pass successfully through a stage leads to fixation to that stage. The child's development gets arrested at an earlier stage.

● Regression occurs when a person's resolution of problems at any stage of development is less than adequate. People display behaviours typing of a less mature stage of development.

5. **POST-FREUDIAN APPROACH NEO- ANALYTIC OR POST-FREUDIAN VIEW**

● Less prominent role to sexual and aggressive tendencies of the Id.

● Expansion of the concept ego.

● Emphasis on human qualities of creativity, competence, and problem-solving.

1. **Carl Jung: Aims and Aspirations are the source of energy**

● Saw human beings as guided by aims and aspirations.

● Analytical Psychology; personality consists of competing forces and structures within the individual (that must be balanced) rather than between the individual and the demand of society, or between the individual and reality.

● Collective unconscious consisting of archetypes or primordial images; not individually acquired, but are inherited—found in myths, dreams and arts of all mankind.

● The self-stove for unity and oneness; for achieving which, a person must become increasingly aware of the wisdom available in one's personal and collective unconscious, and must learn to live in harmony with it.

2. **Karen Horney: Optimism**

● Optimistic view of human life with emphasis on human growth and self actualisation

● Challenge to Freud's treatment of women as inferior—each sex has attributes to be admire by the other, and neither sex can be viewed as superior or inferior; countered that women were more likely to be affected by social and cultural factors than by biological factors.

● Psychological disorders were caused by disturbed interpersonal relationships during childhood.

● When a parent's behaviour toward a child is indifferent, discouraging and erratic, the child feels insecure and a feeling called basic anxiety results—deep resentment toward parents or basic hostility occurs due to this anxiety.

3. **Alfred Adler:** Lifestyle and Social Interest source of energy-attainment of personal goals.

● Individual Psychology: human behaviour is purposeful and goal directed.

● Each one of us has the capacity to choose and create.

- Personal goals, goals that provide us with security and help us in overcoming the feelings of inadequacy, are the sources of our motivation.
- Every individual suffers from the feeling of inadequacy and guilt, i.e., inferiority complex, which arise from childhood.

4. **Erich Fromm:** The Human Concerns
- Social orientation viewed human beings as social beings who could be understood in terms of their relationship with others.
- Character traits (personality) develop from our experiences with their individuals.
- Psychological qualities such as growth from our experiences of potentials resulted from a desire for freedom and striving for justice and truth.
- People's dominant character traits in a given work as forces in shaping the social processes and the culture itself.

5. **Erik Erikson:** Search for Identity
- Rational, conscious ego processes in personality development.
- Development is viewed as a lifelong process, and ego identity is granted a central place in this process.
- Identity crisis at the adolescent age—young people must generate for themselves a central perspective and a direction that can give them a meaningful sense of unity and purpose.

Criticism to Psychodynamic Theories
- The theories are largely based on case studies; they lack a rigorous scientific basis.
- They use small and a typical individual as samples for advancing generalisations.
- The concepts are not properly defined, and it is difficult to submit them to scientific testing.
- Freud has used males as the prototype of all human personality development and overlooked female experiences and perspectives.

6. **BEHAVIOURAL APPROACH**
- **Focus on learning of stimulus**—response connection and their reinforcement.
- Personality is the response of an individual as a sample for advancing generalisation.
- The concepts are not properly defined, and it is difficult to submit them to scientific testing.
- Freud has used males as the prototype of all human personality development and overlooked females experiences and perspective.

7. **CULTURAL APPROACH**
- Considers personality as an adaptation of individuals or groups to the demand of their ecology and culture.
- A group's economic maintenance system plays a vital role in the origin of cultural and behavioural variations.
- The climatic conditions, the nature of terrain of the habitat and the availability of food determine people's settlement patterns, social structures, division of labour, and other features such as child-rearing practices. Economic maintenance system.
- These elements constitute a child's overall learning environment—skills, abilities, behavioural styles, and value priorities are viewed as strongly linked to these features.

8. **HUMANISTIC APPROACH CARL ROGERS**

Carl Rogers (1902-1987) was a humanistic psychologist who agreed with the main assumptions of Abraham Maslow. However, Rogers (1959) added that for a person to "grow", they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood).

Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water.
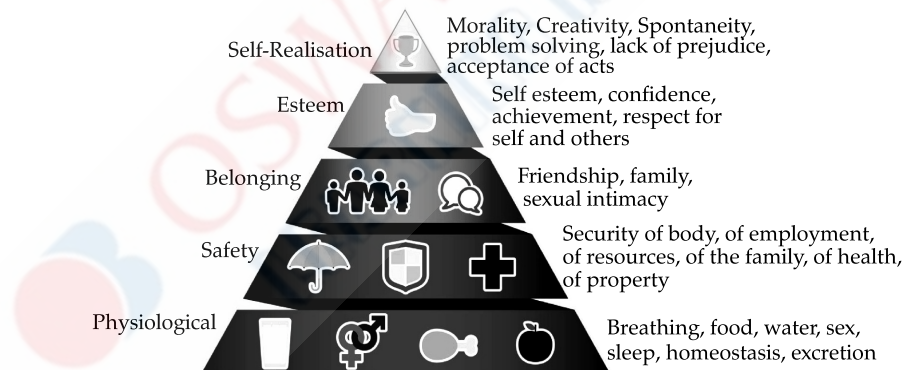
1. **Rogers identified five characteristics of the fully functioning person:**
- **Open to experience:** both positive and negative emotions accepted. Negative feelings are not denied, but worked through (rather than resorting to ego defense mechanisms).

