PSYCHOLOGY

Class - XII

Board of Secondary Education Rajasthan Ajmer

Text Book Development Committee

Psychology

Class - XII

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ACKNOWLEDGEMENT

Preface

After reading this book the students of Class XII will be able to understand the practical knowledge of psychology. The knowledge upto Class XI provide ability to understand normal psychological process.

In this Chapter efforts have been made to study Intelligence and Aptitude that provide Cognitive aspect of Human Behaviour. If the students is not able to internalize the Self and Personality, they will not be able to present energetic Behaviour. Therefore the study of meaningful understanding of Personality has been presented to students by this Chapter.

In this competitive life style, tensions, Human potentially and well being are objectionable concepts for each other, but in this chapter efforts have been made to explain these concepts in a exhaustive way. The need of the hour is to stimulate students as per their capacities to reduce tensions and proceed further for Well-Being Holistically, in the fast running life of human being psychological disorders are prevalent either by environment or heredity, efforts have been made to describe these elaboratively .

When the individual effected by Psychological Disorders the need is to utilize therapeutic interventions and counseling skills. For this, writers have explained descriptively.

Human Being is social being. For this social cognition and attitude formation and change has to be understand fl Social Behaviour.

Efforts have been made to explain group process and interpersonal social relations and effects to solve group mentality and conflict in the Chapter. Psychology is a spinal cord to understand human behaviour. For this effect of human environment relations, pollution, crowd and social issues has been collected in this Chapter.

Till the principals of Psychology are not used practically, it is not possible for an individual to understand psychological skills. Therefore with the help of different units the fields of Psychology has been significantly explained with specialization.

By reading this book the student will utilize self concept to understand principals of Psychology to use in practical life.

I give my blessings to all my fellow writers for their writings and motivate them to keep on writing thoughtfully to make subject of Psychology clear and interesting and show their significance. I acknowledge sincerely to all those writers of books whose contents have been used.

Lastly, I sincerely acknowledge to Rajasthan Board of Secondary education, Ajmer for creation of this book, editing and financial support to spread the knowledge of Psychology among the students who has aptitude for reading Psychology.

Prof. (Dr.) Vijay Laxmi Chauhan

Psychology
Class-XII

Subject Code -29

In this subject there will be two examinations. One theoretical and Practical. Students have to pass both the exams separately the examination plan of subject given here under:-

Examination	Time (Hrs)	Marks for Question paper		Total marks 100
		Exam	Practical	
Theory	3:15	56	14	70
Practical	4:00	30	-	30

PSYCHOLOGY THEORY

S.No.	Reading Content	Weighteage
1.	Intelligence and Aptitude	06
2.	Self and Personality	06
3.	Stress, Human Capabilities and Wellbeing	06
4.	Psychological Disorders	06
5.	Therapeutic Approach and Counseling	06
6.	Attitude and Social Cognition s	06
7.	Group Pressures and Social Influence	05
8.	Psychology and Life	05
9.	Applied Psychology	05
10.	Developing Psychological skill	05

PSYCHOLOGY

Psychological tests and case profile   **30**

Unit-1 Intelligence and Aptitude   06

Intelligence – Definitions and Nature, Theories of Intelligence- Spearmen, Guilford, Cattle and Gardner, Assessment of Intelligence .

Emotional Intelligence – Meaning

Aptitude - Meaning Nature and Measurement

Unit-2 Self and Personality   06

Meaning of self and aspects – Self esteem, Self regulation.

Personality – Meaning, types and determinants.

Assessment – Self respect measures, Projective Techniques and Behavioral Analysis.

Unit-3 Stress Human Capabilities and Wellbeing   06

Stress- Meaning and types, Effect of stress on Psychological functioning and health. Human capabilities – Meaning and types , cognitive, emotional and behavioral. Health and Wellbeing Introduction .

Unit-4 Psychological Disorders-   06

Concept and meaning of Abnormality, causes of Abnormal behavior. Major Psychological Disorders – Anxiety, Disorder Contents somatoform Disorders Mood Disorders, Schizophrenia, Behavioral and Developmental disorder, substance use disorders, Alcohol

Unit-5 Therapeutic Approaches and Counseling   06

Psychotherapy – Nature, process, Types of Psychotherapy – Psychodynamic, Behavioral Cognitive, Humanistic, Alternative Therapies, Yoga, Meditation and Counseling.

Unit-6 Attitude and Social Cognition   06

Attitude, Nature and components, Attitude formation and change, Prejudice, Stereotype Discrimination, Social Cognition meaning, Impression Formation, Pre social behavior .

Unit-7 Group Processes and Social Influence L-   05

Group: Meaning, group formation, Types of group, Social Influence, Conformity, compliance obedience, Group conflict, Conflict resolution strategies.

Unit-8 Psychology and Life:-   05

Man- Environment relationship; Effect of Environment on human behavior: Noise, Pollution, crowd, Natural calamity, promotion of Environment friendly behavior Social Issues: Poverty, Discrimination, Aggression, Violence and Peace, Effect of Mass-communication on behavior.

Unit- 9 Applied Psychology:-   05

Meaning, Application, Education: Communication, types, process, organizational Psychology, Games & sports.

Unit-10 Developing Psychological skills:-   05

Introduction Developing as an effective Psychologist, General Skills Intellectual and Personal, Observational skills, sensitization towards individual differences, specific skills: communication skills, Psychological Testing skills, Interviewing skill and counseling skills.

PSYCHOLOGY: PRACTICALS

1. Experimental work   15 Marks

2. Verbal work (Viva)   05 Marks

3. Internal Assessment   05 Marks

4. Practical File   05 Marks

                           Total   30 Marks

The students have to conduct 5 practical's and one project/case profile from the given syllabus. In the session student have conduct five (5) practical from the following list. Students have to prepare a complete practical Record. This will be evaluated at the final examination by the external and Internal Examiner. In the final examination only one experiment/ test has to be conducted by the examinee.

1. Intelligent Test

2. Personality Test

3. Stress/ wellbeing measurement

4. Anxiety/ Psychological Disorder Measurement.

5. Treatment by any Psychotherapy

6. Measurement of attitude/Prejudice

7. Conflict

8. Aggression/Mass communication

9. Communication – One way/ Two way

10. Counseling to adolescent /Elderly

INDEX

Unit 1

INTELLIGENCE AND APTITUDE

After studying this chapter you will:

- *Understand the meaning of intelligence*
- *Learn how to measure intelligence*
- *Comprehend the theories of intelligence*
- *Know the importance of emotional intelligence*

Chapter outline

Introduction

Intelligence is word frequently used in routine language. It is generally used for speedy learning, memory, logical thinking etc. In psychology discipline intelligence is having a specific meaning. It is individual difference among people. By understanding the intelligence it can be determined that how a person adopt his behaviours according to the environment.

Definition and Nature

A number of psychologists have tried to define intelligence. **Boring (1923)** defined intelligence as *"Intelligence is what is measured by intelligence tests"*. But this definition does not give any direction to particular meaning. Later several psychologists tried to define intelligence

in different manner. All the definitions can be segregated in three parts.

- First type of definitions suggests those definitions which explore the relationships of adjustment and environment. It postulates that how quickly a person he/she can adjust with the environment will be considered as the level of intelligence.
- Second type of definition suggests that intelligence is ability of learning. It explains that if a person has high ability of learning he will be considered as of high intelligence.
- Third type of definitions suggests that intelligence is ability of abstract reasoning. It explains that if a person has high ability of abstract reasoning he/she will be considered of high intelligent.

Later on, psychologists found a common defect in all the three types of definition that in particular type, one ability is highlighted instead of considering all abilities. In fact, it is a group of abilities. The definitions' considering that

intelligence is a group of abilities are given below:

According to **Wechsler (1939)**, *"Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment."*

According to **Robinson and Robinson (1965)**, *"Intelligence refers to the whole class of cognitive behaviours which reflect an individual's capacity to solve problems with insight, to adapt himself to new situations, to think abstractly and to profit from his experiences."*

According to **Neisser et. al., (1996)**, *"Intelligence is the individual ability to understand complex ideas, to adapt effectively to the environment, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning and to overcome obstacles by taking thought."*

The above definitions highlights that intelligence is a group of the abilities as per the above definitions the nature of intelligence is as follows:

- Intelligence is an aggregate of abilities.
- Person takes help of insight on the basis of intelligence for problem solving and due to intelligence he takes help of previous experiences for solving any problem.
- On the basis of intelligence person act purposefully. If a person act significantly he/she will be considered intelligent and if a person act aimless he/she will be not considered as intelligent.

- Due to intelligence a person can adjust with the environment in a suitable manner. It reflects his/her persuasive personality.
- Due to intelligence, a person enable himself/herself for abstract thinking and think rationally.
- A person with high intelligence generally do any difficult task after understand properly.

The intelligence is more than a factor and the abilities to be conceptually clarified for understanding the nature of intelligence. In this reference, **Thurstone (1938)** has given 7 primary abilities and **Guilford (1967)** has given 180 abilities which clarify nature of intelligence.

According to Indian context intelligence is an integrated ability which highlights developing and enhancing abilities in social and global reference. These capacities are included in intelligence:

1. **Cognitive Competence:** Understanding, discrimination ability, problem solving, effective communication etc.
2. **Social Competence:** Social thinking, respect to social systems and rules, social harmony etc.
3. **Emotional Competence:** Emotional maturity, emotional control, self-evaluation, courtesy, good conduct etc.
4. **Entrepreneurial Competence:** Commitment, hard work, patience, goal directed behaviour etc.

Types of Intelligence

E.L. Thorndike has given three types of intelligence which are as follows:

1. Social Intelligence
2. Abstract Intelligence
3. Concrete Intelligence

Social Intelligence: It is a general mental ability in which a person understands other persons and behaves skilfully with them. The persons having high social intelligence have good social relationships and gain social prestige.

Abstract Intelligence: It is a mental ability in which individual understand the relationship of mathematical and verbal signs, symbols and cues and able to explain it properly. This type includes artists, mathematicians etc.

Concrete Intelligence: It is a mental ability in which individual understand the solidity of concepts and objects; execute properly and take use of this in different situations. This type of intelligence is used in business and professions.

Theories of Intelligence:

The theories presented below explain intelligence as an organization of factors. The statistical technique factor analysis is used for determination of factors.

It is segmented into two categories. According to Lumpers the problem solving is done by the use of general and united capacity of intelligence while the splitters assume that intelligence is addition of different independent active mental abilities.

Spearman Two Factor Theory

Spearman has developed this theory in 1904, By applying factor analysis he has found two factors of intelligence named *General* and *Specific* factors. He believe that each individual have different general ability to perform a mental task which is known as factor. Therefore, **'g'** factor is also termed as mental energy. He believes that quantity of **'g'** factor determines success. It is an inborn factor. But on the other side few mental tasks need specific abilities which he has termed as **'s'** factor. The **'s'** factor can be enhanced through training. Spearman theory explain that in any intellectual work both **'g'** and **'s'** actors are needed but **'g'** factor possess more importance.

Guilford's Multiple Factor Theory

According to Guilford all elements of intelligence can be divided into three dimensions which are as follows:

- **Operation**
- **Content**
- **Products**

Operation: The nature of mental process and individual is known as operation. It has six parts namely, evaluation, convergent thinking, divergent thinking, memory retention, memory recording and cognition.

Content: The area through which on the basis of items are information operations are executed is known as content. It has five parts namely, visual, auditory, symbolic, semantic and behavioural.

Product: The product is a result of operation of content. It has six parts namely, units, classes, relations, system, transformation and implication.

The Guilford principle explains 6 X 5 X 6 = 180 factors of intelligence.

Cattell's Theory of Intelligence

Cattell has developed theory of intelligence in 1963 and 1987. According to him intelligence possesses two important components – **Fluid intelligence** and **Crystallised Intelligence**.

Cattell assumed the fluid intelligence as Spearman 'g' factor of intelligence which is affected by genetic factors and is related with

reasoning ability while crystallised intelligence is based on acquired and factual knowledge. Fluid intelligence is developed in adolescence while crystallised intelligence is developed in adulthood.

Gardner's Theory of Multiple Intelligence

Gardner has developed this theory in 1989. According to this theory the nature of Intelligence is not singular one but it is of multiple factors. He proposed that intelligence generally has 7 abilities which are independent from each other. The brain has ability to execute it independently. The 7 types of abilities are as follows:

Linguistic Intelligence: Learning through spoken and written words, reading, listening, speaking, writing and comprehension ability and ability to recognise the relationship between two words.

Logical Mathematical Intelligence: Learning through reasoning and problem solving with numbers and analytical ability.

Spatial Intelligence: Learning visually and organising ideas spatially, images and pictures and 'see' things in one's mind that is spatial visualisation.

Body Kinesthetic Intelligence: Learning through interaction with one's environment, concrete experiences, control over physical movements and carefully take use of the objects.

Musical intelligence: Learning through songs, patterns and musical expression for developing musical competence.

Intrapersonal: Learning to monitor emotions and feelings within a person and to distinguish them.

Interpersonal: Learning through interactions with others, working collaboratively and cooperatively and ability to understand wishes, needs and motives of others.

Gardner believes that in an individual particular type of Intelligence is developed more and these multiple intelligences interact with each other. In the case of brain damage it doesn't affect on other types of Intelligence.

Activity 1.1

* Make a list of intelligent students of your class.

* Why you considered the intelligent write five sentences on first Three Students?

* What characteristics should an intelligent person possess?

* Have a group discussion on above 3 questions with your teachers and classmates.

Assessment of Intelligence

Age:

Psychologists have segregated age in two types:

1. **Chronological age**: It is the actual age calculated from the day of birth.

2. **Mental age:** It is the age of mental abilities. According to Tuckman (1975), it is a score which can be determined by comparing a child's score with the average score of his or her age-mates and with the score obtained by younger and older children in the norming group.

If mental age is less than chronological age it is known as mental retardation and if mental age is more than chronological age it is considered as gifted child.

Uses of Intelligence Tests

Intelligence tests are used by psychologists in mental hospitals, clinical assessment in rehabilitation centers and for researches. For measuring individual intelligence, Stanford-Binet test, Wechsler Scales, Goodenough Draw-a-man test etc., Cattell's Culture Free intelligence test are popularly used.

Modern psychologists highlight the importance of intelligence tests which are as follows:

Estimation of General Intellectual level:
According to psychologists by the use of intelligence test the individual current potential is measured and assuming that it is a base line score, his achievements can be evaluated.

Prediction of Academic Success:
The test like Wechsler Scale, Standford-Binet test etc. are conducted on students so that their academic success can be predicted on the basis of their intelligence. The academic success and intelligence are not conceptually related but a high positive correlation is observed between intelligence and academic performance.

Emotional Intelligence

It is well said that success and achievement of any individual depends on its intelligence quotient. Present researchers found that the success of any individual is more over dependent on emotional intelligence in comparison to intelligence.

American Psychologists **Salovey and Mayer** had coined the term *'emotional intelligence'*. According to them it is a cluster of abilities related with emotional aspects of behaviour. Emotional intelligence is considered as a type of social intelligence.

The definitions of emotional intelligence are as follows:

According to **Mayor and Salovey (1977)**, *"Emotional Intelligence, is the ability to percieve emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth."*

Goleman (1998) who is founder and chairman of *'Consortium for Research on Emotional Intelligence'* defined emotional intelligence as *"Emotional Intelligence is defined as the capacity for recognizing our own feelings and those of other, for motivating ourselves and for managing emotions well in ourselves and in our relationship's. Emotional intelligence describes abilities distinct from but complementary to academic intelligence or the purely cognitive capacities measured by IQ"*

According to **Bar-on (1997)**, *"Emotional intelligence reflects one's ability to deal with daily environmental changes and helps predict one's success in life, including professional and personal pursuit."*

The analysis of above definitions explores that individual needs emotional intelligence to achieve success. Through Emotional intelligence a person can manage his/her own emotions, distinguishes emotions of other persons. The thinking process and actions are so guided by available information, reasoning with emotions, empathy that it directs the behaviour for the success.

Theory of Goleman

The scientific and theoretical explanation of emotional intelligence is given by **Goleman (1998)**. In his famous book *'Emotional*

intelligence: Why it can matter not the IQ' explains that in achieving success of any individual is 20% dependent on intelligence while 80% on emotional intelligence.

According to **Goleman**, It is the capacity for recognizing one's own feeling as well as of other persons' feelings, for motivating thyself and for managing emotions in thyself and for managing emotions in thyself and in the relationships. It describes those abilities which are distinct from but complementary to academic intelligence.

The theory of intelligence proposes four types of emotional competencies which makes the unique identity of individual.

1. **Self Awareness**: The ability to understand own emotions, strengths and weakness.
2. **Self Management**: The ability to manage motives and balancing behaviour.
3. **Social Awareness**: The ability to understand other person's deeds, expression and causes.
4. **Social Skills**: The ability to achieve personal goals through behavioural management in society.

According to **Goleman** in varied field of life emotional competence is needed. Therefore he has coined his model as 'theory of performance'.

Measurement of Intelligence

Jensen (1969) narrated that *"Intelligence, like electricity is easier to measure than to define."* Several intelligence tests are available for measuring intelligence.

The first intelligence test was made by **Binet and Simon** in 1905 and **Terman** had revised first time in 1916. In this revision intelligence quotient is used as index of intelligence measurement. The formula for measuring intelligence quotient is $IQ = \frac{MA}{CA} \times 100$ where

MA is mental age and CA is chronological age. Thereafter, Wechsler, Cattell, Reven, Goodenough, Kaufman contributed in the field of intelligence measurement through developing intelligence tests.

At the time of First World War the need for group test of intelligence is emerged and therefore Army Alpha and Army Beta tests were created for American Army Personnel. Army Alpha test determined the verbal intelligence whereas Army Beta test is a performance or non-language test. Later on both tests were brought together in the form of Armed Forces Qualification Test and Armed Services Vocational Aptitude Test Battery.

The popular tests which measures intelligence are as follows:

1. Binet Test
2. Wechsler Scales
3. Raven's Progressive Matrices
4. Goodenough Draw-a-man Test
5. Peabody Picture Vocabulary Test
6. Cattell's Culture-Free Intelligence Test
7. Kaufman Assessment Battery for Children or K-ABC
8. Bhatia Battery Test

Aptitude

Aptitude is the main part of human ability. It is an inborn or acquired ability of knowledge and skill in different fields.

According to **Freeman (1962)**, *"A combination of characteristics indicative of individual's capacity to acquire (with training) some specific knowledge, skill or set of organised responses such as ability to speak a language, to become a musician or to do mechanical work."*

According to **Tuckman (1975)**, *"A combination of abilities and other characteristics whether*

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native or acquired, known or believed to be indicative of an individual's abilities to learn or develop proficiency in some particular area."

The above definitions able to draw important aspect of attitude which are as follows:

1. Aptitude is getting potential for proficiency in specific area.
2. The potential which is present in and individual may be inborn or acquired.
3. It is a characteristic of an individual by which assessment and evaluation of knowledge can be done.

Aptitude tests are developed to measure potential of an individual in specific area. It is different from achievement test as achievement test is executed after training whereas aptitude test determines the pre-training situation. It is a cognitive test if able to predict performance in specific area is called aptitude test. Several tests are predictive in nature but can't measure cognitive skills are not aptitude tests.

Standford Binet Intelligence Scale, WAIS, WISC, WPPSI tests measure cognitive skills if used for predicting individual's ability then these tests are considered as general aptitude tests.

Measurement of Aptitude

Aptitude tests can be divided into two parts

(a) **Multi Aptitude Batteries**

(b) **Specific Aptitude Test**

(a) **Multi Aptitude Batteries:** The test which measures several potential abilities in various areas are called Multi Aptitude Batteries. Some of the Multi Aptitude Batteries are described below:

1. **Differential Aptitude Test:** It is an important test for employment testing. **Benett, Seashore and Wesman** has developed this test in 1947. Later on many revisions of this test are published. The test consists of 8 sub tests which are, verbal reasoning, numerical ability, abstract reasoning, clerical speed and accuracy ability, space relations and spelling and language accuracy ability. This test is used for educational and vocational guidance for students of 8th standard to 12th standard. It takes 3 hours of time in completion. The raw scores are converted into percentile for each test separately. A ninth sub score is also determined through summation of scores obtained on verbal reasoning and numerical ability tests which measures general scholastic aptitude. The Indian adaptation of this test in Hindi language is done by Prof. J.M. Ojha.