- **Existential living:** in touch with different experiences as they occur in life, avoiding prejudging and preconceptions. Being able to live and fully appreciate the present, not always looking back to the past or forward to the future (i.e., living for the moment).
- **Trust feelings:** feeling, instincts, and gut-reactions are paid attention to and trusted. People's own decisions are the right ones, and we should trust ourselves to make the right choices.
- **Creativity:** creative thinking and risk-taking are features of a person's life. A person does not play safe all the time. This involves the ability to adjust and change and seek new experiences.
- **Fulfilled life:** a person is happy and satisfied with life, and always looking for new challenges and experiences.

2. **Assumptions about human behaviour:**
   (i) It is goal-oriented and worthwhile.
   (ii) People (who are innately good) will almost always choose adaptive, self-actualising behaviour.
3. People are constantly engaged in the process of actualising their true self.
4. Ideal self is the self that a person would like to be—correspondence between ideal and real self = happiness, discrepancy = dissatisfaction.
5. People have a tendency to maximise self-concept through self-actualisation.
6. Personality development is a continuous process.
7. Role of social influences in the development of self-concept—positive social conditions lead to a high self-concept and self-esteem, generally flexible and open to new experiences.
8. An atmosphere of unconditional positive regard must be created in order to ensure enhancement of people's self-concept.
9. Client- centered therapy that Rogers developed basically attempts to create this condition.

ABRAHAM MASLOW

MASLOW'S HIERARCHY OF NEEDS

Self-Realisation	Morality, Creativity, Spontaneity, problem solving, lack of prejudice, acceptance of acts
Esteem	Self esteem, confidence, achievement, respect for self and others
Belonging	Friendship, family, sexual intimacy
Safety	Security of body, of employment, of resources, of the family, of health, of property
Physiological	Breathing, food, water, sex, sleep, homeostasis, excretion

1. Attainment of self-actualisation, a state in which people have reached their own fullest potential.
2. Optimistic and positive view of man who has the potentialities for love, joy and to do creative work.
3. Human beings are considered free to shape their lives and to self-actualisation.
4. Self-actualisation becomes possible by analysing the motivations that govern our life.

Who is a healthy person? As per humanistic approach

➢ According to Humanistic theory no one can be a healthy person by merely adjusting the society.

➢ **The characteristics of a healthy person are as follows:**

1. Awareness of self, one's feelings and their limits and accept themselves.
2. Experience Here and now, Mindfulness.
3. Don't so much live in the past and dwell in the future through anxious expectations and distorted defenses.

Revision Notes

Assessment of Personality

Assessment of Personality

➢ A formal effort aimed at understanding personality of an individual is termed as personality assessment. Assessment refers to the procedures used to evaluate or differentiate people on the basis of certain characteristics. The goal of assessment is to understand and predict behaviour with minimum error and maximum accuracy. In assessment, we try to study what a person generally does, or how s/he behaves, in a given situation. Besides promoting our understanding, assessment is also useful for diagnosis, training, placement, counselling, and other purposes. Psychologists have tried to assess personality in various ways.

➢ Psychologists have tried to assess personality in various ways. The most commonly used techniques are Psychometric Tests, Self-Report Measures, Projective Techniques, and Behavioural Analysis

➢ **Self-report measures:**

 ● **Minnesota Multiphasic Personality Inventory (MMPI):** developed for psychiatric diagnosis but later applied to a variety of psychopathology- hypochondriasis, depression, hysteria masculinity, femininity. True/false questions.

 ● **Eyesenck Personality Questionnaire :** (EPQ) Tests 2 dimensions of personality- Introverted / Extraverted and Emotionally stable/unstable. Later, Eyesenck added 3rd dimension to this theory psychoticism (lack of feelings for others). Such people have a tough manner of interaction, tendency to defy social conventions.

 ● **Cattell- Sixteen personality factor questionnaire – (16PF).** The tests provide declarative statements and the subjects respond to the specific situation by choosing from a set of given alternatives.

➢ **Uses of Self-report test:**

 ● Career guidance, vocational exploration and occupational testing for students/adults.

 ● To assess specific dimensions of personality type (*e.g.* authoritarianism, locus of control, optimism)

➢ **Limitations of Self-report tests:**

 ● **Social desirability:** This is a tendency on part of a student to endorse/select responses based on socially desirable behaviour.

 ● **Acquiescence:** It is a tendency of the subject of saying Yes to items irrespective of the content, which makes it less reliable for an effective outcome. Hesitant to open: This being a direct method where assessment is based on the information directly obtained from the subject, hence he knows that he has been assessed for personality and gets self-conscious and hesitates to share his private feelings. Hence these tests should be performed under careful supervision of an expert or a trained person.

➢ **Projective Technique:** This technique is an indirect method, used to uncover and assess the large part of the behaviour which is governed by unconscious motives, as direct (self-report) methods cannot assess this.

➢ **Methods include:** Reporting association with stimuli- words, inkblots, story writing around pictures, some require sentence completion, expression through drawings. Features of this technique:

 ● The stimuli are relatively or fully unstructured and poorly defined.

 ● The subject is not told about the purpose of assessment and method of scoring and interpretation.

 ● The person is informed that there is no correct or incorrect answer.

 ● Each response is considered to reveal a significant aspect of personality.

 ● Scoring and interpretation are lengthy and sometimes subjective.

➢ **Examples of Projective tests:**

 1. **Rorschach Inkblot Test:** This test was developed by Harmann Rorschach. The tests consist of 10 inkblots (5 black and white, 2 red and remaining pastel colours) printed in the centre of a cardboard of 7" by 10".

 ● **1st Phase- Performance proper:** Subjects are shown the cards and are asked to tell what they see in each.

- **2nd Phase- Inquiry:** A detailed report of responses is prepared by asking the subject to tell on where, how and on what basis a particular response made. Use of the test requires extensive training to make fine judgement and interpretation.

2. **The Thematic Apperception Test (TAT):** This test was developed by Morgan and Murray. It is a little more structured than the Inkblot test. The test consists of 30 black and white picture cards and one blank card. Each picture card depicts one or more people in a variety of situations. Each picture is printed on a card. Some cards are used with adult males or females. Others are used with boys or girls. Still others are used in some combinations. Twenty cards are appropriate for a subject, although a lesser number of cards (even five) have also been successfully used. The cards are presented one at a time. The subject is asked to tell a story describing the situation presented in the picture: What led up to the situation, what is happening at the moment, what will happen in the future, and what the characters are feeling and thinking? A standard procedure is available for scoring TAT responses. The test has been modified for children and for the aged. Uma Chaudhury's Indian adaptation of TAT is also available.

3. **Sentence Completion Test:** This test makes use of a number of incomplete sentences. The starting part of the sentence is first presented and the subject has to provide an ending to the sentence. It is held that the type of endings used by the subjects reflect their attitudes, motivation and conflicts. The test provides subjects with several opportunities to reveal their underlying unconscious motivations.

   A few sample items of a sentence completion test are given below.

   1. My father…………………
   2. My greatest fear is……………..
   3. The best thing about my mother is……………..
   4. I am proud of………………

4. **Draw-a-Person test:** In this test subject is provided with a pencil, eraser and sheet and asked to draw a picture of a person. After the completion of the drawing, the subject is asked to draw a picture of a person of the opposite gender. Subject is asked to make a story about the person as if he/she was a character of a movie/ novel. Some examples of the interpretation as follows:

   - Omission of facial features suggests that the person tries to evade a highly conflict-ridden interpersonal relationship.
   - Graphic emphasis on the neck suggests lack of control over impulses.
   - Disproportionately large size of the head suggests organic brain disease or preoccupation with headaches.

➢ **Behavioural Analysis:** A person's behaviour in a variety of situations can provide us with meaningful information about her/his personality. Observation of behaviour serves as the basis of behavioural analysis. An observer's report may contain data obtained from interview, observation, ratings, nomination, and situational tests. We will examine these different procedures in some detail.

➢ **Interview:** Interview is a commonly used method for assessing personality. This involves talking to the person being assessed and asking specific questions. Diagnostic interviewing generally involves in-depth interviewing which seeks to go beyond the replies given by the person. Interviews may be structured or unstructured depending on the purpose or goals of assessment. In unstructured interviews,

➢ **Observation:** Use of Observation for a personality assessment is a sophisticated procedure that cannot be carried out by untrained people. It requires careful training of the observer and fairly detailed guidelines to carry out analysis to use observations to assess personality.

➢ **In spite of the widespread use of this method, it has the following limitations:**

   - Professional training is required for collection of useful data and is quite demanding and time consuming.
   - Maturity of the observer is a precondition. Else personal biases can alter the assessment.
   - Mere presence of the observer may contaminate the results.

➢ **Behavioural Ratings:** Behavioural ratings are frequently used for personality assessment of individuals in an educational or industrial settings. Behavioural ratings are generally taken from the people who know the assessee intimately and have interacted over a period of time. In order to use ratings, the traits should be clearly defined in terms of carefully stated behavioural anchors.