2. **General Aptitude Test Battery or GATB:** This test is developed by **American Employment Service** in 1962 for the use in armed services. It has 12 sub tests measuring 9 factors which are intelligence or general mental ability 'G', Numerical aptitude 'N', verbal aptitude 'V', Spatial Aptitude 'S', form perception 'P', clerical perception 'Q', motor coordination 'K', finger dexterity 'F', and manual dexterity 'M'. Out of 12 tests 8 are verbal and 4 are non-verbal tests. The test measures finger dexterity 'F' and manual dexterity 'M' through apparatus. The alternative forms are available for measuring intelligence or general mental ability 'G', Numerical aptitude 'N', verbal aptitude 'V', Spatial Aptitude 'S', form perception 'P', clerical perception 'Q' and motor coordination 'K'. GATB is used for employment services. The speed is given more importance in this test. Exclusion of

mechanical reasoning is the main limitation of this test.

3. **Flanagan Aptitude Classification Test or FACT:** This test is used for vocational counselling and for employee selection. It measures 21 vocational aptitudes in which 19 vocational aptitudes are measured through verbal tests and 2 vocational aptitudes are measured through performance tests. It takes 10 hours and 30 minutes in completion of the test.

(b) **Specific Aptitude Test:** The potential which is used for specific work is measured through specific aptitude tests. Some of the specific aptitude tests are described below:

1. **Clerical Aptitude Test:** This test is used for measuring clerical aptitude i.e., ability to perform the task with speed and accuracy. Minnesota Clerical Aptitude test is the main example in this category. This test is divided into two parts namely name comparison and number comparison. The responses are to be given in prescribed time limit.

2. **Mechanical Aptitude Test:** This test is used for measuring mechanical aptitude. Generally each aspect of mechanical aptitude is measured through different tests, some of these tests are given below:
   a. Mechanical Aptitude Test
   b. Information Test
   c. Mechanical Reasoning
   d. Dexterity Test
   e. Spatial Relations Test.

3. **Musical Aptitude Test:** Musical aptitude is measured through musical aptitude test. **Seashore** Measures of Musical Talent is a famous musical aptitude test made by Seashore. In this test individual listens 6 photographic records for auditory discrimination which includes, pitch, loudness, time timbre, rhythm and total memory. **Wing** standardized test of musical intelligence is another famous musical aptitude test which was developed by Wing in England. This test consists of seven sub-tests namely, chord analysis, pitch discrimination, memory of pitch, harmony, intensity, rhythm and phrases.

4. **Artistic Aptitude Test:** Artistic aptitude is measured through Artistic Aptitude tests. It has two types aesthetic judgement and aesthetic production. **Meir** Art Judgement test famous artistic aptitude test in which 100 pairs of black and white plates are given, individual has to select one person from one pair. The decision given by the subject is a measure of aesthetic aptitude. Horn Art Aptitude Inventory is developed for measuring aesthetic production which has two parts, the scrooble and doodle section and imagery section. The subject has to highlight 20 familiar objects in 3 - 10 seconds in first part while in second part the person has to draw images in 12 rectangles. A variety of tests for measuring artistic aptitude are available.

Important Points

- *Intelligence is an ability to understand the environment for adoptability, rational thinking and maximum utilization of available resources for problem solving.*

- *Intelligence can be measured through intelligence quotient. Many verbal and performance tests are available for measuring intelligence.*

- *Intelligence can be understand through theories given by Spearman, Cattell, Gardner etc.*
- *Emotional intelligence includes awareness and managing emotions, self motivation, empathy, and handling relationships which leads to success.*

Practice Questions

Multiple Choice Type

1. What is the intelligence quotient of a child having chronological age 10 years and mental age 12 years?
   (a) 80   (b) 100
   (c) 120   (d) 1.2

2. How many factors of intelligence are there according to Spearman theory of Intelligence?
   (a) 1   (b) 2
   (c) 3   (d) 4

3. Which word is not related with Guilford theory of intelligence?
   (a) Operation   (b) Profit
   (c) Content   (d) Product

4. Who has propounded the concept of Emotional Intelligence?
   (a) Salovey and Mayer
   (b) Guilford and Spearman
   (c) Simon and Binet
   (d) Cattell and Garndner

5. What is measured by DAT?
   (a) Intelligence
   (b) Emotional Intelligence
   (c) Attitude
   (d) Aptitude

Short Answer Type

1. Define Intelligence.
2. What is formula for calculating IQ?
3. Define Emotional Intelligence.
4. Define Aptitude.
5. Write name of four intelligence tests.

Essay Type

1. Write nature of intelligence and characteristics of intelligence people.
2. Write a note on measurement of intelligence?
3. Explain any two theories of intelligence.
4. What do you mean by emotional intelligence and highlight the importance of emotional intelligence in present era.
5. Write a note on Aptitude measurement.

Answers - Multiple Choice Questions

1 (c) ; 2 (b); 3 (b); 4 (a); 5 (d)

Unit 2

SELF AND PERSONALITY

After reading this chapter, you will

- *understand the meaning of self concept*
- *understand the meaning and types of personality*
- *know the determinants of personality*
- *understand the methods of personality assessment*

Chapter Outline

When we meet a person, we try to know, understand that person. We also attend to how behaviour of persons differ. When other persons meet us, they also do the same. They also try to know, understand us by attending to different aspects of our behaviour. We also notice that different persons behave differently even if the situations are similar. Individual differences in our behaviour even in similar situations are due to the individual differences in our personality. In this chapter, we will study the concept of self and personality and its interrelationships.

Self Concept

A person's thoughts about his/her self, the abilities, potentialities and feelings form his self concept. A newborn baby does not have any notions with regard to self. But as the child grows up, the self concept starts taking shape. He/she gets to know about self and develops understanding regarding the potentialities, limitations etc. As a result of which, the self concept is formed.

A person's self concept has two aspects: first Personal Identity and second – Social or Cultural Identity. Personal identity refers to those attributes of a person which give him/her different identity than others. It includes

person's name (e.g. my name is Sanjay), the abilities (e.g. I am a swimmer or a writer), and the qualities (e.g. I am punctual and hardworking) etc.

Similarly Social or Cultural identity is formed on the basis of a person's belongingness to a particular social group or his residing in a particular culture. For example, if a person says that he is Hindu or Muslim, he is North Indian our South Indian or he belongs to a particular tribal group, such information forms the social or cultural aspect of one's self concept.

Self concept is formed and gets developed as the person gains more experience. When a person interacts with other persons in the society, he/she gets to know about oneself thereby developing one's self concept.

If we define self concept, it can be said that self concept is our thoughts about our self perceptions, potentialities, characteristics and attributes etc.

Our thoughts/perceptions about self can be positive as well as negative too. It can also happen that we consider ourselves good in one aspect but not so good in some other aspect. This means self concept can be different in different areas. For e.g. if a child is weak in Mathematics but is good in Music, his self concept will be better or positive in Music as compared to his self concept in Mathematics.

Now we will study two other important aspects of our self: Self esteem and Self regulation.

Self Esteem

A person's decisions about one's self, the potentialities, abilities are called self esteem. Self esteem can be high or low. For example, if two students are asked a question as to what extent are the statements 'I am good in studies'

and 'my classmates like me' are true for them. If one student tells that the statements are true for him/her and other student tells that the statements are not true for him/her then the first student's self esteem is better than the second student.

A child's self esteem is formed in four areas: educational, social, sports and physical body. High educational self esteem leads to high educational achievement. High social self esteem helps in maintaining good relationships with classmates and the child is liked by them. Similarly, high self esteem in sports makes a person good sportsperson. If a child's self esteem is low in all these areas, they remain stressed or anxious. They may also get depressed. Such children may also get indulged in antisocial activities. They may have tendencies of alcoholism, smoking, consuming drugs etc. To avoid such tendencies in children, educational institution should emphasize moral values based education. Children should be educated and nurtured in such a way that they identify themselves as competent and able individuals and develop positive self concept in themselves.

Self Regulation

A person faces many such situations in life when one has to exert control on one's own behaviour. It is known as self regulation. A student may delay fulfilment of some desires in order to achieve some other goals of his life. For example, a student controls television viewing behaviour in order to get good marks in examination. When a person controls eating habits due to the harmful effects of junk food on health is also an example of self regulation.

Concept of Personality

We often talk about the concept of personality in our day-to-day conversation. The word 'personality' has been derived from a Latin word 'persona'. Persona refers to the mask which is used in plays.

It is usually thought that a good-looking person has good personality. Here personality is determined only on the basis of physical or outer appearance only which is not completely true. Personality includes both physical and psychological attributes of a person. Some attributes like calmness, solemn nature, shyness, cheerfulness, intelligence, helpfulness etc are considered psychological attributes. Hence personality is a combination of both physical and psychological attributes.

Another important point to understand is that such attributes do not become part of a person's personality, if they are reflected in one particular situation/time. If a person exhibits a particular attribute many times then only it is considered as an attribute of his personality. It means that personality attributes are relatively stable and do not change with time. Some attributes of personality may be dynamic in the sense that they are changeable and adaptive with situation. By understanding the personality of a person, we can know how that person will behave in different situation.

Types of Personality

Different psychologists have tried to understand the concept of personality. Personality is a combination of different attributes belonging to various aspects. Various psychologists have developed many approaches to explain personality by emphasising different aspects. These approaches explain types of personality from its own point of view. We will study Type approach here from among these approaches.

Type approach

Individuals having similar attributes of traits are classified as a type. The persons belonging to similar type exhibit same behaviour pattern. Type approach classifies persons in different types. If a person has a particular type, some expected behaviour of that person can be understood.

According to **Trigunas** theory, there can be three types of personality: Satvik, Rajsik, and Tamsik.

A. **Satvik:** These persons are dominated by Satva guna, such persons are truthful, neat, dutiful and disciplined.

B. **Rajsik:** These persons are dominated by Rajas guna, such persons have tendencies like intense activity, desires for sensory gratification, and are of materialistic nature and envious to others.

C. **Tamsik:** These persons are dominated by Tamas guna, such persons have attributes like anger, arrogance, depression, laziness, and feeling of helplessness.

Similarly, different psychologists like Sheldon, Jung, Friedman and Rosenman have proposed various types of personality. The description of these types is as follows.

Sheldon

Sheldon has proposed the following three types of personality.

Endomorphic: Such persons are fat, round, soft, relaxed, social and friendly in nature.

Mesomorphic: Such persons are energetic, courageous and strong with muscular body build.

Ectomorphic: Such persons are thin, tall and fragile in body build. They are brainy, artistic and introvert.

Jung

Jung has proposed the following two types of personality.

Introvert: Such persons are shy and like to spend their time alone. They feel uncomfortable in interacting and talking to other persons.

Extrovert: Such persons are social, outgoing and are comfortable in talking to other persons.

Friedman and Rosenman

Friedman and Rosenman have proposed two types of personality.

Type-A: Type-A persons have lack of patience, high motivation, feel short of time, and always feel burdened by work. Type-A persons face more health problems such as high blood pressure, high cholesterol etc. due to this nature.

Type-B: Such persons do not have the characteristics of Type-A persons. They do not lack patience and do not feel short of time or overburdened by work. These persons are more related.

Determinants of Personality

Determinants of personality are those factors that affect the development of personality. Such factors are discussed in two categories; biological factors and environmental factors.

Biological factors

These factors are related to genetics and physiological processes of the body. Biological factors include the following factors.

Physical structure and physical health

A person's physical structure and physical health is inherited from the parents. It has been seen that tall parents have tall children. The skin colour of parents also affects the skin colour of their children. It means physical structure is affected by biological factors. If a person is physically strong, it influences the development of mental attributes also.

Endocrine glands

Endocrine glands are ductless glands, the secretions of which are known as hormones. Different endocrine glands present in the body such as pituitary, adrenal, thyroid, parathyroid, pancreas and sex glands control the physical development of a person. If there is an increase or decrease in the level of hormones secreted by these glands, then the person will suffer from different physical and mental deficiencies/problems which will influence one's personality.

Environmental factors

These are the factors which are related to external environment of a person, the society and the culture in which the person lives. Environmental factors include social, cultural and economic factors.

Social factors influence the development of personality. These factors include the effect of the society in which a person lives, the atmosphere of the family to which one belongs, the financial conditions, and a person's nurturing and upbringing etc. If the parents are too strict or too much loving and protecting, if they fulfil every demand of the child, then it will influence the child's personality negatively. Good and happy relation among the family

members instils the attributes of self confidence and trust on others etc. Other factors such as school environment, peer group etc. also play an important role. Other than these factors, the culture in which person has lived, its traditions, customs, religious beliefs etc also have an important influence an individual's personality.

Personality Assessment

We try to understand other persons who come in contact with us in day-to-day life. We do so while meeting and interacting with them. We also understand people on the basis of our previous experiences with them or by the information received from others persons/sources about them. Our efforts to understand their personality are informal which can reduce objectivity in assessment.

The efforts to understand the personality of a person through objective formal efforts is called personality assessment. We will study personality assessment in the following three categories.

1. Self Report Measures
2. Projective Techniques
3. Behavioural Analysis

Self Report Measures

In this method of personality assessment, direct questions are asked to the person about oneself to assess the personality. In this method, person has to respond to different statements/questions. These responses to the questions in the test are scored. The total obtained score by the person are interpreted on the basis of established criteria/norms for that test. Some examples of self report measures used as a personality test are as follow:

Minnesota Multiphasic Personality Inventory (M.M.P.I.)

This test was developed by Hathaway and Mckinley. This test is very effective in identifying different psychological disorders related to personality. The revised version of this test is MMPI-2. It has 567 statements. This test is divided in 10 subscales.

Eysenck Personality Questionnaire (E.P.Q.)

This test, developed by Eysenck, evaluates two dimensions of personality i.e. introversion-extraversion and emotional stability-instability. Later a third dimension named psychoticism – sociability was added. A person who scores high on this dimension shows aggressiveness, hostility, lack of emotions, antisocial tendencies and egocentrism.

Sixteen Personality Factor Questionnaire (16 P.F.)

This test was developed by Raymond Cattell. This test is used on students of senior school level and adults. This test is useful in vocational guidance.

Many other self report measures of personality, other than those discussed above, are used in Psychology. An important requirement of using self report measures is that all such personality tests need knowledge of psychological concepts, training and skills in both using these tests and interpreting the results. That is why these tests can be used only by a psychologist.

Projective techniques

In self report measures, the person whose personality is being assessed clearly understands what types of questions are asked to him. Psychologists have realised that people

sometimes hesitate to give the information regarding them, their personal emotions, thoughts, motives etc. In such situations, a person may give responses to make self image good in the society or for getting social desirability. Hence, personality assessment is not completely accurate through self report measures only. To overcome this problem, projective techniques can be used as an alternative.

Projective techniques are based on psychoanalytic theory of personality. This theory was propounded by Sigmund Freud. According to Freud, a major part of human behaviour is determined by the motives of unconscious mind. Unconscious mind stores repressed, unexpressed and immoral desires of a person. Unconscious mind plays an important role in determining personality of an individual and thereby affecting the actions taken by that person. Therefore, psychologists specially Freud was of the opinion that if the unconscious mind is not assessed properly, then personality assessment cannot be true. Direct methods such as self report and psychometric measures are not appropriate to understand unconscious mind. Projective techniques are necessary to understand unconscious mind. Projective techniques come in this category.

Projective techniques are based on projective hypothesis. According to this hypothesis, if unclear, unstructured, semi-structured or meaningless content stimuli//questions are presented to a person, then unconscious desires and feelings play an important role in interpreting this content. If no meaning comes out of the content, then the information stored in unconscious mind is projected on that

unstructured content to give it a meaning. Some extensively used and famous projective techniques are described here.

Rorschach Ink-blot test

This test was developed by Hermann Rorschach. It contains 10 cards depicting ink-blot pictures. (See figure 2.1). Each ink blot is printed in the middle of a 7 x 10 sized card. The subject looks at the card and tells what he/she sees in the picture. A detailed scoring procedure has been developed to score the responses given by the person. Rigorous training is necessary for administration of this test and interpretation of results.

Figure 2.1: A card used in Rorschach Ink blot test

Thematic Apperception Test

This test was developed by Morgan and Murray. It consists of 30 cards on which black and white pictures are printed. One card is blank. Total 20 cards can be administered on a subject. Some pictures are printed on the cards. (see figure 2.2) These cards are presented to the subject one by one. The subject is asked to write a story based on the pictures printed on the given card. The subject is also given some questions such as what is happening in this picture, what happened before this, what will happen after this, what the different characters presented in the picture are thinking or experiencing etc. The

subject writes a story on the basis of answers to these questions. The subject's motivation can be understood on the basis of the story, whether the subject has achievement motivation or power motivation etc.

A special scoring system has been developed to assess the story written on the basis of TAT cards. This scoring is done through a standard scoring procedure. Therefore, this test can also be used only by a trained person. This test has been adapted for its use on children and is named Children Apperception Test (CAT).

Figure 2.2: A card used in TAT

Sentence Completion Test

In this test, many incomplete sentences are presented to the subject. The subject has to complete these sentences. Some sentences are given for example.

My father....................................

My biggest fear is.........................

My life.......................................

Many projective techniques, other than those described above, are also used. Some examples are word association test, Rosenweig's picture frustration test etc.

Behavioural Analysis

A person's behaviour in different situations provides important information about the personality. Some of the behavioural analysis methods are interview, observation, situations tests etc.

Interview

In this method, the person whose personality is to be assessed is interviewed. Some specific questions and its responses provide necessary information to assess that person's personality.

Observation

The term observations means to see. In this method, a trained person observes an individual's behaviour, gestures, postures, body language to assess the personality.

Situational tests

A person is placed in some specific situations and his behaviour is studied. For example a person is placed in stressful situation to see how a person responds to it. It helps in identifying various aspects of the personality whether the person is of extremely angry nature or has patience etc.

The methods of personality assessment discussed above provide us important information about different dimensions of an individual's personality.

Important Points

- Self concept is our thoughts about our self perceptions, potentialities, characteristics and attributes etc.
- A person's self concept has two aspects: first Personal Identity and second – Social or Cultural Identity.

- A person's decisions about one's self, the potentialities, abilities are called self esteem.
- A person faces many such situations in life when one has to control the behaviour of oneself. It is known as self regulation.
- Personality is a combination of physical and psychological attributes of an individual which make one's behaviour specific in comparison to others. Personality includes relatively stable patterns of behaviour.
- Different types of personality have been explained. According to Trigunas – Satvik, Rajsik and Tamsik personality, according to Sheldon – endomorphic, mesomorphic and ectomorphic personality, according to Jung – introvert and extrovert personality, according to Friedman and Rosenman – Type-A and Type-B personality are the types of personality.
- The efforts to understand the personality of a person through objective formal efforts is called personality assessment. Personality assessment is done through three types of methods: Self Report Measures, Projective Techniques and Behavioural Analysis.
- Major Self Report measures of personality include Minnesota Multiphasic Personality Inventory (M.M.P.I.), Eysenck Personality Inventory (E.P.I.), Sixteen Personality Factor questionnaire (16 P.F.).
- Major Projective techniques include Rorschach Ink-blot test, Thematic Apperception Test (T.A.T.), Sentence Completion Test etc. Projective techniques are formed on the basis of psychoanalytic theory of personality.
- Projective techniques are based on the Projective hypothesis. According to this hypothesis, if unclear, unstructured, semi-structured or meaningless content stimuli/questions are presented to a person, then unconscious desire and feelings stored in unconscious mind are projected on that unstructured content for interpreting and giving it some meaning.
- Behaviour Analysis includes methods such as interview, observation and situational tests.