➢ **Limitations of Behavioural Rating method:**
- Raters generally display biases that colour their judgements of different traits. For example, most are greatly influenced by a single favourable/unfavourable trait which colours the overall judgment on all the traits. This is called 'Halo effect.'
- Raters tend to place individuals in the middle of the scale (middle category bias) or in the extreme positions (called extreme response bias).

➢ **Nominations:** in this method people in a group who know each other for a long period are asked to nominate another person from the group with whom they would like to work/play/do some activity. Then they are asked to state the reason why they would have nominated that person.

➢ **Situational tests:** A variety of situational tests have been devised for the assessment of personality. Most commonly used test is –Situational Stress test. It provides us information on how a person behaves under stressful conditions. In performing this test, the person is given a task under a stressful environment, where others are instructed not to provide any support and act non- cooperative. This is kind of role playing. The subject is observed and a report is prepared.

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Chapter - 3 : Meeting life Challenges

Revision Notes

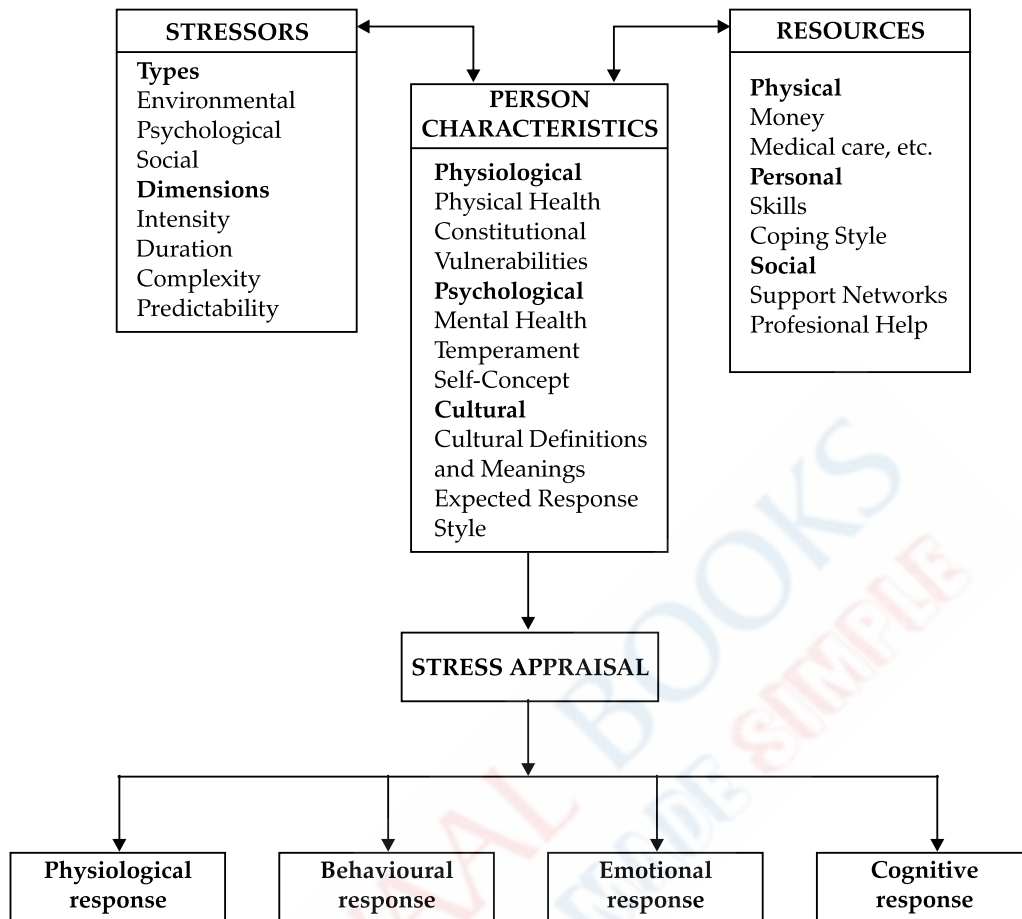## Nature, Types, Sources of Stress and Effects of Stress

Basic Features of stress

➢ In every individual's life there is stress. Stress is neither a stimulus nor a response but an ongoing transactional process between the individual and the environment. Life's challenges are posed under various circumstances like examination in student's life, challenges about a career, or of a child who loses his/her parents, a young woman who loses her husband in an accident etc. All of us try to meet these challenges in our own way.

➢ All life's challenges are not necessarily stressful. It depends on how a challenge is viewed. Stress is like electricity which provides energy but too high or too little energy, becomes hazardous. Similarly, too much stress or too little stress have adverse effects on our well-being, optimum stress is healthy.

➢ **Stress has two levels:**
- **Eustress:** It is good, healthy, positive, inspiring and motivational. The term was coined by endocrinologist Hans Selye, consisting of the Greek prefix eu- meaning "good", and stress, literally meaning "good stress".
- **Distress:** Distress comes together with feelings of anxiety which are considered as negative and unwanted. Distress hinders a person's ability to function normally, communicate and think clearly. If it continues on a long-term basis, it can become detrimental to a person's mental and physical health.

Nature of stress:

> TIGHT/NARROW-------------STRICTUS------------------STRESS

➢ The word stress has its origin in the Latin words 'strictus', meaning tight or narrow and 'stringere', the verb meaning to tighten. These root word reflect the internal feelings of tightness and constriction of muscles and breathing, a common sign of stress.

➢ **Hans Selye on stress:** Hans Selye, the father of modern stress research, defined stress as "the nonspecific response of the body to any demand" that is, regardless of the cause of the threat, the individual will respond with the same physiological pattern of reactions.

➢ **Lazarus and colleagues:** The stress process, based on the cognitive theory of stress propounded by Lazarus and his colleagues, is described in the figure below:

STRESSORS	PERSON CHARACTERISTICS	RESOURCES
Types Environmental Psychological Social **Dimensions** Intensity Duration Complexity Predictability	**Physiological** Physical Health Constitutional Vulnerabilities **Psychological** Mental Health Temperament Self-Concept **Cultural** Cultural Definitions and Meanings Expected Response Style	**Physical** Money Medical care, etc. **Personal** Skills Coping Style **Social** Support Networks Profesional Help

STRESS APPRAISAL

Physiological response	Behavioural response	Emotional response	Cognitive response

➢ An individual's response to a stressful situation largely depends upon the perceived events and how they are interpreted or appraised. Lazarus has distinguished between two types of appraisals, i.e., primary and secondary.

(a) Primary Appraisal: Primary appraisal refers to the perception of a new or changing environment as positive, neutral or negative in its consequences. Negative events are appraised for their possible harm, threat or challenge.

- Harm appraisals is the assessment of the damage that has already been done by an event.
- Threat appraisals is the assessment of possible future damage that may be brought about by the event.
- Challenge appraisals are associated with more confident expectations of the ability to cope with the stressful event, the potential to overcome and even profit from the event.

(b) Secondary Appraisal: Secondary appraisal refers to that assessment of one's coping abilities resources and whether they will be sufficient to meet the harm, threat or challenge of the event. These resources may be mental, physical, personal or social. If he/she thinks one has a positive attitude, health, skills and social support to deal with the crises, he/she will feel less stressed.

Appraisals are very subjective and will depend on many factors:

- Past experience of dealing with such a stressful condition: If one has handled similar situations very successfully in the past, they would be less threatening for him/her.
- Whether the stressful event is perceived as controllable, i.e., whether one has mastery or control over a situation.

Signs and symptoms of stress:

➢ There are individual differences in coping patterns of stress response and therefore the warning signals or signs also vary in its intensity. The signs of stress are very much dependent on how an individual views them or its dimension i. e. intensity, duration, predictability or complexity.

Some of the psychological and emotional signs that you're stressed out include:

- Depression or anxiety

- Anger, irritability, or restlessness
    - Feeling overwhelmed, unmotivated, or unfocused
    - Trouble sleeping or sleeping too much
    - Racing thoughts or constant worry
    - Problems with your memory or concentration
    - Making bad decisions

    The warning signs and its manifestation as symptoms of stress can be physical, emotional, cognitive and behavioural.

Types of Stress

    (a) Physical and Environmental Stress: Demands that change the state of our body (overexert ourselves physically, lack a nutritious diet, suffer an injury, or fail to get enough sleep). Environmental stresses are aspects of our surroundings that are often unavoidable such as air pollution, crowding, noise, heat of the summer, winter cold, disasters.

    (b) Psychological Stress: These are stresses that we generate ourselves in our minds. These are personal and unique to the person experiencing them and are internal sources of stress. We worry about problems, feel anxiety, or become depressed.

        - Frustration results from the blocking of needs and motives by something or someone that hinders us from achieving a desired goal (social discrimination, low grades).
        - Conflicts may occur between two or more incompatible needs or motives.

        Pressure (Expectations)
        - Internal pressure stem from beliefs based upon expectations from inside us to ourselves
        - Social pressure may be brought about from people who make excessive demands on us. Also, there are people with whom we face interpersonal difficulties.

    (c) Social stress: Social stress is caused due to social interaction. Social events like death or illness in the family, strained relationships, trouble with neighbours, rapid social change, poverty, discrimination, poor societal conditions are example of social stress.

Sources of Stress

    ➤ **They vary widely from person to person.**

    - **Life Events:** Major life events can be stressful, because they disturb our routine and cause upheaval. If several of these life events that are planned (e.g., moving into a new house) or unpredicted (e.g., break-up of a long-term relationship) occur within a short period of time, we find it difficult to cope with them and will be more prone to the symptoms of stress.

    - **Hassles:** Personal stresses we endure as individuals, due to the happenings in our daily life. These daily hassles may sometimes have devastating consequences for the individual who is often the one coping alone with them as others may not even be aware of them as outsiders.