Practice Questions

Multiple-Choice Questions

1. Which of the following is a self report measure of personality?
   A. Rorschach test
   B. TAT
   C. CAT
   D. MMPI
2. Which of the following techniques is useful in understanding the hidden feelings in unconscious mind?
   A. Situational tests
   B. Interview
   C. 16 PF
   D. Sentence Completion tests
3. A person's thoughts about one's self, the potentialities, abilities are called –
   A. Self Esteem
   B. Self Regulation
   C. Self Concept
   D. All of the above

4. Rorschach Ink-blot test belongs to which of the following categories?
   A. Behavioural Analysis
   B. Projective techniques
   C. Self report measures
   D. Situational tests

5. Which of the following is NOT a behavioural analysis method of personality assessment?
   A. Interview
   B. Situational test
   C. Sentence Completion test
   D. Observation

Short-Answer Questions

1. What is self concept?
2. What is the difference between self esteem and self regulation?
3. Which are two aspects of self concept?
4. Define personality.
5. Which are self report measures of personality?
6. Explain projective hypothesis.
7. What task is done by a person in TAT?
8. Define unconscious mind.
9. Give examples of questions in Sentence Completion Test.
10. Which methods are included in behavioural analysis?

Long-Answer Questions

1. What is self concept? What are the benefits of positive self concept?
2. Explain self regulation with an example. How is it different from self esteem?
3. Explain different factors that affect personality.
4. Explain projective techniques of personality assessment with examples.
5. Explain self report measures of personality assessment with examples.

Answers to Multiple Choice Questions

1. D   2. D   3. C   4. B   5. C

<center>Unit 3</center>

STRESS, HUMAN CAPABILITIES AND WELL-BEING

After reading this chapter, you will

- Understand the meaning of stress
- Know the types of stress
- understand the effect of stress on health
- understand the effect of stress on different aspects of human capabilities
- understand the ways of coping with stress

Chapter Outline

Practice Questions

Introduction

We face different challenges in our day to day lives. Many changes take place in our lives. A person has to respond to these changes. Some changes directly influence the well-being of a person. Such changes are for e.g. meeting with an accident, failing an examination, losing one's job etc. A person feels stress in such situations. The situations in which one becomes stressed also vary from person to person. If two students are asked to write an essay of five pages, it may not create stress for one student but it may be stressful for another student. Sometimes the reasons for stress can be big such as meeting with an accident, fire in shop/house, flood etc. But for some people, small factors can also cause stress such as waiting in a long cue, talking to a person in an office for some work.

We have our own ways of coping with stressful situations. Some people are successful in coping with stress whereas some people fail to cope with it. A person may understand the normal life

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situations as stressful. It depends on how the situations are being observed or perceived.

Meaning of Stress

The word 'stress' has originated from Latin word 'strictus' which means tight or narrow. Stress refers to all those physical, emotional, cognitive and behavioural changes that occur as a result of different difficult and challenging situations which influences all the aspects of an individual's behavior.

The factors that create stress are known as stressors. Stressors are those events which create stress in us.

The physical problems that result from stress can be extreme fatigue, lack of sleep, nauseating responses etc. Behavioral problems include hurriedness, smoking, alcoholism, etc. Emotional changes can include anxiety, frustration, fear, irritability, extreme anger etc.

Activity 3.1

Make small group of students in your class. Ask them to write the situations that create stress in their lives. Try to understand the individual differences and similarities in reasons of causing stress.

Types of Stress

Stress is mainly of two types; Positive stress which is also known as **Eustress** and Negative stress which is also known as **distress**.

Stress is like electricity. Stress provides energy to a person so that a person starts working, and performing. As electricity is essential for lighting an electric bulb, similarly stress is mandatory for a person to work. If the amount of electricity flowing in a bulb is high, then it will burn its filament. Similarly, an optimum level of stress is beneficial for a person, if the level of stress goes beyond that, it will be harmful for the person.

This beneficial level of stress due to which a person works, gets better performance and makes achievements, is known as Eustress. This is also known as positive stress. If the level of stress goes above eustress, it influences a person's behavior negatively. This is called distress, also known as negative stress.

Other than eustress and distress, there can be other types of stress on the basis of its causes.

Physical and Environmental stress

This type of stress mainly occurs due to external or environmental factors such as air pollution, crowd, noise, summer or winter season etc. It can also result from witnessing some events such as earthquake, fire, flood etc. A person experiences physical tension due to such stress which can result into any wound, lack of nutritious food, lack of sleep etc.

Psychological stress

This type of stress does not occur due to external factors but is caused by the internal factors of a person. This type of stress occurs from situations when a person thinks too much about a problem; remains tensed due to this, remembers old events again and again, and easily gives up to a problem. Whenever any other person or a situation blocks our needs or motives due to which we cannot achieve our goals, then it creates frustration in our mind resulting in stress. Similarly, if we have to choose between two situations or goals and both the goals appear equally attractive and it

becomes difficult for us to take a decision then 'conflict' arises in our mind. Anxiety, frustration, conflict, depression all these psychological problems are caused by stress.

Social stress

Social stress originates due to our interaction with others. Social events such as the illness or death of a family member, tensed relations or differences with the family members or friends, create social stress. Social stress is closely related to personality. For example talking to other persons, going to parties may be stressful for an introvert person. This situation may not be stressful for an extrovert person because he likes to meet peoples.

Effect of stress on psychological functioning and health

Any person faces stressful situations in some or other way in his/her life. If the stress is eustress i.e. level of stress is positive then it will be beneficial for that person. But if the level of stress goes beyond the positive stress level then it will have negative influence on an individual's behavior and health.

A person faces many physical health related problems such as stomach disturbances, body ache, vomiting, fever etc. A person faces ill-health due to continuity and excess of stress. Stress is a major factor in many diseases such as high blood pressure, diabetes etc. Long term fatigue, lack of energy, physical weakness such symptoms etc are also felt by the person. Stress also weakens immune system. Immune system defends our body against the bacteria and viruses present in our body or entering from outside our body. These bacteria, viruses or other such factors are termed as 'antigens' for the body.

Immune system consists of white blood cells or leucocytes which identifies and destroys these outer elements called antigens. Stress destroys the cells of immune system thereby harming a person's physical health. Then the person becomes more susceptible to the infections due to bacteria and viruses. Continuous stress results in a state called **'Burnout'** where a person faces many psychological and emotional problems.

Person faces mental health problems also along with the physical health problems. Such persons remain unhappy in their lives. Their temperament also changes. They remain sad, aloof, stay away from other persons and interact less with others. The person feels helpless and assumes that nobody is with him/her.

Physiological effect

Stress also results in increasing levels of some hormones secreted in our body such as adrenalin and cortisol. This result into many functional or physiological changes in the body such as increased heart rate, high blood pressure, increased metabolic rate, decreased activity of the digestive system etc. If the stress is chronic/long lasting, it causes many long term bodily damages which influence the person's health negatively.

Human capabilities and stress

Human capabilities are studied mainly in three categories.

Cognitive

Emotional/Affective

Behavioural

Cognitive effects

Cognitive abilities are those abilities which are mainly conducted by brain. It includes, for example, thinking, memory, decision making, perception, reasoning, problem solving ability etc. If a person remains stressful for a long time, then his decision making capability, problem solving ability, perception, memory, reasoning power, thinking capability are influenced negatively. A person cannot focus on a task due to stress. The brain runs many different thoughts. Cognitive effects include lack of concentration, lack of memorising power, lack of belief in one's capabilities, negative attitude towards various life situations etc.

Emotional Effects

Emotional capabilities are related to emotions or emotional aspect of an individual's behaviour. Stress also influences the emotions of a person. Stress causes many emotional changes in a person such as restlessness, annoyance, sadness etc. It may also cause some kind of fear or a state of anxiety, depression etc. The person may feel restless, shows lack of patience and fear of failure due to stress. The person starts feeling disappointed.

Behavioural effects

Behavioural effects include negative influences on directly observable responses, such as lack of sleep, less appetite; and also includes influences on habits such as smoking, drinking, consuming drugs etc. All these habits cause serious damage to the physical and mental health of a person. These habits make the person addicted to specific things which severely harms all aspects of the person's life. Lack of sleep deteriorates the performance of a person in studies or at workplace. The person remains absent from school, college or workplace, he/she abstains from responsibilities. Stress also negatively influences interactions with other persons hence the relationship with family and friends are also deteriorated.

Coping with stress

To save oneself from the harmful influences of stress, it is very necessary that a person effectively copes and fights with the stressful situations. Different persons use various techniques to cope with stress or to manage stress. Coping with stress can be done, usually, by the following three ways:

By Right actions

Coping of stress can be done by collecting relevant information regarding the stressful situation, and by understanding and using alternate actions to fight with stress. For example, if a student is stressful regarding his performance in the examination, then he/she can reduce stress by preparing a study time-table and following it in studies.

By controlling emotions

In this method, a person focuses on controlling negative emotions caused by stress. A person tries not to get disappointed even in stressful situations, does not allow frustration to creep in the mind, and does not allow anger or annoyance to take over his actions. By controlling the emotions, he thinks that the situation that is happening with him/her right now is a temporary phenomenon and everything will be right with time. This type of thinking leads the person towards the goal despite various problems, and hurdles against his goal.

By avoidance

Avoidance also helps a person in overlooking the seriousness/gravity of a situation. Here a person consciously represses the stressful thoughts; the person himself suppresses such thoughts deep in his mind.

Other than the methods discussed above, **Lazarus and Folkman** have also proposed two techniques to cope with stress.

Problem-focused coping

In this technique, the person analyses the stressful situation, understands its various aspects and collects relevant information to eradicate the problems. A person makes all necessary efforts that he/she can make to overcome the problems. A person's full attention is on the various alternatives available to solve the problem. Here, the person remains effortful to get rid of stressful situation and to reach the goal.

Emotion-focused coping

In this technique, a person makes fewer efforts for changing a situation or on solving the problem. Here, the individual does not allow the situations to influence him/her emotionally, thereby not allowing the negative emotions to influence him/her significantly.

Other specific techniques

Some specific techniques can also be used for the management of stress. These are as follows.

Relaxation techniques

In this technique, a person relaxes the body muscles one-by-one taking a deep breath which gives relief to the muscles of body. It also calms the mind and lowers the body fatigue. Hence, the level of stress also decreases.

Meditation

In this technique, a person detaches oneself from outer world/situation by remaining in a meditated state or yoga. The person reaches to the lowest levels of consciousness in a meditated state giving immense peace to the person. It helps in reducing the level of stress. The person gets more clarity of thought.

Biofeedback

In the word 'Biofeedback', 'bio' means biological processes. If a person is provided information regarding the biological processes or internal physiological activities, then this technique would be called biofeedback. In this technique, a person attends to the physiological and bodily changes such as heart rate, respiration rate etc with the help of some equipments. The person tries to control stress through self control technique and tries to relate its effect with the physiological changes.

Cognitive Behavioural techniques

In this technique, the negative thoughts of a person are replaced by positive ones, which encourage the person to fight with the stressful situation.

Exercise

Regular exercise gives different physical health related benefits to a person. It improves the capacity of heart. It also increases lungs' functioning capacity. The level of fat is reduced in the body. Immune system is strengthened. If a person regularly indulges in various exercises such as swimming, running, cycling, skipping

rope etc., then it not only improves physical health but it also decreases stress.

Activity 3.2

Make a list of different symptoms of stress. Which are the symptoms that you notice in yourself? Identify its causes. Discuss with your teacher to get rid of such symptoms.

Health and Well-being

A person's health can be improved by using the techniques discussed above to control and manage stress. These techniques are not only beneficial for physical health but also for mental health. The World Health Organisation has defined health and said that health is not merely the absence of illness of disease. But health is a holistic term that includes three aspects of an individual's health i.e. physical, mental and social aspect. The World Health Organisation has given importance to well-being also. Well-being is closely related with health. Well-being includes good physical health and the tendency to be happy. If a person lives as happy and satisfied person, he/she shows well-being. A person can be happy only when he is physically healthy, with no negativity in mind, no disappointment or fear, and is able to live life happily in society; the family, friends and others. If a person learns to cope with factors causing stress by adjusting with the changing life situations, he can enjoy well-being in his life.

Important Points

- Many changes take place in our lives. A person has to respond to these changes. Some changes directly influence the well-being of a person

- We have our own ways of coping with stressful situations. Some people are successful in coping with stress whereas some people fail to cope with it.

- Stress refers to all those physical, emotional, cognitive and behavioural changes that occur as a result of different difficult and challenging situations which influences all the aspects of an individual's behavior.

- The factors that create stress are known as stressors. Stressors are those events which create stress in us.

- Stress is mainly of two types; Positive stress which is also known as Eustress and Negative stress which is also known as distress. The other types of stress are physical and environmental stress, psychological stress and social stress.

- Stress also influences a person's health significantly. A person faces both physical and mental health related problems. Stress weakens immune system. Stress also results in increasing levels of some hormones secreted in our body such as adrenalin and cortisol.

- Effect on cognitive abilities : If a person remains stressful for long time, then his decision making capability, problem solving ability, perception, memory, reasoning power, thinking capability are influenced negatively.

- Behavioural effects include negative influences on directly observable responses such as lack of sleep, less appetite, and leads to habits such as smoking, drinking, consuming drugs etc.

- Stress causes many emotional changes in a person such as hurriedness, annoyance, sadness etc. It may also cause fear or a state of anxiety, depression etc.
- To save oneself from the harmful influences of stress, it is very necessary that a person effectively copes and fights with the stressful situations. This can be done by taking right actions, by controlling emotions, and by avoidance.
- Lazarus and Folkman have also proposed two techniques to cope with stress: Problem-focused coping and Emotion focused coping.
- The other techniques to cope with stress include relaxation technique, meditation, biofeedback, cognitive behavioural technique and exercise etc.

Practice Questions

Multiple Choice Questions

1. Positive stress is called:
   A. Stress
   B. Eustress
   C. Distress
   D. Both B and C
2. Which of the following is an emotional effect caused due to stress?
   A. Nausea
   B. Fever
   C. Fear in mind
   D. Smoking
3. Which aspect of an individual is influenced due to stress?
   A. Cognitive
   B. Emotional
   C. Behavioural
   D. All of the above
4. Which techniques of coping with stress has been proposed by Lazarus and Folkman?
   A. Problem-focused
   B. Emotion-focused
   C. Biofeddback
   D. Both A and B
5. Which of the technique is useful in coping with stress?
   A. Exercise
   B. Meditation
   C. Relaxation
   D. All of the above

Short-Answer Questions

1. What is stress?
2. What are stressors?
3. What is Burnout?
4. Differentiate between eustress and distress.
5. Which aspects of a person are influenced by stress?
6. How problem-focused technique works in coping with stress?
7. What is biofeedback?
8. What is the effect of stress on immune system of the body?
9. What are the causes of stress?
10. What do you understand by social stress?

Long-Answer Questions

1. What is stress? Explain the types of stress with examples.
2. Explain the physiological effects of stress.
3. Explain the effect of stress of human capabilities.

4. Explain various techniques to cope with stress.

5. Discuss the relationship of health and well-being.

Answers to Multiple-Choice Questions

1. B   2. C   3. D   4. D   5. D

Unit 4

PSYCHOLOGICAL DISORDERS

This unit explains the symptoms of normality and abnormality and various psychological disorders.

Introduction

Concept and Meaning of Abnormality and Psychological Disorders

Symptoms of Abnormal Behaviour (Box 4.1)

Causes of Abnormal Behaviour

Difference between Normal and Abnormal Behaviour of a Person (Box 4.2)

Major Psychological Disorders:

Anxiety Disorder

Some Important Phobias (Box 4.3)

Contents

Somatoform Disorders

Dissociative Disorders

Mood Disorders

Schizophrenic Disorders

Types of Delusions (Box 4.4)

Types of Hallucinations (Box 4.5)

Behavioural and Developmental Disorders

Levels of Mental Retardation (Box 4.6)

Substance Use Disorders

Key Terms

Summary

Review Questions

Answer Key

Introduction

We come across people who display signs of unhappiness, troubled behaviour and dissatisfaction more than the normal level range and hence their entire life revolves around stress, strain and mal-adaptation. Due to this, they fail to do their normal day to day activities properly. These people are clear examples of abnormality. If this abnormal behavior is ignored by the person or by the people who are close to her/him, then slowly it may take the form of mental disorder. We study the causes, classification, symptoms etc. of mental disorders under *the discipline of abnormal psychology and a summary of this is being given in this chapter.*

Concept and Meaning of Abnormality and Mental Disorders

Human behaviour is classified into two parts – normal and abnormal.

The word 'Normal' is derived from the latin word 'Norma', which means carpenter's scale. The way a carpenter uses his scale to decide

Box 4.1			
Physical Symptoms of abnormal behaviour should be included			
1.	Anti-social behavior	2.	Mental imbalance
3.	Insufficient adjustment	4.	Lack of practical behaviour
5.	Disintegrated personality	6.	Lack of self awareness and self respect
7.	Insecurity	8.	Emotional immaturity
9.	Lack of social adaptation capability	10.	Stress and too much sensitivity

which measure is correct under which situation,

in the same manner normal word is used in English to denote a standard pattern or a standard. Abnormal word is made by the combination of two words – ab and normal. Ab is a prefix, which means away from.

From this viewpoint, behaviour which deviates or varies from normal behaviour can be termed as abnormal behaviour. According to Kisker, "Human behaviors and experiences which are strange, unusual or different ordinarily are considered abnormal." Mangal explained that "the term normal stands for a set rule, pattern or standard while 'abnormal' for the deviance or variation from the normal". According to Reiger, "_Abnormal behaviour is a behaviour which is unacceptable in the society, it arises because of painful and distorted cognitions which develops because of socially unacceptable, painful and distorted cognitions. Because of this behavior the person finds difficulty in adjustment ,so its nature is maladaptive".

Cormer defined abnormality in terms of four D's. (1) **Deviance** – behaviors which are different from societal norms, and are extreme and bizarre will come under this category. (2) **Distress** – Those behaviors which are unpleasant or upsetting to the person itself come in this category.(3) **Dysfunction** – Abnormal behaviours are those behaviours which interfere with person's ability to carry out daily activities. It makes that person so disturbed that he cannot work properly even under normal conditions.(4) **Danger**- Abnormal behaviour is generally dangerous for the person or the patient. It also proves to be dangerous for other people

Psychological disorders occur as a result of dysfunction in the behavior and mental processes of a person, due to which person's personality and social adjustment becomes faulty and his behavior becomes maladjusted. As a result, the life of the person and the people related to him becomes negatively affected.

CLASSIFICATION OF PSYCHOLOGICAL DISORDERS

In order to understand psychological disorders, we need to begin by classifying them. A classification of such disorders consists of a list of categories of specific psychological disorders, grouped into various classes on the basis of some shared characteristics. The credit of classification of mental disorders can be attributed to majorly two international organizations. American Psychiatric Association (APA) and World Health Organization (WHO). APA has published Diagnostic and Statistical Manual of Mental Disorders (DSM) and WHO published International Classification of Diseases classification of psychological disorders may be given in feictorial form/box (ICD) respectively. Under this scheme, diagnostic symptoms of each disorder and other related symptoms and clinical manuals are described.

Models of Abnormality

Some models have been developed to understand the concept of abnormality, which interprets the abnormal behaviour.

Biological model – According to this model, abnormal behaviour is related to abrasion of central nervous system, which could be either inborn or due to any type of brain disorder or due to imbalance in the hormones inside human body.