    - **Traumatic Events:** Variety of extreme events (fire, train or road accident, robbery, earthquake, tsunami). The effects of these events may occur after some lapse of time and sometimes persist as symptoms of anxiety, flashbacks, dreams and intrusive thoughts, etc. Severe trauma can also strain relationships. Professional help will be needed to cope with them.

Effects of Stress of Psychological Functioning and Health

    (a) Emotional Effects: Experience mood swings, show erratic behaviour that may alienate them from family and friends, start a vicious circle of decreasing confidence, leading to more serious emotional problems.

    (b) Physiological Effects: Increases the production of certain hormones, such as adrenaline and cortisol. These hormones produce marked changes in heart-rate, blood-pressure levels, metabolism and physical activity. Helps us function more effectively when we are under pressure for short periods of time, it can be extremely damaging to the body in the long-term.

    (c) Cognitive Effects: If pressures due to stress continue, one may suffer from mental overload. This suffering from high levels of stress can rapidly cause individuals to lose their ability to make sound decisions, poor concentration, and reduced short-term memory capacity.

    (d) Behavioural Effects: Disrupted sleep patterns, increased absenteeism, reduced work performance.

➢ **Burn out:** State of physical, emotional and psychological exhaustion.

    ➢ **Stress and health:** Stress plays a role in 50 to 70% of all physical illness, primarily through its effect on the immense system.

    ➢ By draining our resources and keeping us off balance physiological, stress upsets our complex internal chemistry.

    ➢ It may interfere with efficient operation of our immune system-the mechanism through which our body recognises and destroys potentially harmful substances and intruders such as bacteria, virus and fungi known as antigens. When stress is prolonged, it affects physical health and impairs psychological functioning.

    ➢ The physical exhaustion fatigue, in the signs of chronic fatigue weakness and low energy. The mental exhaustion appears in the form of irritability, anxiety, feeling of helplessness and hopelessness.

    ➢ This state of physical emotional and psychological exhaustion is known as burnout which leads to poor health.

General Adaptation Syndrome gave by Hans Seyle

    ➢ Hans Selye's GAS Model explains the influence of stress on the body.

      • From his studies, he found that there was a similar pattern of bodily responses in animals to a variety of stressors.

      • According to Hans Selye, stress refer to non-specific bodily reactions. He believed that stresses may be many but responses are only physiological reactions. Selye is known as 'father of modern stress researches'. He did many experiments on animals in extreme climatic conditions as well as he observed chronic patients and concluded that reaction of stress is the same.

      • On the basis of his experimental conclusions, he gave a pattern of stress reactions. He called this pattern the General Adaptation Syndrome and it involves three stages:

Stages of GAS
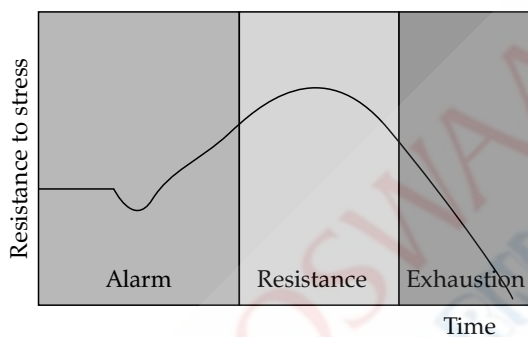
    ➢ **Stage 1- Alarm Reaction Stage:** The presence of a noxious stimulus or stressor leads to activation of the adrenal-pituitary-cortex system. This triggers the release of hormones producing the stress response. Now the individual is ready for fight or flight.

    ➢ **Stage 2- Resistance Stage:** If stress is prolonged, the resistance stage begins. The para sympathetic nervous system calls for more cautious use of the body's resources. The organism makes efforts to cope with the threat, as through confrontation.

    ➢ **Stage 3- Exhaustion stage:** Continued exposure to the same stressor or additional stressors drains the body of its resources and leads to the third stage of exhaustion. The physiological systems involved in alarm reaction and resistance become ineffective and susceptibility to stress-related diseases such as high blood-pressure becomes more likely.

Criticisms of GAS:

    ➢ Assigning a very limited role to psychological factors in stress. Psychoneuroimmunology focuses on the links between the mind, the brain, and the immune system.

Stress and the immune system

    • Immune system guards the body against attackers within and outside

    • Excessive release of stress hormones affects immune system

    • Stress impairs working of immune system

    • Psychoneuroimmunology: link between mind, brain and immune system

- Leucocytes (white blood cells) identify and destroy antigens (foreign bodies) such as viruses
- Also leads to the production of antibodies

Leukocytes are of three types:

1. **T cells:** T cells destroy invaders and T-helper cells increase immunological activity. T helper cells are attacked by HIV leading to AIDS

2. **B cells:** Produce antibodies

3. **Natural killer cells:** Involved in fight against tumour and viruses

- Stress affects natural killer cell cytotoxicity (defence against infections and viruses)
- Reduced levels of cytotoxicity have been found in stressed people including people facing exams, bereaved people and severely depressed people
- Individuals with social support have better immune functioning
- People with already weakened systems are affected more
- Depression, hostility, anger and aggression accompany stress
- Psychological disorders increase with long term stress- prone to panic attacks, obsessive behaviour, mood swings, phobias, depression, anger.

Stress and Lifestyle

- Lifestyle is the overall pattern of decisions and behaviour that determine a person's health and quality of life.
- Stressed individuals are more likely to expose themselves to pathogens (agents causing physical sickness)
- Poor nutritional habits, sleep less and engage in smoking and drinking
- Have long term risks
- Health promoting behaviour like having a balanced diet, regular sleep schedule, exercise and family support helps
- Fast paced lifestyle, drinking, eating junk affects our health negatively

Revision Notes

Coping with Stress and Promoting Well-being

Coping:

➢ Coping is a dynamic situation-specific reaction to stress. It is a set of concrete responses to stressful situations or events that are intended to resolve the problem and reduce stress. The way we cope with stress often depends on rigid deep-seated beliefs, based on experience, e.g. when caught in a traffic jam we feel angry, because we believe that the traffic 'should' move faster. To manage stress, we often need to reassess the way we think and learn coping strategies. People who cope poorly with stress have an impaired immune response and diminished activity of natural killer cells. Individuals show consistent individual differences in the coping strategies they use to handle stressful situations. These can include both overt and covert activities.

The three coping strategies given by Endler and Parker are:

1. **Task- oriented Strategy:**
    - It is goal management through confrontation with the problem.
    - This involves obtaining information about the stressful situation and making best use of resources available.
    - It also involves prioritising and acting so as to deal directly with the stressful situation.
    - Mostly it is used by optimists.
    - Task-oriented strategies are particularly effective when the resources in the environment are within the control of the individual.
    - It is a cognitive response to stress.

2. Emotion-Hyper oriented Strategy:

- It is emotion management.
- This strategy involves efforts to maintain hope and to control one's emotions. Individual works on his emotions rather than situations and goals.
- This mainly happens when the stressful event is such that it cannot be manipulated in any way e.g. loss of spouse or a family member.
- The individual deals with his emotions of anxiety, helplessness, hopelessness etc. and tries to gain hope and happiness again in his life.
- It can also involve venting feelings of anger and frustration or deciding that nothing can be done to change things.
- Emotion oriented strategies are particularly effective when the resources in the environment are beyond the control of the individual.

Avoidance-Hyper oriented strategy

- It is avoiding stressful events by indulging in different activities. Individual does not want to accept that he is facing such a stressful situation.
- This involves denying or minimising the seriousness of the situation.
- It also involves conscious suppression of stressful thoughts and their replacement by self-protective thoughts.
- Watching T.V., attending parties or going to sleep are examples of this type of coping.
- It is basically escapism by using defense mechanisms.

According to Lazarus and Folkman, coping responses can be divided into two types of responses:

(a) Problem-Focused:

- It includes taking direct action to solve the problem.
- It is seeking information that will be relevant to the solution for, e.g., developing a study schedule to cope up with the semester demands, and thereby reduce examination pressure.
- It is basically confronting the problem using all the available resources.

(b) Emotion-Focused: It refers to reduction of the negative emotional reaction to stress, e.g., by distracting oneself from the problem, relaxing or seeking comfort from others.

Stress Management Techniques:

- ➢ R**elaxation Techniques:** Reduces symptoms of stress and decreases the incidence of illnesses such as high blood-pressure and heart diseases. Starts from the lower part of the body and progresses up to the facial muscles in such a way that the whole body is relaxed.

 Deep breathing is used along with muscle relaxation to calm the mind and relax the body.

- ➢ M**editation Procedures:** A sequence of learned techniques for re focusing of attention that brings about an altered state of consciousness. Such a thorough concentration that the meditator becomes unaware of any outside stimulation and reaches a different state of consciousness.

- ➢ B**iofeedback:** Monitors and reduces the physiological aspects of stress by providing feedback about current physiological activity and is often accompanied by relaxation training.
  - Developing an awareness of the particular physiological response.
  - Learning ways of controlling that physiological response in quiet conditions.
  - Transferring that control into the conditions of everyday life.

- ➢ **Creative Visualisation:** Creative visualisation is a subjective experience that uses imagery and imagination. Before visualising one must set oneself a realistic goal, as it helps build confidence. It is easier to visualise if one's mind is quiet, body is relaxed and eyes are closed.

- ➢ **Cognitive Behavioural Techniques:** These techniques aim to inoculate people against stress. Stress inoculation training is one effective method developed by Meichenbaum. Replace negative and irrational thoughts with positive and rational ones, i.e., Follow through.
  - Assessment involves discussing the nature of the problem and seeing it from the view-point of the person/client.