Psychological model - The psychological models include the psychodynamic, behavioural, cognitive, and humanistic-existential models. According to Freud's **Psychodynamic model**, abnormal behaviours are symbolic expressions of mental conflicts at an unconscious level, which are usually related to early childhood and infantile stage. According to **Behavioral model**, mental disorders are a result of faulty learning of behaviors. According to cognitive model, mental disorders arises when a person engages in negative thinking about himself, have irrational beliefs or draws impractical conclusions. According to **Humanistic-Existential model** mental pain is an outcome of a person experiencing loneliness, disloyalty or lack of attainment of meaning of life and self actualization. According to the **Sociocultural model**, abnormal behaviour is best understood in light of the social and cultural forces that influence an individual. Factors like poverty, unemployment,

discrimination, gender roles etc. can give rise to mental disorders. In addition to these models, one of the most widely accepted explanations of abnormal behaviour has been provided by the **Diathesis-Stress model-** Diathesis refers to predisposition in a person to develop a disorder. According to this model, mental disorder related abnormality occurs due to an interaction between predisposition and stressful events. None of them can alone be responsible for the development of disorder.

CAUSES OF ABNORMAL BEHAVIOUR

Factors underlying abnormal behaviour refer to those reasons which are responsible in the occurrence of any mental disorder. Due to the complexity of abnormal behaviour, we cannot conclude that only a particular situation is responsible for a particular disorder. Because of this reason it gets very difficult to interpret abnormal behaviour, but we can certainly say that those situations which create hindrance towards the personality development or situations that create stressful conditions in front of the person, which he cannot face contribute to the development of abnormal behaviour. Some mental disorders are inherited genetically and some are a result of faulty development because of lack ofproper environment. In a nutshell, factors underlying abnormal behaviour can be categorised into three categories: (1) biological factors (2) psychological factors and (3) socio-cultural factors.

Biological factors: Our behaviour is directly related to our body constitution and nervous system. Inappropriate physical health results into inappropriate behaviour. Constitution of our body is determined by inherited genetic patterns. In addition, certain defects can be congenital or acquired also. (1) Genetic defects which give rise to abnormal behaviour. It can be because of chromosomal anomalies and faulty genes for example Down's syndrome a kind of severe mental retardation is due to chromosomal aberrations where one extra chromosome is present in the 21st pair of chromosome (2) some special and defective constitutional factors such as physical handicaps, physique and primary reaction tendencies can give rise to abnormal behaviour. (3) Another viewpoint considers abnormal behavior as a result of biochemical changes. Nervous system works properly due to balance in the chemical substances found inside the body. For example if the level of serotonin falls below the normal level, then thesymptoms of depression start appearing. And excess activity of dopamine leads to schizophrenia. Abnormal behaviour can also occur due to lack of proper diet or imbalance of hormones. (4) Brain dysfunction may also be due to physical damage to the brain. This type of damage can obstruct the normal functioning of the brain tissue and leads to appearance of various types of abnormal symptoms in the person. Brain damage may be due to brain injury, infection, intoxication, old age, brain tumour, etc.

Psychosocial Factors - The development of personality takes place gradually. Early life stages influences personality development. If the psychological development is not appropriate, then it leads to various types of disorders. Defective psychological development not only leads to lack of maturity in the person, but simultaneously develops such attitudes that

influence his adjustment in the society. Major psychosocial causes can be enumerated as : (1) **Early deprivation or trauma** : if at the early stages of children's development, there is some deprivation or traumatic experience, then it negatively affects their developmental process and gives rise to various types of abnormal behaviour. It includes 3 major points (i) institutionalization (ii) deprivation at home, and (iii) childhood shock or mental trauma (2) **Faulty parent child relationship:** various researches have made it clear that when the interaction between the parents and their children is inadequate from the psychological viewpoint, then it negatively affects the children's personality development and generates the likelihood of development of abnormal behaviour. Major reasons are (i) over protection (ii) excessive restriction (iii) unrealistic demand (iv) over permissiveness (v) faulty discipline (vi) inadequate or irrational communication (vii) attachment.

(3) **pathogenic family structure** – It refers to those family structures that have so much of family disturbances that it negatively influences the adjustment level of family members and the person becomes stricken with abnormal behaviour. Following family structures are said to be pathological (i) discordant family (ii) disturbed family (iii) and disrupted family (4) **Severe psychological stress** – failure, hopelessness, conflict, stress, pressure, anxiety etc. are the result of modern day life. They become pathogenic when their intensity is very severe. When the person fails to control them, and when due to these, normal everyday functioning starts getting affected. Severe psychological stress can hamper personality development of any person and can cause abnormal behaviour.

Socio cultural factors–Like war and violence, prejudice and discrimination, economic difficulties and unemployment and fast social changes. These severely affect majority of the population that some may actually develop psychological problems.

Box 4.2		
Difference between the behaviour of normal and abnormal person		
	Normal behaviour	Abnormal behaviour
1	Normal person behaves wisely	There is a lack or complete absence of sensible behaviour in an abnormal person. Their behaviour is actually bizarre and out of the place.
2	Balanced social adjustment is found in a normal person	Social maladjustment is found in an abnormal person
3	Emotional maturity and emotional balance are exhibited by a normal person	An abnormal person shows a lack of emotional maturity and emotional balance
4	Normal person is aware of the reality	Abnormal person is not aware of the reality

Activity

Make a list of symptoms which are away from normal behaviour.

Major psychological disorders

Anxiety disorder

Anxiety refers to negative emotion of fear and apprehension. When this negative emotion of anxiety becomes unrealistic and irrational it starts affecting the life of the person negatively and his behaviour turns maladaptive, then this anxiety can be termed as anxiety disorder. The symptoms of this disorder are manifested by a person both psychologically and physically. According to Sarason & Sarason, "Anxiety disorders refer to mental disorders formerly called neurosis or neurotic disorders, characterized by some form of anxiety as the most prominent symptom. It includes panic disorder, phobic disorder, obsessive compulsive disorders, generalised anxiety disorders and reactions to stressors.''

Generalised anxiety disorder: It is a type of anxiety disorder in which anxiety is long term, enormous and widespread that it feels like free flowing continuously. Major symptoms of this disorder are emotional restlessness, stress, excessive alertness, anxiety etc. This is long-winded obscure, dreadful and trembling fear, which is not attached to any particular object.

Panic disorder: Panic disorder is associated with a Greek mythological story. In this story the God of Forest was called Pan who usedto spread inexplicable dread in secluded areas, which was experienced by people crossing those forests. In this disorder there is a continuous presence of panic attack in the patient. The panic attack implies that whenever the thoughts related to particular stimuli arises then severe anxiety must reach its maximum level. On this kind of attack, symptoms like a sense of intense apprehension, panic, and depersonalization arises. In terms of somatic changes of a person, the heartbeat increases, hands and feet begin to feel cold, chest starts paining and the breathing rate decreases. In this situation, the person starts feeling as if he will die or he will lose control on his body parts.

Phobia: It refers to excessive or irrational fear towards those some objects or events that are not so dangerous in reality. There are 3 main categories of this disorder – (i) agoraphobia (ii) social phobia, and (iii) specific phobia. Agoraphobia is the term used when people develop a fear of entering unfamiliar situations. So their ability to carry out normal life activities is severely limited. In **social phobia**, person develops a fear of interaction with people or engaging in those situations where he thinks he will be evaluated. In specific phobia, an individual fears from any specific object or situation. For example, some people develop fear towards some specific animal, bird or any disease.

Box 4.3			
Some important phobias			
1.	Fear of air	Aerophobia	
2.	Fear of disease	Nosophobia or Pathophobia	
3.	Fear of closed spaces	Claustrophobia	
4.	Fear of fire	Pyrophobia	
5.	Fear of height	Acrophobia	
6.	Fear of water	Hydrophobia	
7.	Fear of crowd	Ocholophobia	

Obsessive compulsive disorders–In obsessions, the person unwillingly keeps on repeating any irrelevant or irreconcilable idea. The person involved often wants to get rid of

such thoughts but usually unable to do so because of which his mental peace gets so disturbed that his adjustment is affected negatively. Compulsive behaviour is the need to perform certain behaviours over and over again. In this disorder, an individual feels compelled to do some activity again and again. For example, repetitive washingof already cleaned hands or checking locked doors again and again.These activities are not only unwilling but also irrelevant and irreconcilable in their nature.

Post traumatic stress disorder(PTSD)– This is also a type of anxiety disorder. In this the person gets affected and disturbed by some natural or manmade phenomenon related to emotional and psychological problems to such an extent that his adjustment gets severely disturbed. Its major symptoms include severe stress, recurrence of any particular dream, emotional numbness, lack of concentration, etc.

Somatoform disorders

It is that type of psychological disorder in which an individual expresses the symptoms of any physical pain, but there is no biological cause for these physical symptoms. In the words of Sarason and Sarason , " Somatoform disorders refer to the disorders characterized by physical symptoms that suggest a physical disorder but for which there are(1) no organic findings to explain the symptoms and (2) strong evidence or suggestion that the symptoms are linked to psychological factors or conflicts." Somatoform disorders include pain disorders, somatisation disorders, conversion disorders, and hypochondriasis.

Pain disorder: In this disorder, the patient reports about extreme and incapacitating pain,

which is without any identifiable biological cause. And the origin of this disorder is due to stress or some psychological problem.

Somatisation disorder: They are marked by multiple somatic complaints that are recurrent or chronic. There is no physical basis for this. These physical complaints include headache, fatigue, abdominal pain, back pain, chest pain, heart palpitations, increase in heartbeat, etc. These complaints are likely to be presented in a dramatic and exaggerated way and they take large quantities of medicines.

Conversion disorder: In this disorder, the person expresses his tension, mental conflict, etc. through physical symptoms. Paralysis, blindness, deafness, difficulty in walking etc. suddenly occurs after some stressful experience.

Hypochondriasis: In this disorder, the person always fears to suffer from some disease. Regardless of the symptoms of any disease, he is apprehensive about his health and this fear is so strong that his day-to-day routine gets disturbed.

Dissociative disorder: The meaning of dissociate is to disconnect or separate. A sudden and temporary change in consciousness that prevents painful experiences is the chief characteristic of dissociative disorder. The people, who are suffering from this disorder, are not completely aware of their environment, forget their identity, get confused about themselves, and develop several different identities. Holmes has described it as - "Dissociative disorders refer to a group of disorders involving a disturbance of the integrative functions of memory, identity and consciousness. Disorders include dissociative

amnesia, dissociative fugue, dissociative identity disorder and depersonalization."

Dissociative amnesia: In this deformity, there is partial or total inability to recall or identify past personal experiences which are stressful for the patient. The amnesia occurs suddenly and is related with a specific period. It is different from the amnesia caused by brain pathology. Besides this particular memory loss his other competencies, basic learned activities and habit patterns remain intact.

Dissociative fugue: Patients with dissociative fugue suddenly go somewhere else, leaving behind their home or residential place and start a new life there with new name and new occupation. After months and years have passed, the patient marvels at finding himself in a new place.He remembers his old life and he forgets his new life altogether. He does not even remember how he came to this place? This forgetfulness occurs suddenly and unexpectedly. People who do not have the ability to face tragic circumstances are more prone to develop dissociative fugue.

Dissociative identity disorder: The biggest symptom of this deformity is that two or more personalities are found alternately in the same person. Each individual personality is cognitively and emotionally independent and well-organized. One personality state is dramatically different from the other person's state. If one is happy and active, then the other can be very sad and inactive. They can be aware about each other or not. When more than two personalities are originated, then their relation gets too complex.

Depersonalization: Damage to self identity is commonly known as depersonalization. The person feels as if he is living in a dream world. He feels that he is examining his own mental and physical processes, being an external observer. Temporarily the realization of the person is changed or lost .

MOOD DISORDER

Mood disorder: This disorder is a group of disorders, in which man's psychic process becomes distorted to such an extent that he is not able to maintain adjustments in his daily life. Sarason & Sarason have defined mood disorder as, "Mood disorders refers to one of a group of disorders primarily affecting emotional tone. It can be depression, manic excitement or both. It may be episodic or chronic."

Major depressive disorder is also known as unipolar disorder. The patient remains extremely sad in this. There is considerable decrease in hunger, sleep and activity level, apart from this feeling of worthlessness, indifference towards life, dislike of happiness in life, and sometimes thoughts of suicide, etc. can be seen as the symptoms. Another less common mood disorder is **mania,** in which person exhibits highly active and over enthusiastic

behaviour. **In bipolar mood disorder,** episodes of mania and depression are present alternatively. This disorder was previously known as manic depressive disorder.

Suicide is often associated with mood disorders. This is self motivated death in which a person makes a knowledgeable, direct and conscious effort to end his life. Factors that motivate suicide are stressful events and situations, changes in mood and contemplation, alcohol usage, mental disorder, modelling etc. The rate and attempt of suicides is different in different age and gender groups. The problem of suicide is very serious and complex. Majority of those who attempt suicide don't want to die actually. The direct or indirect signs before suicide are actually "call for help" made by the patient. It is necessary to be aware about him noticing changes in the eating and pattern of sleeping, not enjoying in activities with friends and family, complaints about physical symptoms, consumption of medicines and alcohol, feeling bored constantly, etc. However, with professional counselling / psychological help from time to time, suicide can be prevented.

Schizophrenia

Schizophrenia is a serious mental disorder. Earlier it was known by the name of dementia praecox. Bleuler gave a term for this mental disorder as "schizophrenia", which is prevalent even till today. Schizophrenia actually is a type of psychosis. Its literal meaning is 'splitting of personality'. Due to this splitting of personality, the patient develops several deformities in cognitions, emotions and behaviour, which leads to his loss of connection with reality.

Symptoms of schizophrenia

dobarate symptoms only do not give as positive or negative. Its symptoms are of three types-

1. **Positive symptoms** : In this, the person reflects a distortion or excess in thoughts, emotions and behaviours. This category of symptoms include (a) delusions-it is essentially a faulty interpretation of reality that cannot be shaken despite clear evidence to the contrary. (b) hallucinations i.e. perceptions that occur in the absence of external stimuli. (c) disorganized thinking and speech. In this the speech and thoughts are totally disorganised for example rapidly shifting from one topic to another so that the other person who is hearing is not able to make any sense, inventing new words or phrases, and persistent and inappropriate repetition of the same thoughts and (d) inappropriate affect, i.e. emotions that are unsuited to the situation.

2. **Negative symptoms**: In this, the person shows deficits in thoughts, emotions and behaviours. In this major symptoms are blunted and flat affect, i.e. showing less or no emotions at all, lack of willingness or avolition, i.e. inability or disinterest to start or complete a course of action or poverty of speech (alogia).

3. **Psychomotor symptoms**: In it, the person displays his body language, motion and postures in an odd manner. These symptoms can attain their maximum state, which is also known as catatonia.

Box 4.4	
Various types of delusions	
Delusions of persecution	People with this delusion believe that they are being plotted against, spied on, slandered, threatened, attacked or deliberately victimised.
Delusions of reference	In this they attach special and personal meaning to the actions of others or to objects and events.
Delusions of grandeur	People believe themselves to be specially empowered
Delusions of control	They believe that their feelings, thoughts and actions are controlled by others.

BOX – 4.5	
Various types of hallucinations	
Auditory hallucination	Patients hear sounds or voices that speak words, phrases and sentences directly to the patient or talk to one another referring to the patient as s/he
Tactile hallucination	Feeling of many kinds of tingling or burning
Somatic hallucination	Feeling of something happening inside the body such as a snake crawling inside one's stomach, etc.
Visual hallucination	vague perceptions of colour or distinct visions of people or objects
Gustatory hallucination	Strange taste of food and drink items
Olfactory hallucination	Smell of poison and smoke are common

Following are five major types of schizophrenia:-

1. **Paranoid type**–in this type of schizophrenia, major symptoms are presence of delusions and auditory hallucination in a sequential and organised manner. Persecutory delusions are the most frequent, besides that delusions of grandeur, jealousy and reference are also found .

2. **Disorganized type**- disorganized language and behaviour, frustration, no symptoms of catatonia are present.

3. **Catatonic type**- major symptom of this type of schizophrenia is the presence of motor disturbance. Sometimes the patient gets very excited and does various types of postural activities and sometimes maintains the same posture like standing on one foot for several hours.

4. **Undifferentiated type**- This person does not fit with any one of the subtype of schizophrenia or may go along with more than one category.

5. **Residual type**- for residual type it is necessary that the patient has experienced at least one episode of schizophrenia in the past and shows no positive symptoms but exhibits negative symptoms.

Behavioural and Developmental Disorders

Behavioural and developmental disorders are mainly related to behaviour and development of children. If these disorders are taken care of in time, then they can be improved, but if they are ignored then there will be serious consequences in the future. Achenbach has classified childhood disorders into two types:

1. **Externalising disorders:** These are also known as uncontrolled disorders; it includes those behaviours that are disruptive and violent. Three prominent externalising disorders are Attention-deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), and Conduct Disorder.

(i)**Attention-deficit hyperactivity disorde**r: major symptoms of this disorder are- inattention and hyperactivity. Inattentiveness is found in a child who is suffering from ADHD, he finds it difficult to sustain concentration during work or play. As a result, he fails to follow instructions, given by others. Hyperactivity- The level of activity is found to be much higher than the normal level in a child who suffers from ADHD. It is very difficult for them to stay calm and stable while doing any activity. Such children are always busy with running, roaming around, jumping, etc. Impulsivity- symptoms of impulsivity are also found in children with ADHD, such children fail to control their immediate reactions. ADHD is more prevalent in boys than girls.

(ii)**Oppositional Defiant Disorder (ODD):** Children with this disorder display age-inappropriate amounts of stubbornness. These children are irritable, disobedient and behave in a hostile manner. The rate of this disorder is same in boys and girls.

(iii) **Conduct disorder**: The terms Conduct Disorder and Antisocial Behaviour refers to age inappropriate actions and attitudes that violate family expectations, societal norms, and the personal rights of others. These children also show behaviours of deceitfulness, theft, rule violations and violence.

2. **Internalising disorder**: these disorders include internal problems that may not be evident to others like separation anxiety, depression etc.

(i) **Separation anxiety disorder (SAD)**: in this disorder, children experience excessive fear at being separated from their parents. They may have difficulty being alone, going somewhere

alone, fear of entering new situations, and cling to and shadow their parent's every move. To avoid separation, children with SAD may fuss, scream, throw severe tantrums, or make suicidal gestures.

(ii)Depression: children experience depression differently than adults. It is related to their physical, emotional, and cognitive development.

Children may also have more serious disorders called Pervasive Developmental Disorders. Autistic disorder or autism is one of the most common of these disorders. Leo Kanner was the first person to identify children suffering from this disorder. Lack of interest for individuals can be seen in these children. They give priority to inanimate objects for interaction. They are unable to gaze into other's eyes for socialinter action. In such children, meaningful and useful speech is not developed and they show limited and strange types of verbal expression. Children with autism have a strong desire to maintain uniformity in the environment. In such children, the learning and development of very essential activities for life are also greatly reduced.

Another group of disorders which are specially found in young people are **eating disorders**. In this, anorexia nervosa is a major disorder, under which the person's will to consume food gets completely depleted. He is capable of staying hungry till her/his death. Another disorder bulimia nervosa is also common, in this disorder the persons eat excessive amounts of food, then purge his body by using medicines or vomiting, by which he also gets relieved of negative emotions. In **binge eating**, there are frequent episodes of out of control eating.

Mental retardation

Mental retardation refers to lack of adjustable behaviour along with sub-average intellectual capacity. According to American Association on Mental Retardation, "Mental retardation refers to substantial limitations in present functioning. It is characterised by significantly sub-average intellectual functioning, existing concurrently with related limitations in two or more of the following applicable adaptive skill area: communication, self care, family life, social skills, community use, self direction, health and safety, functional education, leisure and work. Mental retardation manifests before age 18." Traditionally, those individuals who have IQ level below 70 are known to be mentally deficient.

Box 4.6	
Levels of mental retardation	
IQ Range	Classification
50-70	Mild mental retardation
35-50	Moderate mental retardation
20-35	Severe mental retardation
Below 20	Profound mental retardation

Substance Use Disorders

From few decades, consumption of intoxicating substances and drug addiction has been increasing rapidly in the society. Consumption of these substances in excessive amounts makes the person dependent from both physical and psychological viewpoint, which is also a symbol of the person's embedded problems and stress.