- Stress reduction involves learning the techniques of reducing stress such as relaxation and self-instruction.

➢ **Exercise:** can provide an active outlet for the physiological arousal experienced in response to stress. Improves the efficiency of the heart, enhances the function of the lungs, maintains good circulation, lowers blood pressure, reduces fat in the blood, improves the body's immune system.

Promoting, Positive, Health and Well-being

➢ It is unlikely that we will go through life without some experience of personal crises causing acute pressure for a while. Many people sail through and rebuild their lives very positively. They are likely to have constructive attitudes and also have lots of emotional and social support of various kinds available to them. When we find ways of managing these pressures and can use the energy to create something positive out of the situation, then we will have learned to survive healthily and this will leave us more stress fit for future crises. It is like being immunised against the dangers of unhealthy stress.

Stress Resistant Personality (Kobasa):

➢ People with high levels of stress but low levels of illness share three characteristics, which are referred to as the personality traits of hardiness (a set of beliefs about oneself, the world, and how they interact).

- Commitment (personal commitment to work, family, hobbies and social life).
- Control (control over sense of purpose and direction in life).
- Challenge (changes in life as normal and positive rather than as a threat).

➢ **Life skills** are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.

(a) Assertiveness: Helps to communicate clearly and confidently, our feelings, needs, wants and thoughts. It is the ability to say 'no' to a request, to state an opinion without being self-conscious, or to express emotions.

(b) Time Management: Learning how to plan time and delegate can help to relieve the pressure. The central principle of time management is to spend your time doing the things that you value, or that help you to achieve your goals.

(c) Rational Thinking: When we are stressed, we have an inbuilt selective bias to attend to negative thoughts and images from the past, which affect our perception of the present and the future. Challenging your distorted thinking and irrational beliefs, driving out potentially intrusive negative anxiety-provoking thoughts, and making positive statements.

(d) Improving Relationships: The key to a sound lasting relationship is communication. Listening to what the other person is saying, expressing how you feel and what you think, and accepting the other person's opinions and feelings, even if they are different from your own.

(e) Self-care: If we keep ourselves healthy, firm and relaxed, we are better prepared . physically and emotionally to tackle the stresses of everyday life. Our breathing patterns reflect our state of mind and emotions. Rapid and shallow breathing from high in the chest, with frequent sighs.

(f) Overcoming Unhelpful Habits: Unhelpful habits such as perfectionism, avoidance, procrastination, etc. are strategies that help to cope in the short term hut which make one more vulnerable to stress.

Positive Health

➢ Health is a state of complete physical, mental, social and spiritual well-being, and not merely the absence of disease or infirmity. Positive health comprises the following constructs: "a healthy body; high quality of personal relationships; a sense of purpose in life; self-regard, mastery of life's tasks; and resilience to stress, trauma and change."

Factors that facilitate positive health and act as stress buffers:

(a) Balanced Diet: A balanced diet can lift one's mood, give more energy, feed muscles, improve circulation, prevent illness, strengthen the immune system and make one feel better to cope with stresses of life.

(b) Exercise: Regular exercise plays an important role in managing weight and stress, and is shown to have a positive effect on reducing tension, anxiety and depression.

(c) Positive Attitude: Some of the factors leading to a positive attitude are—having a fairly accurate perception of reality; a sense of purpose in life and responsibility; acceptance and tolerance for different viewpoints of others, taking credit for success, accepting blame for failure, being open to new ideas, having a sense of humour with the ability to laugh at oneself.

(d) Positive Thinking: Optimism, which is the inclination to expect favourable life outcomes, has been linked to psychological and physical well-being.

(e) Social Support: The existence and availability of people on whom we can rely upon, people who let us know that they care about, value, and love us. Perceived support, i.e., the quality of social support is positively related to health and well-being, whereas social network, i.e., the quantity of social support is unrelated to well-being, because it is very time-consuming and demanding to maintain a large _social network. Social support may be in the form of tangible support or assistance involving material aid, such as money, goods, services, etc. Family and friends also provide informational support about stressful events.

➢ **Resilience and Health:** Resilience is a dynamic developmental process referring to the maintenance of positive adjustment under challenging life conditions. It has been described as the capacity to 'bounce back' in the face of stress and adversity. Resilience has recently been defined in terms of three resources—I HAVE (social and interpersonal strengths), I AM (inner strengths), I CAN (interpersonal and problem-solving skills).

➢ Examination Anxiety (evaluative apprehension/stress) involves feelings of tension or uneasiness that occur before, during or after an examination. Many people find it helpful in some ways, as it can be motivating and create the pressure that is needed to stay focused on one's performance. High stress can interfere with the student's preparation, concentration and performance. Spend enough time for study, overview and weigh one's strengths and weaknesses, discuss difficulties with teacher and classmates, plan a revision timetable, condense notes, space out revision periods, and most importantly on the examination day concentrate on staying calm.

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