Davison and Neale have defined substance related disorders as, "Substance–related disorders

are disorders in which drugs such as alcohol and cocaine are abused to such an extent that behaviour becomes maladaptive, social and occupational functioning is impaired, and control or abstinence becomes impossible .Reliance on the drug may be either psychological, as in substance abuse or physiological as in substance dependence, or addiction." There are two subtypes of substance use disorders:

(i)Substance dependence: For a long time, if the person continues to misuse the substances, then a special state arises, which is known as substance dependence. This dependence is of two types - psychological dependence and physical dependence. In psychological dependence, the person shows a strong desire to take the drugs. They spend their most of the time making efforts to obtain the drugs, as a result of which their adjustment in other tasks no longer remains good. When a person takes drugs repetitively, then a state of tolerance or withdrawal symptom develops in him, which is known as physical dependence. Tolerance is such a physiological process in which the person is required to take more dose than the previous one to produce the desired effects. Withdrawal refers to psychological and physical effects produced, when he stops taking a constantly consumed drug. In addition to other things, there is uneasiness, anxiety, trembling etc. in the person.

(ii)Substance abuse: substance abuse refers to the phenomenon of matter in which the condition of a person is not a serious problem but the responsibilities of home and workplace are seriously affected. Such people produce physical threat to others.

Commonly Abused Substances are as:

• **Alcohol**

•**Amphetamines:** dextroamphetamines, metaamphetamines, diet pills

• **Caffeine**: coffee, tea, caffeinated soda, analgesics, chocolate, cocoa

• **Cannabis**: marijuana or 'bhang', hashish, sensimilla

• Cocaine

• **Hallucinogens**: LSD, mescaline

• **Inhalants**: gasoline, glue, paint thinners, spray paints, typewriter correction fluid, sprays

• **Nicotine:** cigarettes, tobacco

• **Opioid:** morphine, heroin, cough syrup, painkillers (analgesics, anaesthetics)

• **Phencyclidine**

• **Sedatives**

Alcohol and various substances also have their beneficial side. It provides short-term relief from the pain, insomnia, anxiety, stress, etc. in the form of medicine, but their long-term use is like weakening and disintegrating the personality. Psychotherapy is necessary for their treatment. The perception of society should not be of hatred and discard towards them but of cooperation. The patients need every possible sympathy, support and love. There is a need of giving special emphasis on prevention of alcohol and substance abuse. It is possible to prevent them by controlling the modern life complexity, hypocrisy, unemployment, competition, etc.

Treatment of drug abuse

• Treatment is accessible.

• Strong desire of the patient to quit addiction is helpful.

• Hospitalization and treatment for 10-15 days.

- Awareness of social, psychological and other factors of the patient and the relatives.
- Usage of medicines to reduce the effectiveness of intoxicated drugs.
- Behavioural, psychological and community based treatment.

Prevention techniques

- Legal ban on the sale and use of psychoactive drugs.
- Organizing Healthy Education camps and Films for the awareness of effects of psychoactive drugs.
- Modification of children's academic syllabus by adding the side effects of psychoactive drugs.
- Spreading of social awareness by social workers and other people.

Key Terms

Abnormal behaviour, mental conflict, cognitive model, diathesis stress model, genetic cause, psychological cause, behavioural cause, socio-cultural cause, anxiety, phobia, obsessive-compulsive, anti-social behaviour, generalised anxiety disorder, somatoform disorder, dissociative disorder, hallucination, attention-deficit hyperactivity disorder, mental retardation, mood disorders, schizophrenia, suicide, eating disorder, autism, substance – abuse disorders .

Summary

- Abnormal behaviour is behaviour that is painful, deviant from social norms and interferes with the growth. The abnormal behaviour is due to dysfunction in behaviour and mental processes of the person.

- Various models are developed to understand abnormal behaviour- these are biological, psychodynamic, behavioural, cognitive, humanistic-existential, diathesis-stress and socio-cultural and three causal factors are explained – biological cause, psychosocial cause and socio-cultural cause.

- Classification of mental disorders is done by World Health Organization (WHO), American Psychiatric Association (APA), Diagnostic stalifical Manmual (DSM) and International classification of Disorders (ICD).

- Major psychological disorders include anxiety disorder, somatoform disorder, dissociative disorder, mood disorder, schizophrenia, developmental and behavioural disorders and substance use related disorders

Practise Questions

Multiple Choices

1. In psychology, human behaviour is divided into-

(a) Good-bad

(b) Normal-abnormal

(c) Upper-lower

(d) None of the above

2. The word **'Normal'** is derived from -

(a) Norma

(b) Narman

(c) Narme

(d) Narna

3. The word **'Norma'** is-

(a) Greek

(b) Latin

(c) English

(d) French

4. The word 'psychopathology' means-

(a) Disorder of psyche

(b) Physical disorder

(c) Disorder of muscles

(d) None of the above

5. Which of the four **D** described by Cormer is correct?

(a) Deviance

(b) Danger

(c) Dysfunction

(d) All of the above

6. Which of the following is not a type of anxiety disorder?

(a)Phobias

(b) Obsessive compulsive

(c) Somatic disorder

(d)Panic attack

7. Type of somatic disorder is-

(a) Pain disorder

(b) Conversion disorder

(c) Hypochondriasis

(d) All

8. Which of the following is related to substance use disorder –

(a) Substance dependence

(b) Substance abuse

(c) Both a and b

(d) None

9. Which of the following can be termed as mood disorder –

(a) Schizophrenia

(b) Manic Depressive Disorder

(c) Delusions

(d) Mental retardation

10. Bulimia is a type of disorder in which patient –

(a) Feels less hungry

(b) Feels more thirsty

(c) Feels more hungry

(d) Feels less thirsty

11. In mental impairment, the intelligence level of the person is –

(a) Above 70

(b) Below 70

(c) Below20

(d) Below 50

12. Hallucinations and delusions are related to which disorder –

(a) Anxiety

(b) Schizophrenia

(c) Depression

(d) Somatoform disorder

13. Positive symptom of schizophrenia includes which of the following –

(a) Delusions

(b) Hallucinations

(c)Disorganised thought and language

(d) All of the above

14. Cognitive triad is related to which mental disorder –

(a) Depression

(b) Anxiety

(c) Personality disorder

(d) Mental retardation

15. Who among the following, first used schizophrenia in place of splitting of personality–

(a) Bleuler

(b) Kreplin

(c) Morel

(d) Freud

Short Questions

1. Explain the meaning of abnormality?

2. Differentiate between normality and abnormality.

3. Briefly explain anxiety disorder.

4. What is phobia?

5. Explain panic disorder.

6. Explain hypochondriasis.

7. Explain somatoform disorder.

8. What does dissociative disorder mean?

9. Explain the meaning of manic-depressive disorder.

10. State the positive and negative symptoms of schizophrenia.

11. What is autism?

12. State the characteristics of hyperactive children.

13. Name the types of developmental disorders?

14. Mention the levels of mental retardation.

15. What is the meaning of substance abuse?

Essay Type Questions

1. Discuss the concepts of normality and abnormality and explain the models of abnormality.

2. Explain the factors influencing abnormal behaviour.

3. Write a note on schizophrenia.

4. Explain behavioural and developmental disorders in detail.

5. What do you understand by anxiety disorder? Explain its different types.

6. Give your interpretation of somatoform and dissociative disorders.

Answers to Multiple-Choice Questions

1	2	3	4	5	6	7	8
B	A	B	A	D	C	D	C
9	10	11	12	13	14	15	
B	C	B	B	D	A	A	

Unit 5

THERAPEUTIC APPROACHES AND COUNSELLING

The aim of this chapter is to give information regarding the concept of Psychotherapy and to give knowledge about main types of psychotherapies.

Psychotherapy: Nature and Process

Nature of Therapeutic Relationship

Types of Psychotherapies

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Introduction

In the preceding chapter, you have studied about major psychological disorders. Treating mental disorders is a very important and difficult work, which is done by the psychotherapists. The mode of treatment is mainly psychological means. The purpose of all these approaches is to help the client overcome her/his debilitating condition. All therapeutic approaches are corrective and helping in nature and intends to make the client's life simple and creative. There are various types of Psychotherapies. Some of them focus on acquiring self-understanding, other therapies are more action-oriented. Some of them are directive in nature, such as psychodynamic, while some are non-directive such as person-centred. Counselling is that branch of Psychology in which those processes are studied through which the psychologist advice people in solving their simple adjustment problems. In this chapter, we will briefly discuss some of the major forms of psychotherapy and counselling.

Nature and Process of Psychotherapy

In simple language therapy means treatment of diseases and psychotherapy means treatment of mental diseases. According to Rathusand Nevid "Psychotherapy is a method of treatment involving a systematic interaction between a therapist and a client that use psychological principles to bear on influencing the client's thoughts ,feelings or behaviour in order to help that client overcome abnormal behaviour or adjust to problems in living." According to Sarason and Sarason "Psychotherapy refers to psychological, verbal and expressive techniques used in treating maladaptive behaviour."

All psychotherapeutic approaches have the following characteristics:

(1) there is systematic application of principles underlying the different theories of therapy

(2) Only those who have received practical training under expert supervision can practice psychotherapy, and not everybody

(3) the therapeutic situation involves a therapist and a client who seeks and receives help for her / his emotional problems and

(4) the interaction of these two persons- the therapist and the client- results in the consolidation/formation of the therapeutic relationship. This is a confidential, interpersonal and dynamic relationship.

Sundberg and Tyler analyzed different aspects of researches done in psychotherapy and reported following goals or aims of Psychotherapy

(1) Strengthening the patient's motivation to do the right things

(2) reducing emotional pressure by facilitating the expression of feeling

(3) releasing the potential for growth

(4) helping in changing the habits

(5) modifying the cognitive structure of the person

(6) gaining self-knowledge

(7) facilitating interpersonal relations and communication.

(8) gaining knowledge and facilitating decision-making

(9) altering bodily states.

(10) altering the present state of consciousness and

(11) changing the social environment of the client.

Therapeutic Relationship

During psychotherapy a special relationship develops between the client and the therapist which is known as the therapeutic relationship or alliance. Therapeutic relationship is a relationship in which both the therapist and the client know why they have gathered, the rules of their interaction and goals. According to Nietzel, Bernstein and Milich "the psychotherapeutic relationship is a nurturant but purposeful alliance in which several methods, largely psychological in nature, are employed to bring about the changes desired by the client."Psychotherapy begins with a Therapeutic Contract, which includes the aim of therapy, the technique which will be applied, possible hurdles and personal responsibilities of therapist and the client. It is a trusting and confiding relationship. The high level of trust enables the client to unburden herself/himself to the therapist and confide her/his psychological and personal problems to the latter. The therapist tries to build up a relationship in a manner

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which reinforces the client to change his behaviour. Korchin has clearly specified that in therapeutic relationship there should be balance of attachment and detachment. A good therapeutic relationship should have the following expected qualities: 1There is a moral binding in the therapeutic relationship between the client and the therapist in which the most important is confidentiality. The therapist maintains the confidentiality and does not share the personal information of the client with anyone 2 The therapeutic relationship should be such that the benefits of the client should be of prime importance.3That therapeutic relationship will be considered best which has role - investment The meaning of role -investment is that both the therapist and the client does personal efforts for making the therapy successful 4 The therapist conveys by her/his words and behaviours that she/he is not judging the client and has unconditional positive regard towards the client.5. The therapist has empathy for the client .Empathy means understanding things from other person's perspective, i.e. putting oneself in other person's shoes. Empathy enriches the therapeutic relationship and transforms it into a healing relationship. It is neither a passing acquaintance, nor a permanent and lasting relationship. It is a professional relationship of a limited duration and should stay like that only .This alliance lasts until the client becomes able to deal with her/his problems and take control of her/his life.

<table>
<tr><td>Activity 5.1
Collect information about the institutions in your city which are involved in the treatment of mental disorders.</td></tr>
</table>

Types of Psychotherapies

Though all psychotherapies aim at treating the psychological ailments, conflicts and abnormalities they differ greatly in concepts, methods and techniques. Psychotherapies may be classified into three broad groups, viz. the psychodynamic, behavior and existential psychotherapies. The classification of psychotherapies is based on the following parameters.

1. *What is the cause, which has led to the problem?*

   According to the psychodynamic therapy repressed unconscious wishes, conflicts and confusions creates psychological problems .According to behavior therapies , psychological problems arise due to faulty learning of behaviors and cognitions. The existential therapies postulate that the questions about the meaning of one's life and existence are the cause of psychological problems.

2. *How did the cause come into existence?*

   In the psychodynamic therapy, unfulfilled desires of childhood and unresolved childhood fears lead to intrapsychic conflicts. The behavior therapy postulates that faulty conditioning patterns, faulty learning and faulty thinking and beliefs lead to maladaptive behaviour that, in turn, leads to psychological problems. The humanistic –existential therapy places importance on the present .It is the current feelings of loneliness, alienation, sense of futility of one's existence etc., which causes psychological problems.

3. *What is the chief method of treatment?*

   Psychodynamic therapy uses the method of

free association and reporting of dreams to elicit the thoughts and feelings of the client . This material is interpreted to the client to help her/him to confront and resolve the conflicts and reorganise the personality .This helps in overcoming the problems and fulfilling of her/his needs in a manner which is acceptable to her/him and the society. Behavior therapy identifies the faulty conditioning patterns and sets up alternate behavioral contingencies to improve behavior. Behind this whole procedure conditioning theory is applied. The existential therapy provides a therapeutic environment which is positive, accepting, and non – judgmental. The client is able to talk about the problems and the therapist acts as a facilitator.

4. **What is the nature of the therapeutic relationship between the client and the therapist?**

    Psychodynamic therapy and behavior therapy both assumes that the therapist understands the client's problems and so the therapist decides what is the correct behavior and solutions for the client's problems. In contrast to these therapies, the existential therapies emphasise the client's personal experiences and freedom of thought and through this s/ he is given a chance for a new way of living and freedom from illness.

5. **What is the chief benefit to the client?**

    Psychodynamic therapy develops the insight to such an extent in the client that s/he herself/himself starts understanding her/his problems and symptoms. Because of this the client brings change in her/his beliefs, values and perceptions which reduces her/his

problems. The behaviour therapy considers changing faulty behaviour and thought patterns to adaptive ones as the chief benefit of the treatment. The humanistic – existential therapy values personal growth as the chief benefit. Personal growth is the process of gaining increasing understanding of oneself, and one's aspirations, emotions and motives.

6. **What is the duration of treatment?**

    The duration of psychodynamic therapy may continue for several years. However, several recent versions of psychodynamic therapies are completed in 10 - 15 sessions. Behaviour therapy as well as existential therapies are shorter and are completed in a few months.

Although many types of psychotherapies are available which are different from the point of view of procedure, but generally psychotherapy involves the following steps as given in Box 5.1 in the direction of improvement.

Box 5.1
General steps of psychotherapy

| 1. | *The development of a trustworthy relationship between the client and the psychotherapist* –For the success of any psychological therapy it is essential that the client and the psychotherapist establishes a mutual rapport so that the client can freely share and discuss her/his problems with the therapist. This is possible only when the client has full trust that the therapist will not leak his information to anyone and he has full empathy and unconditional positive regard for the client. |

2. *Emotional Release or Catharsis* –The client brings his problems in front of the therapist and expresses his aggression, fears, guilt and other emotions related with it. The verbal expressions of these pent-up emotions are important for the success of psychotherapy. This is essential for the development of insight for the positive actions towards the solution of the problem.

3. *Insight* – As the repressed material is expressed by the client his awareness towards his problems and behaviour increases. On this basis the adjustment process of the client starts improving.

4. *Emotional Re –education*- When the client gets the insight of his problems and wrong ways of solving them, he starts using the right strategies to solve them. He learns new productive ways instead of old unsuitable ones. Slowly these positive actions make him capable and develop self – confidence which is essential for personal adjustment.

5. *Termination* – When the client is able to control his conflicts and moves towards the solution of his problems, it is the time to end therapy. The following sections explain representative therapies from each of the three major systems of psychotherapy mentioned earlier.

Psychodynamic Therapy

The psychodynamic therapy pioneered by Sigmund Freud is the oldest form of psychotherapy. The detailed description of psychodynamic therapy given by Freud is as follows

Methods of Eliciting the Nature of Intrapsychic Conflict

Since the psychoanalytic approach views intrapsychic conflicts to be the cause of psychological disorder, the first step in the treatment is to elicit this intrapsychic conflict. For this some important method are invented.

Free Association –Freud was of the opinion that the person repressed painful and anxiety provoking experiences, wishes and conflicts into his unconscious, because of which he is unaware of the true basis of his behaviour and thoughts. In psychoanalysisthe expression of this repressed material and emotions is known as free association. The basic rule of psychoanalysis is that the individual being treated must say whatever comes into his mind, regardless of how personal, painful or seemingly irrelevant it may be. Through this technique the client expresses his repressed emotions and conflicts spontaneously because of which he feels lighter. It is said if one shares one's heart with others, one feels lighter.

Process of Free – Association During free-association the client usually sits comfortably in a chair or lies in a relaxed position on a couch in a peaceful room and allow his mind to wander freely, giving a running account of his thoughts, feelings and desires. The therapist usually takes a position behind him, so as not to be a distraction or disrupt the free flow of associations. The therapist encourages the client for a free flow of thoughts. **Analysis-**During the above procedure the role of therapist is almost passive . His major role starts with analysis .The free uncensored verbal narrative of the client is a window into the client's unconscious to which the therapist gains access. The

therapist helps the client in gaining insight, so that he is able to find solutions to his problems and develop his personality which help him in better adjustment with his environment.

Dream Analysis –While working on free association Freud realised the importance of dreams because during the process of free association the client very often used to refer to their dreams. He found that dreams have a specific meaning although they are expressed in disguised or symbolic form. He found that when the client were encouraged to connect different parts of dreams they revealed more useful repressed material in comparison to the awaken state of free association. Freud has discussed his experiences in detail in a book "The Interpretation of Dreams'' published in 1900. According to Freud dream material is repressed from the conscious level. There are some needs which cannot be openly fulfilled. They are satisfied in disguised or symbolic form. It is the work of the therapist to interpret and analyse these dreams and give them meaning.

Interpretation of Everyday Behaviour-Freud has clearly explained in his book "The psychopathology of everyday life'' that one can make understand the conflicts and defences of unconscious through everyday behaviour. Because of this only psychoanalysis pays attention to the minute details of everyday behaviour of the clients and tries to interpret them. Slip of tongue, forgetting names, mistakes in writing, misplacing things are some of the everyday behaviours which when interpreted can lead to unconscious conflicts.

Modality of Treatment

Transference and Interpretation are the means of treating the patient. As the unconscious forces are brought into the conscious realm through free association and dream interpretation described above, the client starts identifying the therapist with the authority figures of the past, usually childhood. The therapist may be seen as the positive father or as the negligent mother. This is the process of transference. This transference is of 3 types1)

Positive transference - in this the client idolises or falls in love with the therapist 2) *Negative transference* – it is present when the client has feelings of hostility, anger and resentment towards the therapist 3)

Counter transference – In this the therapist shows love and emotional bonding with the client. As regards to positive transference, it improves the treatment, as the patient openly reveals her/ his unconscious experiences. In negative transference the therapist has to work very attentively, because here the client treats the therapist with hatred and aggression. The therapist should intelligently convert the mistrust of the client into trust Counter transference reveals the incompetency of the therapist. So the therapist should have control on his emotions then only the treatment process can take place properly.

The process of transference is met with resistance. Since the process of transference exposes the unconscious wishes and conflicts, thereby increasing the distress levels, the client resists transference. The therapist overcomes the resistance by repeatedly confronting the patient

about it and by uncovering emotions such as anxiety, fear or shame, which are causing the resistance.

Interpretation is the fundamental mechanism by which change is effected. Confrontation and Clarification are the two analytical techniques of Interpretation. In confrontation, the therapist points out to the client an aspect of her / his psyche that must be faced by the client. Clarification is the process by which the therapist brings a vague or confusing event into sharp focus. Interpretation is considered to be the pinnacle of psychoanalysis. The repeated process of using confrontation, clarification, and interpretation is known as working through. Working through helps the patient to understand herself/ himself and the source of the problem and to integrate the uncovered material into her/ his ego.

The outcome of working through is insight. By the end of the therapy, with the efforts of the therapist the client starts understanding the unconscious reasons of his emotional troubles and psychological conflicts, because of which the client develops the insight and intellectual understanding of his problems. The development of insight changes client`s perception towards herself/himself and the society. He also starts understanding his personal motives in the right context and becomes a psychologically healthy person. Psychoanalysis is terminated at this stage.

Duration of Treatment –

Psychoanalysis lasts for several years, with one-hour session for 4 – 5 days per week. It is an intense treatment.

Behaviour Therapy

According to Eysenck "Behaviour therapy is an attempt to alter human behaviour and emotions in a beneficial manner according to the laws of learning theory."Wolpe has described behaviour therapy in the following manner "Behaviour therapy is the use of experimentally established principles of learning for the purpose of changing unadaptive behaviour. Unadaptive habits are weakened and eliminated, adaptive habits are initiated and strengthened."According to Sarason and Sarason "Behaviour therapy includes several techniques of behaviour modification based on laboratory derived principles of learning and conditioning. Behaviour therapies focus on modifying overt behaviours with minimal reference to internal or covert."The basic belief of this theory is:-(1) S/he has failed to acquire needed competencies for coping with the problems of living. The faulty behaviour pattern adopted by her/him is due to either faulty learning or because of unavailability of right learning facilities.(2) The maladaptive reaction pattern which he learns in one situation gets generalised to other similar situations. Therapy helps in learning right types of reactions. Thus behaviour therapy specifies the maladaptive behaviour to be modified and the adaptive behaviour to be achieved as well as the specific learning principles or procedures to be utilized. For all this procedure learning principles are utilized.

Activity 5.2

We do different types of activities in our homes. Some works brings prizes or praise. All the students should make a list of items which brought them appreciation in last 10 days.

Techniques of Behaviour Therapy

A range of techniques is available for changing behaviour. The important ones are as follows:

1. *Systematic Desensitisation-*

This is a technique of behaviour therapy which was introduced by **Wolpe**. It involves eliciting an antagonistic or competing response for extinguishing negatively reinforced behaviour. Since it is difficult to feel both pleasant and anxiety at the same time, the method of desensitization is aimed at teaching the client to emit a response which is inconsistent with anxiety while in the presence (real or imagined) of the anxiety- producing stimulus. According to Wolpe thereare three steps of systematic desensitization.I.Training in relaxation- The first step in therapy is training the individual to relax. Box 5.2 gives details about relaxation procedures. II. The construction of hierarchies -During the early sessions of therapy, time is also spent constructing a hierarchy of the individual's anxieties. This anxiety hierarchy is a list of related stimuli ranked in descending order according to the amount of anxiety they evoke in the client. The lowest anxiety evoking stimulus is kept below and the highest anxiety-producing situation will be kept at the top. *III .Desensitisation procedure-* When the client has mastered the relaxation techniques and the therapist has established an appropriate anxiety hierarchy, the actual process of desensitisation begins while the client relaxes completely in a comfortable chair with his eyes closed, the therapist describes a series of scenes to him, directing her/him to imagine herself/ himself experiencing each situation. The first scene presented is a neutral one .If the client remains calm and relaxed, the lowest scene on the

hierarchy is presented; then the therapist moves progressively up the hierarchy until the client indicates that he is experiencing anxiety and the scene is terminated. Treatment continues until the client is able to remain in a relaxed state while vividly imagining the scenes that formerly evoked the greatest anxiety.

Box 5.2
Relaxation Procedures

The basic technique follows the principles of "progressive relaxation'' outlined by Jacobson (1938). It consists of having her/him contract and then gradually relax different muscles until s/he reaches a state of complete physical and mental relaxation. The stage of relaxation can be achieved through meditation also.

Refers to repeated association of undesired response with an aversive consequence. For example to treat an alcoholic patient ,vomiting inducing chemicalis mixed with alcohol so whenever he takes alcohol, he vomits . With repeated pairings the smell of alcohol becomes aversive and the person will give up alcohol. The most commonly used aversive stimulus is electric shock . Unwanted behaviour can be reduced and wanted behaviour can be increased simultaneously through differential reinforcement . Positive reinforcement for the wanted behaviour and negative reinforcement for the unwanted behaviour attempted together may be one such method .The other method is to positively reinforce the wanted behaviour and ignore the unwanted behaviour .Through this many abnormalities can be treated.

3. Token Economy

In this technique appropriate behaviour are rewarded with tangible reinforcers in the form of tokens which are small cards, **poker-chip**, artificial coins or something like that, which can later be exchanged for desired objects or privileges . These tokens work as **positive reinforcers** and client can developadaptive behaviour through it.

4. Implosive Therapy and Flooding

Both these techniques are based on the principle of extinction. The presumption for both these therapies is that the person is afraid of some stimulus or situation because he is not able to learn that the particular situation or stimulus is actually not dangerous. When they are kept in these situations they learn that their fears have no base and then their fear extinguishes. In *Implosive Therapy* the client is asked to imagine and re -live aversive scenes associated with her/his anxiety; so that s/he understands that those situations are not harmful for them. In Flooding they are not asked to imagine the fear arousing situation but they are made to face it in reality. With repeated exposure in a "safe" setting, the stimulus loses its power to elicit anxiety and the neurotic avoidance behaviour is extinguished.

5. Assertiveness Therapy-

It appears particularly useful in helping individuals who have difficulties in establishing interpersonal relationships because of lack of social skills. Such inhibition may lead to inferiority complex and anxiety. The main aim of this therapy is to develop social skills and reduce cognitive obstacles so that there is no problem in self expression.

6. Modeling-

In this the desirable behaviour is displayed before the client. The client observes a model and is then reinforced for imitating the model's behaviour. In this way the undesirable behaviours are modified ands/he learns desirable behaviours. Sometimes he is asked to change his behaviour by watching a movie or videotape so that her/his personality becomes more progressive.

There are lots of techniques available in behaviour therapy. The efficiency of the therapist depends on accurate behaviour analysis and using right package of techniques for the client.

COGNITIVE THERAPY

According to Neitzel, Bernstein and Milich. "Cognitive therapy can be defined as a treatment approach that attempts to modify maladaptive behaviour by influencing a client's cognitions (beliefs, schemas, self-statements and problem-solving strategies)."This definition gives following facts:-1.Cognitive therapy locates the cause of psychological distress in irrational thoughts and beliefs.2.In this therapy the irrational thoughts and beliefs of the client are replaced by the rational belief system. This process is known as cognitive restructuring.

Rational -Emotive Therapy.

Albert Ellis formulated the Rational Emotive Therapy on cognitive basis. According to this therapy emotional reactions are the result of those irrational thoughts that tend to be continually reinforced through a sort of self-dialogue and which gives birth to irrational beliefs. These beliefs are a hurdle for a meaningful life and produce unwanted behaviour. The purpose of this therapy is to

refute these irrational self-defeating beliefs through logical testing .For example an individual may have an unrealistic expectations from herself /himself and others (like I should be loved by everybody) which will, create problems for her/him. According to Ellis the person can have many irrational beliefs , like one should be thoroughly adequate and competent in everything he does. Many people believing this evaluate all their works and hence they are disappointed because no one can be perfect in everything. As he is not able to meet his irrational beliefs he gets sad, hopeless, fearful and stressful. Clearly there are two aims:

I. To question their, basic, faulty and irrational beliefs and to know the reality.

II. To replace them with more creative, rational thoughts, beliefs expressions and opinions. Gradually the client is able to change the irrational beliefs by making a change in her/his philosophy about life and there is a reduction in psychological distress.

Cognitive Therapy of Beck

This therapy was propounded by Aaron Beck for the treatment of depressed patients. But later on this therapy was utilized for many other disorders. Beck holds that "numerous disorders, particularly depression, are caused by negative beliefs that individuals have about themselves, the world and the future".Beck has called these three irrational and wrong schemas as Cognitive Triad .Beck has explained many types of distorted thinking in depressed patients. The most important of them are:1)*Arbitrary Inference*- It involves drawing conclusions that are not supported by evidence. For example a person says that he is useless because he was not called in a party.2)*Magnification*-The client magnifies a small incident to a great extent for example a man may think the whole house he has constructed is useless as there is no place for worship. 3)*Minimization*-A big incident abridged and perceived in a distorted way.Like if a student thinks that he was able to clear a difficult examination only because of luck, because the reality according to him is that he is an idiot and an unintelligent person. Cognitive therapy tries to change these negative thoughts into positive ones. Five things are emphasised in this therapy.1)To find out relationship between cognition, affect and behaviour.2)To monitor the results of negative cognitive triad.3)To check evidence against and in favour of biased and dysfunctional cognitions.4)Wrong and undesirable cognitions are replaced by more realistic explanation.5)Home work is assigned in which the client rehearses the new ways of solving the problems and gets solutions to his problems. Similar to behaviour therapy, cognitive therapy focuses on solving a specific problem of the client. It is short, lasting between 10-20 lessons.

COGNITIVE BEHAVIOUR THERAPY

It is basically based on the principles of behaviour therapy. But whereas cognitive procedures like image, thinking, imagination etc. are ignored in behaviour therapy ,they are emphasised in Cognitive Behaviour Therapy. According to Rathus and Nevid"Cognitive behaviour therapy is a form of therapy characterized by the integration of cognitive and behavioural approaches to treatment". Cognitive behaviour therapy is most prevalent and efficacious treatment which helps in improving different psychological disorders. CBT adopts a bio-psychosocial approach to the delineation of psychopathology. It addresses the

biological aspects through relaxation procedures, the psychological ones through behaviour therapy and cognitive therapy techniques and the social ones with environmental manipulations makes CBT a comprehensive technique which is easy to use, applicable to a variety of disorders, and has proven efficacy.

HUMANISTIC- EXISTENTIAL THERAPY

In humanistic- existential therapy the personal experiences and freedom of thought of the client is given emphasis. He is allowed to find cure of his diseases and adopt a new style of living under controlled freedom. Humanism is related with the Meaning of existence. They study the meaning, purpose and aim of life. Davison and Neal while explaining humanistic and existential therapies said that "Humanistic and existential therapies refer to a generic term for insight therapies that emphasize the individual's subjective experiences, free will and ever present ability to decide on a new life course". According to this therapy the reason of psychological disorders of a person is loneliness, bad relations with other people, and an inability to find meaning and genuine fulfilment in life. Human beings are motivated by the desire for personal growth and self-actualization, and an innate need to grow emotionally. When these needs are curbed by society and family, human beings experience psychological distress. Therefore, the therapy creates a permissive, non-judgemental and accepting atmosphere in which the clients' emotions can be freely expressed and the complexity, balance and integration could be achieved. The therapist is merely a facilitator and guide. It is the client who is responsible for the success of therapy. The chief aim of the therapy is to expand the client's awareness.

Healing takes place by a process of understanding the unique personal experience of the client of herself/himself. The client initiates the process of self growth through which healing takes place.

LOGO THERAPY

Victor Frankl, a psychiatrist and neurologist propounded the Logo therapy. According to Chaplin, logotherapy is a type of psychotherapy which is based on clients' analysis of meaning of existence. Logo therapy is made of two words –logo and therapy Logo or logos stands for meaning and therapy is treatment. Hence logotherapy tries to remove problems or worries which arise because of meaninglessness in life. Emphasis is not on the historical reconstruction of the patient's character or philosophy, but rather on the contemporary spiritual problems and, as important, on their future course. Frankl calls this process of finding meaning even in life- threatening circumstances as the process of meaning making. According to Frankl the most important motivator of a person is to find meaning in life .The basis of meaning making is a person's quest for finding the spiritual truth of one's existence and act accordingly. When this motivation is not satisfied it develops existential frustration, which creates meaninglessness in life which Frankl called existential anxiety. This therapy, therefore, endeavours to help the client find or create purpose and meaning in her/his life. Frankl has mentioned two techniques of logo therapy- *1)***Paradoxical Intention-Technique** in this the client is made to do that behaviour which he fears or is anxious about.

2)**De-reflection Technique**- involves having the client ignore anxiety arousing situations or

behaviour and involves some creative striving because of which the client develops new awareness, spiritualism and wisdom. When he understands the meaning of his existence he starts finding significance of his life.

CLIENT-CENTERED THERAPY

Client - centered therapy was given by Carl Rogers. It is called client centered or non directive counselling because the responsibility of success of therapy and to move in the direction of betterment lies with the client. According to Rosen and Gregory "a conviction of the individual's worth is implicit in client centered therapy." The client has the capacity to make herself/himself healthy and the capacity to solve her/his own problems and the capacity to choose the right direction without anyone's guidance. In this therapy the psychotherapist is not given the right to advice, instruct, criticize or request the client. The main work of psychotherapist is to create such an environment, through which the client herself/ himself can remove her/ his emotional hurdles and move towards self growth. In this therapy such an interpersonal relationship is developed which is used by the client for personal growth. According to Rogers to develop such a relationship, the therapist should have following traits:

a. **Unconditional positive regard-**The therapist shows a deep and genuine caring for the client as a human being. Unconditional means, accepting the client without making any judgements about him. Therapist neither approves nor rejects the feelings of the client. He just accepts them. Positive indicates that the therapist fully trusts the capability of the client to solve her/his problem and feels s/he has the potential for self growth.

b. **Empathy**- According to Rogers empathy means that the therapist understands the feelings of the client and senses the client's inner world as if it were her/ his own.**c. Congruence-**The therapist should develop a genuine and real relation with the client. For this it is essential that the feelings and actions of the therapist should be congruent with each other. In essence, this therapy helps a client to become her/his real self with the therapist working as a facilitator.

GESTALT THERAPY

This therapy was given by Frederick S. Perls. The German word Gestalt means "whole". It lays emphasis on the unity of heart and body in which thinking, feeling and actions are expected to be in adjustment with each other. The goal of gestalt therapy is to increase an individual's self awareness and self acceptance. In other words the main aim of this therapy is to make the client understand and accept her/ his needs, desires and doubts. The client is taught to recognise the bodily processes and the emotions that are being blocked out from awareness and are the cause of unfulfillment of his needs. This therapy can also be used in group settings.

ALTERNATIVE THERAPIES

Alternative therapies are so called, because they are alternative treatment possibilities to the conventional drug treatment or psychotherapy. There are many alternative therapies such as yoga, meditation, acupuncture, herbal remedies and so on. Among these yoga and meditation have gained popularity as treatment programmes for psychological distress. Yoga is an ancient Indian technique which is based on natural laws. It was founded by Patanjali . Yoga therapy helps in training the heart. By the help of yoga basic traits

and motivations are organized at one place. By the help of this a person is able to attain super consciousness which makes him immune to all diseases. Yoga therapy is totally scientific and based on fundamental principles which are helpful in personality development. Yoga is helpful in the purification of activities of mind and body and increases the concentration because of which a person is able to understand and deal her/his problems. Techniques like Asanas, Savasanas or Pranayama are used in yoga. In Dhyan(Mediation) a person voluntarily keeps herself/himself away from the flow of life so that s/ he can achieve peace and concentration.InVipasana mediation, also known as mindfulness- based mediation , there is no fixed object or thought to hold the attention. The person passively observes the various bodily sensations and thoughts that are passing through in her/ his awareness.The rapid breathing techniques to induce hyper ventilation as in Sudarshana Kriya Yoga (SKY) is found to be a beneficial, low- risk ,low cost, adjunct to the treatment of stress anxiety, depression , substance abuse and rehabilitation of criminal offenders.Yoga techniques enhances well –being, mood, attention ,mental focus and stress tolerance. Insomnia can also be treated by yoga.Kundalini yoga has been found to be effective in treatment of mental disorder.Kundalani Yoga combines Pranayama or breathing techniques with chanting of mantras. Prevention of repeated episodes of depression may be helped by mindfulness –based meditation or Vipasana.

Acitvity 5.3

There are certain students in a class who lack concentration. By using techniques like yoga and meditation mental power can be increased. You should give instructions to the students in the class that they should do yoga or meditation early in the morning for 5 to 10 minutes for some days.

Counselling

Counselling is a multi- faceted procedure, in which many approaches and methods are used for personality development and to eradicate problems in order to make life simple, purposeful and satisfactory. According to Shostrom and Brammer "Counselling is a purposeful and equality based relationship between two people in which the trained person helps the other in changing herself/ himself and her/ his environment."According to Robinson "The goals of counselling are to increase a client's feeling of personal adjustment and effectiveness in society – not only in immediate but also in later situations."The following are important points regarding nature of Counselling.

Nature of Counselling:-

1.   Counselling is a process.

2.   Counselling is a interactive relationship between the counsellor and the client.

3.   It is a continuous process, in which many activities takes place.

4   .In the counselling process, the counsellor helps the client through his experience, training and psychological techniques.

5. The counselling process creates a learning environment for the client. Through which the client can change his cognitions, experiences and interpersonal relationship.

6. Counselling can be done in different settings like home, school, industry, hospitals, social and community settings, rehabilitation centres etc.

7. The nature of counselling is developmental, preventive and therapeutic.

8. Counselling is basically directed toward the interest of the individual.

9. The relationship in counselling are based on warmth, responsiveness and understanding .

10. In counselling process integrity, impartiality and respect are given importance.

11. The levels of counselling consist of preparatory, beginning, middle, end /terminal and follow up.

12. As a profession counselling has its own ethics. These ethical principles may not necessarily be according to social ethics.

13. The counsellor does not judge the behaviour of the client.

14. Counselling is helpful in increasing the self-confidence, self – decision, self–realisation and self – growth of the client. Counselling helps the person in understanding significance of life.

15. The main objective of counselling is to prevent the future problems of an individual and to prepare him to tackle and solve the future problems, however counselling is also helpful in solving the present problems.

16. There is diversity in the type of need of counselling .According to the need of a client a counsellor can be a therapist, expert in psychotherapy, teacher, social worker, politician or any experienced person but where cognitions, feelings and behaviour are concerned ,only a trained psychologist or counsellor can help.

Scope of Counselling

Counselling is related to almost all the stages and fields of human life. The need of professional counselling is felt in homes, school, working-places, hospitals, community centres, multipurpose support centres established by non – governmental organizations etc. In all these centres services are taken of trained or semi – trained counsellors who are full time or half time employed. It means that the psychologists who are trained as counsellors can get jobs at all these places. Looking from the angle of age, counselling is required at all stages of life.

Goals of Counselling

1. Support
2. Psycho-educational guidance
3. Decision making
4. Problem solving
5. Adjustment
6. Crisis intervention and management
7. Symptom amelioration
8. Development of insight
9. Development of self – understanding
10. Development of positive viewpoint toward the environment and self
11. Development of worth and meaning in life
12. Developing readiness to accept the inevitable

13. Behaviour modification and personality change

14. Systemic, organizational or social change and

15. Development of appropriate health behaviour.

Objectives of Counselling

1. Mental health
2. Improving personal resourcefulness
3. Facilitating development of a fully functioning person
4. Self-actualization and
5. Self – realization

Counselling and Psychotherapy

1.The basic aim of counselling is to guide the client towards the alternative solutions available for his problems .On the other hand the psychotherapist diagnose and treat the problem through different techniques .Hence it can be said that the perspective of counsellor is usually preventive whereas the psychotherapist viewpoint is preventive less and remedial more.2.In counselling emphasis is placed on solving those human problems which are simple in nature and are less serious like lack of concentration while studying ,not able to sleep ,biting nails etc, are the common problems which are dealt by the counsellor .But the treatment of serious mental disorders and intense human problems is done through psychotherapy.3.The counselling psychologist guides only normal persons for educational and vocational alternatives. While the psychotherapist solves the problems and treat both normal and abnormal people.

Key Terms

Psychotherapy, Empathy, Psychodynamic therapy ,Resistance, Transference, Behaviour therapy, Modelling, Systematic desensitization ,Cognitive therapy ,Cognitive Behaviour therapy, Humanistic - existential therapy, Client- centered therapy ,Gestalt therapy ,Logo therapy, Alternative therapies ,Counselling.

Summary

❖ Psychotherapy is a treatment for the healing of psychological distress through scientific and psychological techniques.

❖ The relationship between the client and the psychotherapist is very important.

❖ Psychodynamic psychotherapy, Behaviour therapy, Cognitive Behaviour therapy, Humanistic -existential therapy etc. are some of the important types of psychotherapies.

❖ Alternative therapies are other important type of therapies in which yoga and meditation play an important role.

❖ Counselling helps in removing problems related to education, job, family and personal life.

Practise Questions

Multiple choice

1. The purpose of psychotherapy is -

a) To reduce internal conflict and stress
b) Change in maladaptive behaviour
c) Increase in personal strength
d) All

2. Therapeutic relationship is-

a) Between the client and the family
b) Between the therapist and the family

c) Between the client and the society

(d) Between the client and the psychotherapist

3. The propounder of psychodynamic therapy is-
   a) Carl Rogers
   b) Watson
   c) Freud
   d) Wolpe

4. The oldest technique of psychotherapy is -
   a) Behaviour therapy
   b) Psychodynamic therapy
   c) Cognitive Behaviour therapy
   d) Humanistic - existential therapy

5. Who is the main supporter of behaviour therapy?
   a) Freud   c) Wolpe
   b) Jung   d) Rogers

6. Albert Ellis propounded which therapeutic technique.
   a) Behaviour therapy
   b) Rational Emotive therapy
   c) Modelling
   d) Aversion therapy

7. Freiderick (Fritz) Perls is related to which therapy-
   a) Gestalt therapy
   b) Behaviour therapy
   c) Client -Centred therapy
   d) Logo therapy

8. Which technique recognises psychological disorders on the basis of interpretation of dreams?
   a) Behaviour therapy
   b) Psychoanalytic therapy
   c) Client centred therapy
   d) Cognitive therapy

9. The meaning of Gestalt is -
   a) Half
   b) Meaning
   c) Less
   d) Whole

10. One of the following is not a type of alternative therapy -
    a) Shaping
    b) Acupuncture
    c) Yoga
    d) Meditation

Short Questions

1. Explain the meaning of Psychotherapy.
2. What are the aims of Psychotherapy?
3. Write different types of transference.
4. Define therapeutic relationship.
5. What is behaviour therapy?
6. Explain systematic desensitization.
7. Name the techniques of behaviour therapy.
8. Explain logo therapy.
9. What is gestalt therapy?
10. Explain the meaning of existential therapy.
11. Define counselling.
12. What are the aims of counselling?

Essay Type Questions

1. Discuss the nature and process of psychotherapy and explain therapeutic relationship. Discuss in detail psychodynamic therapy.
2. Write an essay on behaviour therapy.
3. Critically explain client centred therapy.
4. Discuss humanistic– existential therapy.

Answers to Multiple-Choice Questions

1.	2.	3.	4.	5.	6.	7.	8.	9.	10
D	D	C	B	B	B	A	B	D	A

Unit 6

ATTITUDE AND SOCIAL COGNITION

Outline of the Chapter

Attitude

- Nature and Components of attitude
- Attitude formation
- Attitude change
- Prejudice
- Stereotype
- Discrimination

Social Cognition

- Meaning
- Impression formation
- Pro–social behavior

Introduction

Man is born in a society and from childhood itself he begins to understand the society. Through the process of socialization, he learns to modify his behaviour according to social norms. Social psychology tries to understand how society influences the behavior of a person. Man and society influence each other through continuous interactions. On the basis of his experiences, an individual develops some beliefs about various people, institutions and situations. These beliefs are called attitude and exist within an individual in the form of behavioural tendencies.

The social cognition of an individual is a complex and a multidimensional phenomenon. Apart from attitude, attribution and impression formation are also important aspects of social cognition.

When an individual meets others in society, he frames an idea about them, on the basis of their individual qualities and characteristics, which is known an impression formation. Not only this, he also attributes their behavior to certain hidden causes, which is known as attribution. The fore mentioned behavior occurs at the cognitive level and its study is a complex job.

On the other hand, some social behaviour rare simple and overt, like pro–social behavior. A detailed discussion of all these aspects of social behavior, shall be done in the present chapter.

Attitude

A lot of studies have been done on this subject area of social psychology. In simple terms it can be understood that attitude is that organization of relatively permanent ideas, feelings and behavioural tendencies that are expressed towards any socially meaningful object, situation or symbol. Different psychologists have made numerous efforts to study the nature of attitude. If we talk about the nature of attitude, it can be understood three–dimensionally. Cognition, affect and behavioural tendency are its three dimensions.

The cognitive component, expresses the thoughts and beliefs of the individual towards the stimulus. This can be understood with the help of an example. Suppose we study the music related attitude of an individual. Regarding music, the individual thinks that it is a great art and everyone should learn it. This thought, reflects the cognition of the individual towards the attitude object, music. The affective (emotional) component expresses the feelings or experiences, their direction and intensity, towards the attitude object.

While talking about music or participating in a related activity, the individual experiences happiness and great joy, this is the affect related to the attitude object.

The behavioural component expresses the behavior or behavioural tendency of the individual towards the attitude object. Individual practices music daily and also performs before his friends, this reflects his behavior towards the attitude object, music. As a person thinks about the attitude object, so he feels. As he thinks and feels, so he behaves towards the attitude object. All the three components are related to each other and there exists a consistency between them.

Attitude Formation

Attitudes are mostly acquired. Many psychological phenomena are involved in attitude formation. Soon after birth, the child starts interacting with various stimuli in the environment. He develops beliefs and values towards various stimuli like objects, individuals and issues on the basis of the knowledge that he acquires about them from his parents, other fancily members, sources of communication, friends, teachers, etc. A child develops positive attitude towards some stimuli and negative attitude towards some others. In this way, the role of socialisation is important in attitude formation. Attitudes are learnt in a number of ways. Some of the processes involved are :

Association

An individual develops attitudes towards other individuals and objects in the society. Many times, an individual develops positive or negative attitudes towards some objects or individuals as a result of their association with the positive or negative characteristics of some other object or individual. For eg. If a child always gets his favourite chocolate at a particular shop, then, along with the chocolate he also tends to develop a positive attitude towards that shopkeeper.

Reward and Punishment

If a person is rewarded for exhibiting a particular attitude, then, the possibility of his exhibiting the same attitude in future increases. For eg. If a child studies for two hours daily he will definitely be praised by his parents. Praise acts like a reward for him and his attitude

towards regular studies will be further strengthened.

Modeling

It is not necessary that a person learns attitudes only through the rewards and punishment that he gets. Rather, he also learns by evaluating and following the behavior of others in his social environment. This is known as social learning. A person develops his own attitude by observing whether others are rewarded or punished for showing a particular attitude or behavior. For eg. Two brothers stay in a house, where the elder one is engaged in a lot of studies and is also highly praised by his parents for the same. In such a situation, the younger brother will naturally develop a positive attitude towards studies and will start studying regularly and sincerely. He understands that if he will show such a behaviour, his parents will praise him, just like his elder brother. In this way, the younger brother develops positive attitude towards studies by observing his elder brother's behavior. This is social learning.

Attitude change

Attitude change has been an important matter for study and research among psychologists. It has been a subject of interest not only for social psychologists, rather, also for politicians, leaders, goods manufacturers, advertisers etc. A survey of the entire research literature reveals that persuasive communication is useful in attitude change. A person should be verbally presented with such logical arguments which are directly contradictory to his present attitude, but listening to which he gathers new information and himself brings about a change in his attitude. Another way is that the person should be placed in a situation where he is forced to respond or behave in a manner that is contradictory to his present attitude. Consequently, in order to logically support his behavior, he will have to change his attitude. In this way, inconsistency should be developed at the cognitive and behavioural levels, so that a person is forced to change his attitude.

Persuasive Communication

The persuasion theory was propounded by Hoveland and his associates. The theory states that persuasive communication is successful in bringing about attitude change only if it produces two distinct reactions in an individual. First, it puts the person's belief or opinion into doubt and second provides answer to the question asked. In this way, when new information produces a doubt in a person with regard to his attitude and forces him to think, attitude change takes place. According to this theory, persuasive communication has four aspects. Communication source, message, target person and medium of communication.

The source of communication is effective for attitude change only if it is reliable. Reliability simply means that it can be readily believed that the communicator has complete knowledge about the subject and is thereby reliable. Other studies show that qualities of attraction, similarity and likability make the communication source more effective.

The power of the communicator is also an important factor in attitude change. The term power refers to three things. Firstly, how far the communicator can reward or punish the listener, secondly, how far the communicator expects the listener to abide by his instructions, thirdly, how much the listener believes, his compliance or defiance will get known to the communicator.

Apart from this, the style of communication also plays an important role in attitude change. Although persuasive communication is a wide subject area, a short description of the same, shall suffice here. In many situations, attitude change comes about as a result of forced compliance on the part of the individual. Many times a person has to behave in a manner that is contradictory to his attitude. For eg. A girl prefers to wear jeans and does that till her marriage. After marriage, she has to wear saree because of social pressure. Though she dislikes wearing saree, after doing so a number of times, her attitude changes and she doesn't dislike wearing it as much as she did earlier. In fact, she may start liking wearing it.

Theory of cognitive dissonance

Leon Festinger emphasizes upon cognitive components in his theory of cognitive dissonance. The basic fundamental here is that the cognitive components of an attitude should be consistent with each other, i.e., they should be logically in tune with each other. If an individual experiences logically inconsistent thoughts with regard to an attitude object, then he needs to convert one of them, in order to made the two components consistent with each other. For eg.

Cognition 1.   Eating fast food increases weight.

Cognition 2.   I eat fast food.

In order to remove inconsistency in the above example, the person will start eating less fast food (change in Cognition 2). This will be a healthy, logical and meaningful way to remove the inconsistency. As the inconsistency gets resolved, change in attitude comes about.

Prejudice

According to Feldman, "Prejudice refers to positive or negative evaluations or judgements of members of a particular group which are based primarily on the fact of their membership in the group and not necessarily because of particular characteristics of individual members." Prejudice can be understood with the help of the following example. There was a time when female prejudice was quite prevalent in our society. Females were considered physically and intellectually inferior to males. As a result, they were sympathised with or suppressed under male authority. Objectively speaking, females are physically strong and intellect is not connected to gender in any way. It this way, prejudice is an attitude that is not based on facts. Some psychologists define prejudice only in terms of a negative attitude. Whether prejudice is negative or positive in nature, it has three components, just like attitude. The cognitive component constitutes stereotypes, the affective component, prejudice and the behavioural component, discrimination. Prejudices are harmful for society and social psychologists have devised many techniques to control them. Appropriate socialization and interaction with prejudice object or person are some of the primary ways to control prejudice.

Stereotypes

The cognitive component of prejudice is expressed in the form of stereotypes which are a kind of over–generalization. According to Baron and Byrne, "Stereotype is a cluster of beliefs, usually lacking a rational basis, regarding the members of some group." According to Second

& Backman, "Stereotyping is an exaggerated form of typification that has three characteristics. 1. People identify a category of persons according to certain characteristics. 2. People agree in attributing sets of traits or characteristics to the category of persons. 3. People attribute the characteristics to any person belonging to the category." This can be understood with the help of an example. In the Indian society, people belonging to a particular caste orclan are considered to be more intelligent or sharp. Whereas, it is not necessary that every person belonging to that caste or clan will be sharp. However, it should be noted here that stereotyping is far from common sense and wisdom.

Discrimination

Discrimination is the result of prejudice. Behaviour resulting from unfair and inappropriate attitudes held towards an individual because of his membership to a particular group (based on caste, creed, gender, geographical region, etc.) is called discrimination. Discriminatory behaviour towards females and people belonging to minority groups is a commonplace thing in India, and this situation demands serious thought. Any kind of discrimination poses a threat to national progress. Discrimination never lets a society move forward on the way of progress, in fact it only makes the journey difficult.

Social Cognition

Social cognition has become an important aspect of social psychology in the last few years. Under Social cognition, one studies how social environment, especially information received from others is evaluated and used. How it is thought upon and how it is remembered and represented in memory. Studies done by social psychologists show that individuals use previous cognitive structures to organise and store new information. One such cognitive structure is schema. Whenever a person receives information from a new stimulus, he compares it with some abstract symbols (schemas) already stored in the brain and gives his responses accordingly.

Schemas help a person in giving meaning to stimuli and thereafter, in organizing them. In simple words, schemas relate to the organized system of beliefs or ideas, emotions and information about an object, that are stored in memory. Schemas can be formed for various objects and subjects. They may be too wide or too specific. Some schemas may be related to a specific person, like Mahatma gandhi while some may be related to a specific group, like the indianarmy. In this way, Schemas are cognitive representations of abstract classes which are then projected onto people, situations or objects.

Impression Formation

Every social interaction begins with the forming of impression of the people we meet. The process of knowing or understanding a person can be chiefly divided into two parts – (a) Impression formation (b) attribution.

Person who forms the impression is known as perceiver. Person about whom the impression is made is known as target. The perceiver collects information about the target, organises it and reaches conclusion about the target. In attribution, the perceiver moves ahead and deciphers why the target behaved in a particular manner.

To give reason for the behaviour of the target is the main component of attribution. Initially, the perceiver only forms an impression about the target, but, if the situation demands, he may also provide attribution for the same.

Impression formation involves the following aspects :

(a)   Selection – Only relevant and limited information about the target is focused upon.

(b)   Organisation – Selected information is added up in an organized manner.

(c)   Prediction – Predictions are made regarding the type of person, target is.

Pro–social Behaviour

On the basis of their evaluation, social psychologists have classified behaviour into three types, viz. pro–social, anti–social and neutral. Pro–social behavior is considered to be the best. That bhaviour of an individual, which is beneficial to others and which is considered desirable and useful in society, is known as pro–social behaviour.

Helping people with disability, establishing institutions for social service, donating blood, making arrangements for scholarship of poor meritorious students are some of the examples of pro–social behavior. Only those behaviours of an individual are considered pro–social, in which he engages without the objective of his personal benefits, rather keeping in perspective, the benefit of society at large. It is the objective of behavior that makes it pro–social or anti–social. Helping behavior is a sub–category of pro–social behavior. There are three characteristics of helping behaviour –

(i)   Person engages in it with his choice.

(ii)   Its objective is to benefit others.

(iii) While engaging in a helping behavior, individual does not think about his personal benefits or losses from it.

Important Points

•   Attitude is a relatively stable organization of beliefs, feeling and behaviour tendencies.

•   Cognition, feelings and behavioural tendency are three dimensions of attitude.

•   Attitudes are formed as a result of association, reward and punishment and modeling.

•   Prejudice is a kind of an attitude, that is not based upon an individual, rather, based upon his membership to some specific group.

•   Stereotypes are an expression of the cognitive component of prejudice.

•   The behavioural expression of prejudice is known as discrimination.

•   The phenomenon related to the gathering of information about others in the society, it evaluation, use and representation in memory is known as social cognition.

•   How the observer draws conclusion about the target on the basis of information received from the target is known as impression formation.

•   In attribution an individual tries to decipher why an individual indulged in a particular behaviour.

•   That behaviour of an individual, which is beneficial to others and at the same time, is also considered desirable by the

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society, is known as pro–social behaviour.

Practice Questions

Multiple Choice Questions

(i) Prejudice is a type of

(a) attitude

(b) emotion

(c) thought

(d) behaviour

(ii) Person who forms the impression in the process of impression formation is known as

(a) target

(b) observer

(c) impression producer

(d) social psychologist

(iii) Number of components attitude has is

(a) 5   (b) 2

(c) 1   (d) 3

(iv) The theory of cognitive dissonance is related to

(a) Stereotype

(b) attitude

(c) attitude change

(d) pro–social behaviour

(v) Giving reason behind some behaviour of the target, is a part of the psychological process called

(a) stereotyping

(b) attribution

(c) Prejudice

(d) impression formation

(vi) The behavioural manifestation of prejudice is known as

(a) attitude

(b) maladjustment

(c) social distance

(d) discrimination

(vii) Important for attitude change is

(a) communication

(b) friendship

(c) discussion

(d) persuasive communication

Short – answer questions

1. What do you understand by prejudice ?

2. What is attribution ?

3. Name the components of attitude

4. Briefly explain pro–social behaviour

5. Define stereotype

6. What is social cognition ?

Long – answer questions

1. How are attitudes formed ?

2. Explain the process of impression formation in detail.

3. Discuss attitude change.

4. Why is pro–social behaviour important ?

Answers to multiple–choice questions

(1) a (2) b (3) d (4) c (5) b (6) d (7) d

<h1 style="color:red; text-align:center;">Unit 7</h1>

<h1 style="color:red; text-align:center;">GROUP PROCESSES AND SOCIAL INFLUENCE</h1>

After reading this chapter, you will –

- understand the meaning of group
- understand the process of group formation
- know types of groups
- understand the methods of social influence
- know the meaning of conflict and learn the ways to overcome them

Chapter Outline

Practice Questions

Introduction

We interact with other persons in our day to day lives. Sometimes we are with our family, sometimes with friends and sometimes with the peer group. Those peoples who are working somewhere are with their office colleagues. We become a part of a team with other players while playing in the evening. It means that we continuously form groups and perform various activities while living in a society. Being a social animal, we do become part of different groups. Our behaviour is influenced by these groups. Our behaviour also influences these groups. The first part of this chapter will describe the meaning of group, the process of group formation and the types of groups. The second part of this chapter will explain social influence and its various tecnniques.

The word 'group' has been used in various meanings. Usually, we consider the passengers travelling together in a bus or train a part of a group. Sometimes the groups are named on the basis of various categories such as a group of

students, group of teachers etc., but the psychological meaning of a group is different.

Meaning of Group

In Psychology, a group is defined as a social unit of two or more than two persons. All the members of the group are associated with each other for fulfilling a common purpose, work or goal. A group has a definite size. According to psychologists Krech, Crutchfield and Ballachey, from psychological point of view, a group is called a group when the members of the groups have interdependence on each other. The members of the group are linked by common thoughts processes, belief systems, values etc. These criteria determine the behaviour of the group members. The passengers of a bus or a car cannot be called a group because they are not associated with each other although they have a common goal of travelling together. The social interaction among these travellers is relatively temporary.

The following characteristics of a group can be determined –

- A group is a social unit of two or more than two persons. The group members consider themselves to be a part of the group.
- The members of the group have similar motives or goals.
- The members of the group are dependent on each other. The functions of one group member influence the other members of the group. For example a player drops an important catch in a cricket match; it influences entire team including other players.

- A group has well determined norms which form the basis for the expected behaviour from the group members.
- A group has a leader who controls or conducts the activities of the other members so that the group goals can be achieved. A leader coordinates between the activities of the group members.

Group Formation

A person becomes part of a group with other persons for various reasons. Group formation has a purpose of providing feeling of relief and safety to the members. Some group memberships are considered prestigious and increase the member's power or worth also. The other reasons of becoming a group member can be to increase self esteem, to fulfil psychological and social needs, to achieve goals, to acquire information or knowledge etc. A person does not become a part of the group as soon as he comes in contact with other persons. According to Tuckman, a group is formed by passing through the following five developmental stages.

Forming Stage

In this stage, when people meet for the first time, they are uncertain about the goals. People try to know each other in this stage. They evaluate the relevance of each other to become the member of the group which is to be formed.

Storming Stage

In this stage, the group members think about certain key questions: What will be the goals of the group, how the goals will be achieved, who will control the group, what will be the functions of group members. Group members

discuss with each other to resolve any such issues. The differences of opinions among members also emerge. Therefore, this stage is named as storming stage.

Norming stage

In this stage, some decisions are finally taken as an outcome of the storming that happened in the second stage. These decisions of the group and the rules formed become group norms. These norms form the basis for determining the behaviour of the group members.

Performing stage

The structure of a group is well developed till this stage. Now it is the time to perform. All members play their predetermined role and fulfil responsibilities so as to achieve the group goals.

Adjourning stage

In this stage, the group is ended or adjourned after the functions of the groups are complete and the group goals are achieved.

Types of groups

Human groups are of different types. The following types of groups have been explained on the basis of different criteria.

Primary and Secondary group

Primary group is the group in which the members have close relationship or bonding with each other. The primary group has fewer members. Its size is small. Group members have deep feelings of love and help for each other. Such groups are informal. Family and friends are its examples. Primary group's existence is relatively stable in comparison to the other group types.

Secondary group is completely unlike primary group in characteristics. There is less personal bonding in the secondary group members. They do not have close relation with each other. The size of secondary group is big. It has more group members. The employees of a government office, a factory or a school are examples of secondary group. These groups have a definite purpose or goal. The relations between the group members are informal.

Formal and Informal group

Formal group is the group which is formed according to some specific rule or legislation. Every member of the group has specific role to play in the group. Industrial organization, University, Public Service Commissions are examples of formal group. The formal groups are formed with a specific purpose. Formal groups are somewhat similar to secondary groups in its characteristics.

Informal group is the group which needs no definite rule or law for its formation. These groups are formed naturally. The group members have more 'we' feeling. The size of such groups is small. Informal groups are somewhat similar to primary groups in its characteristics.

Exclusive and Inclusive group

Exclusive groups are the groups, where the membership is limited to a particular category of people. The examples of such groups are a group of doctors, a group of engineers, or a group of University teachers etc.

Inclusive group is the group in which the membership is open for all the people. It is not necessary to belong to particular category or class to be a part of such groups. Political party is an example ofan inclusive group. The size of an inclusive group is bigger than the size of an exclusive group.

Incidental group or Purposive group

Incidental groups are those groups which are formed due to emergent situational needs. It is not formed with predetermined objectives or purposes. For example if some strangers gets functionally associated with each other to solve a situational problem and they try to help somebody who has, for example, met with an accident on a crossway/road to take that person to the hospital, it will be an example of incidental group.

Purposive groups are those groups which are formed keeping a predetermined objective in mind. For example schools are examples of purposive group because they are created with a purpose of providing education.

Social Influence

Man is a social animal. Every person influences the behaviour of another person through social interaction. A teacher influences the behaviour of the students, similarly parents influence their children's behaviour and salesmen influence their customers' behaviour. It is known as social influence. Social influence refers to the change in the psyche and behaviour of an individual which is caused by other persons. Social influence can occur both by actual or implied presence of other persons. Our teachers, friends and advertisements on radio, television etc also cause some kind of social influence.

A person is socially influences by the following three ways:

1. Conformity
2. Compliance
3. Obedience

Conformity

Every person is expected to behave according to social norms or rules determined by the society. If a person behaves as per the norms of the society, it is called conformity. Conformity occurs when a person behaves according to the norms set by the society, group oritsmembers. For example we follow all traffic rules while driving a vehicle so that the road traffic can be maintained. This is an example of conformity. All the people make a queue and wait for their turn when they buy household items from a grocery shop. This is also an example of conformity. In these examples, a person follows the rules of traffic or the rules to get household items from a grocery shop. It may not always happen that a person willingly accepts these social norms, sometimes a person follow these norms because the other persons are also doing so. It means that sometimes a person willingly accepts these social norms and sometimes he has to do so unwillingly also. A person faces mental conflict and pressure while taking decisions by conformity. Such conflict arises due to the difference in person's own thoughts and the norms set by the society. A person's tendency to unwillingly support the group decisions due to pressure on him/her is termed as 'group pressure' in Psychology.

Different psychologists such as Sherif, SolomonAsch and Crutchfield have conducted experiments to explain conformity. We will study the experiments conducted by Asch on group pressure.
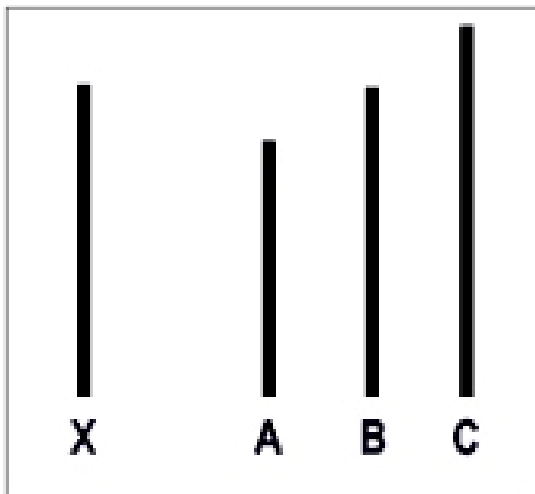
Figure 7.1: Standard Line (X) and three comparable lines in Solomon Asch's experiment

Solomon Asch conducted an experiment in which all the members of a group (except one person who was the real subject) chose similar (but wrong) answer among the available alternatives in a situation. Asch wanted to study the effect of similar wrong responses by other group members on the response given by the real subject. Does the real participant choose wrong response due to group pressure? There were total 7 participants in Asch's experiments, among them one person was the real subject, and remaining 6 persons were the confederates of the experimenter. All the participants were shown a standard line, which was to be compared to three lines of varying length (A, B, and C) and were asked to decide which of three lines is equal in length to the standard line. All the participants, who were already taken in confidence by the experimenter, gave wrong but similar response in a predetermined manner. After this, the real participant's response was taken. such 12 trials were conducted in the same way. Although the real subject knew that the response chosen by the group was wrong, will

the subject show conformity to the group decision or not? Does the subject rely more on own decision against the group decision? Asch found in his experiment that almost 67% subjects showed conformity and accepted the group pressure thereby giving similar response as given by the whole group.

Compliance

When a person behaves as per the requests made by others, it is known as compliance. The behaviour shown by a salesman who visits our house is an example of compliance. A politician requesting the public to vote for him/her is also an example of compliance. The following techniques are used to get others accept one's requests.

Ingratiation

In this technique, a person shows agreement to the target person in every way. The person heaps direct praise to the target person. By doing so, the target person develops liking for that person and accepts the desires and requests made by the person who is ingratiating.

Reciprocity

The basis of this technique is the hypothesis that when we give some benefit to other person, the person will also provide some benefits to us in future. In this technique, when a person wants another target person to do something for him/her, first he/she will accept the smaller requests of the target person, as a result of which the target person can also accept the requests made by him/her.

Multiple Requests

This method includes many techniques which have been explained here.

The-Foot-in-the-door technique

In this technique, smaller requests are made initially to the target person, which are easily accepted by him. When the target person accepts these requests and takes the necessary steps to help, bigger requests are made to the target person. That means bigger requests are made to the target person only after he accepts and fulfils the smaller requests. The target person usually accepts the bigger request also to maintain consistency in his behaviour.

The-door-on-the-face technique

In this technique, the target person is presented with a big request which he usually cannot fulfil because such requests required more efforts on the part of the target person. After that, the target person is presented with a smaller request, which is the actual desired request. This technique assumes that when a person once says 'no' to a bigger requests, he/she will feel that he/she should at least accept the smaller request. This happens to be true in many instances.

Low-ball technique

In this technique, the target person is not provided with all the details related to the desired task. Here, an important detail of the request is kept hidden from the target person. Hence, the request appear appealing to the target person, and he/she accepts the request. Once the person accepts this request, he/she is provided with the hidden information also. This technique assumes that once the person accepts a request, then he feels committed to fulfil that request. The person sticks to the decision even after knowing the hidden details of the task. Many times, sellers use this technique to sell their products. For example,a seller attracts the customers to their shop counter by offering some item free of cost, but later they are told that these items will be provided free of cost only when they shop for a minimum amount from their shop counter.

Obedience

Obedience is the third method of social influence. In this method, direct order is given to the concerned person/s for getting a task done. For example district collectors give orders to their subordinates. It is necessary to follow the orders in obedience whereas in other two methods previously discussed; conformity and compliance; an individual has freedom whether to accept the requests or not.

Stanley Milgram conducted an experiment in Psychology to study the phenomenon of obedience. In Milgram's experiment, a person, who was the real subject, was asked to deliver electric shock to another person by turning on a switch on the equipment provided in the experiment. Actually no shocks were delivered to anybody. But the subject was made to feel as if he is delivering the electric shock by turning the switch on. For doing so, another person who was receiving the electric shock was asked to act as if he is really getting electric shocks. He was asked to shout loudly and to show some body signs such as throwing legs away etc. The real subject was asked to gradually increase the intensity of electric shock. He was also told that it is necessary for the experiment that he keeps on delivering electric shocks. It was found in the experiment that many subjects followed the orders given by Milgram. This experiment led Milgram to conclude that obedience is an effective technique to get some work done by a person.

Now you have understood that there are various methods/techniques available to get some work done from a person and make him comply with the social norms. A person's behaviour can be influenced by using these methods in various situations.

Group Conflict

Group conflict is created among group members when there are difference of opinions regarding some matters, goals, division of work, and the decisions of choosing/becoming group leader. Different members form subgroups in the group itself. The members become competitive and aggressive. Such competition can be for division/allocation of physical and social resources. The members compare their personal contributions in the group with respect to how much they have been benefitted from the group. If there is incongruence, it leads to group conflict. It also leads to lack of interpersonal trust among group members. Communication among the group members is also worsened. Resolution of group conflict is necessary for existence and goal attainment of the group. Some strategies can be helpful in resolving these conflicts.

Conflict resolution strategies

The first necessity to resolve conflict is to know the causes of conflicts. Then only the group processes leading to these causes can be controlled. Group conflict can be resolved by the following efforts.

Group discussion among its members can be organized where they discuss the issues related to the reasons of conflicts. It enables the group members to understand each other's viewpoints.

Group norms should be made specific. Group conflicts can also be reduced by making specific rules and norms for allocation and division of resources, benefits, profits etc. All the members should be made committed to follow these norms.

If the conflict arises due to some specific issue, negotiation meeting among the group members can be arranged. This meeting can be conducted in presence of a third or neutral party. It is tried to find a solution which is acceptable to both the parties.

Group limitations should be determined again so that every member understands one's responsibilities, rights and limitations. If somebody disobeys/crosses these limitations, an appropriate decision can be taken jointly by others group members so that other members do not repeat such behaviour.

Important Points

In Psychology, a group is defined as a social unit of two or more than two persons. All the members of the group are associated with each other for fulfilling a common purpose, work or goal.

A group has well set norms which form the basis for the expected behaviour from the group members.

A group is formed through a process. According to Tuckman, there are five stages of group formation: forming, storming, norming, performing, and adjourning.

Group can be of different types. Primary group is the group in which the members have close relationship or bonding with each other. Family and friends are examples of such groups. In secondary group, there is less personal bonding in the members. The employees of a

government office, a factory or a school are examples of secondary group.

Formal group is the group which is formed according to some specific rule or legislation. Informal group is the group which needs no definite rule or law for its formation. These groups are formed naturally.

Exclusive groupis the groupin which the membership is limited to a particular category of people for example a group of doctors.

Inclusive group is the groups in which the membership is open for all the people. It is not necessary to belong to particular category or class to be a part of such groups. Political party is an example of an inclusive group.

Incidental groups are those groups which are formed due to emergent situational needs. For example if some strangers gets united to help some stranger on a crossway.

Purposive groups are those groups which are formed keeping a predetermined objective in mind. For example schools are created with a purpose of providing education.

Every person influences the behaviour of another person through social interaction. It is called social influence.

Social influence refers to the change in the psyche and behaviour of an individual which is caused by other persons.

A person is socially influenced by the following three ways: Conformity, Compliance and Obedience.

Conformity occurs when a person behaves according to the norms set by the society or a group or by its members. For example we follow all traffic rules while driving a vehicle.

When a person behaves as per the requests made by others, it is known as compliance. To accept the requests made by a salesman is compliance.

In obedience, direct orders are given to the concerned person/s for getting a task done.

Group conflict is created among group members when there are difference of opinions regarding some matters, goals, division of work, and the decisions of choosing/becoming group leader.

Group discussion among its members can be organized where they discuss the issues related to the reasons of conflicts. Other efforts should also be made.

Practice Questions

Multiple-Choice Questions

1. Which type of group is family?
   A. Incidental
   B. Formal
   C. Primary
   D. Secondary

2. When some strangers form a group to help a person who has met with an accident, this is an example of which type of group?
   A. Primary
   B. Incidental
   C. Purposive
   D. Inclusive

3. Which of the following is NOT a stage of group formation?
   A. Performing stage
   B. Forming stage
   C. Dormant stage
   D. Norming stage

4. The stage of group formation in which the norms or rules of a group are determined is called:
   A. Storming stage
   B. Forming stage
   C. Adjourning stage
   D. Norming stage

5. The-Foot-in-the-door technique is an example of which type of social influence?
   A. Conformity
   B. Compliance
   C. Ingratiation
   D. Obedience

Short-Answer Questions

6. What is group?
7. Define primary group.
8. What is the difference between incidental and purposive group?
9. Give examples of formal groups.
10. Explain the storming stage of group formation.
11. Name the stages of group formation.
12. What is social influence?
13. What is ingratiation?
14. Define compliance.
15. Differentiate between conformity and compliance.

Long-Answer Questions

16. What is a group? Explain the characteristics of a group.
17. Explain different types of groups by giving examples.
18. Explain the process of group formation.
19. What is group pressure? Explain the experiment done on group pressure.

20. What are main methods of social influence? Explain the techniques of compliance with examples.
21. Explain the types of multiple requests technique with examples.
22. What is obedience? Explain the experiment conducted by Milgram on obedience.
23. What is group conflict? How group conflict can be resolved?

Answers to Multiple Choice Questions

1. C 2. B 3. C 4. D 5. B

PSYCHOLOGY AND LIFE

Outline of the Chapter

Introduction

Man–Environment Relationship

Effect of environment on human behaviour

• Noise

• Pollution

• Crowd

• Natural Calamity

Promotion of Environment Friendly Behavior

Social issues

• Poverty

• Discrimination

• Aggression, violence and peace

• Effect of mass–communication behavior

Introduction

The behaviour of man is generally influenced by his surrounding physical, social, and cultural situations, that is, his environment. In short, the term environment depicts all that surrounds us.

The term environment entails within itself all the matter and energy that lies outside an organism. Man has been interacting with the environment from the ancient times. Initially for his survival, and later, progress, man has always remained dependent upon environment. Lately, he has started exploiting the environment. As a result, today the man – environment relationship is undergoing a delicate phase. Activities of man have brought about many serious environmental hazards, like, pollution, noise, rise in temperature, unusual rains, excessive cold, etc. Such environmental situations are inappropriate for the physical and mental health of humans. Apart from these, there are some social problems which influence the psychological life of man. Poverty, discrimination, aggression and violence are some of the chief social problems. Mass–communication, which is also a condition of the man–made environment, has a great impact on the behaviour of individuals. In this chapter we shall try to understand the effect of all these environmental situations on the behaviour of individuals. Also, ways and means to control these environmental conditions shall be discussed.

Man–Environment Relationship

The relationship between human behaviour and environment plays an important role in our

lives. A branch of psychology, known as environmental psychology studies many such psychological issues which are broadly related to the man–environment interactions.

Environment is basically of two types – natural and built. That part of nature which has not been built by man is called natural environment. Natural environment includes all the creations of nature, like plants, trees, air, temperature etc. and also the changes occurring in them over time. Whatever has been created by man makes up the built environment, for eg., cities, houses, offices, bridges, roads, dams etc.

Many perspectives exist regarding the man–environment relationship. The first perspective, called the minimalist perspective assumes that physical environment has a negligible impact on human behaviour, health and wellbeing. The second perspective is called the instrumental perspective. It proposes that the existence of physical environment is chiefly for the happiness and wellbeing of man. Most of the impact of man on environment reflects this perspective. The third and the most important perspective is spiritual. It refers to environment as a valuable asset. The belief entailed in it is that both, the existence and happiness of man are dependent upon the health of the environment. The chipko movement in India is an example related to this perspective. The more widespread this perspective becomes in society and life, the healthier shall be the environment. At the same time, the human life shall also be prosperous and happy.

Effect of environment on human behavior

Apart from affecting our physical health, environment also affects our psychological processes and behaviour. On the other hand, human behavior affects environment and this effect generates pressurizing environmental conditions like – noise, pollution, crowd etc. Some of the factors causing environmental pressure are out of man's control. In this section of the chapter we shall discuss about the various environmental situations that affect human behaviour.

Noise

Any sound that is unpleasant and irritating is called noise. On the basis of common experience it is known that long–term noise is painful and produces an unpleasant and unnatural mental state in the individual. Noise not only affects an individual emotionally but also his work performance. If a person stays in noise for a long period of time, he starts showing symptoms of irritation, aggression, lack of concentration, difficulty in sleeping and deterioration in mental health etc. However, it has also been observed that, when a person is forced to stay in noise for long periods of time, he learns to adapt with it. But, how far a person will be able to adapt depends upon a few factors, like the nature of the work, predictability or non–predictability regarding the noise and its controlability (whether or not it can be controlled). If the job to be done is simple or interesting, like addition of small numbers or story reading, then noise does not affect work performance. However, if the work is difficult or noise occurs at uncontrolled intervals, noise deteriorates the quality of work. Noise is an unpleasant environmental condition and controlling it is very important. Noise can be controlled with the help of strict rules.

Pollution

Environmental pollution occurs in the form of air, water and land pollution. The waste material from industries and households is a big source of pollution. Scientists are well aware of the fact that any kind of pollution is dangerous for physical health. Some research studies have also highlighted the direct and indirect psychological influences of the various kinds of pollution.

It should be understood that, generally, any kind of environmental pollution can affect the nervous system. Poisonous chemicals affect psychological processes to a great extent. Pollution also influences the emotional reactions of an individual. Many a times, it brings about laziness leading to deterioration in work performance, lessens interest in the work at hand and also increases levels of anxiety. Such people fail to focus on their work and are unable to stay in happy mood.

Similarly, the presence of dust particles and other suspended particles in air brings about difficulty in breathing and also suffocation, at times, leading to pathologies related to the breathing system. Concentration of chemicals like carbon monoxide, sulphur dioxide etc. in the air brings about many health related problems. The presence of such pollutants in the air brings about some specific symptoms in individuals, called the Air Pollution Syndrome (APS). People experience fatigue, headache, irritation, depression, etc. as a result of this syndrome.

Air pollution negatively affects work performance. Many studies show that air pollution deteriorates the working capacity of vehicle drivers. The presence of polluting chemicals in water and on land is dangerous for physical health. There is a sufficient evidence to show that the presence of poisonous chemicals in air, land and water not only affects general psychological processes but is also the cause for serious mental disorders. Presence of certain chemicals like lead can affect mental growth, leading to mental retardation.

Crowd

The term crowd refers to a psychological state or experience characterized by stress and anxiety and which occurs in an area of high density (people). Thus, crowd is a subjective experience. This experience produces negative feelings that cause stress and are unpleasant. As long as one does not have such an experience in geographical area with a high degree of density (people), it cannot be called a crowd. Crowd is not experienced in melas, social gatherings or amongst spectators who gather to watch some sport. But it is experienced in a shop, in trains or ever small rooms when a lot of people gather there. To experience crowd in an area of high density, it is necessary that there is a social overload for the person, there is interference in the free execution of his activities and the person experiences difficulty in maintaining his privacy.

When social density increases, the person feels that his privacy is being hampered and he is unable to regulate it according to his needs. That is an unpleasant and painful situation. He feels that his dignity is being threatened. If such a state exists for a long period of time, the person may start feeling mentally ill. The encroachment of privacy leads to anger. The effect of crowding on behaviour has been studied extensively and it is clear that crowd affects many aspects of behaviour. The psychological

and physical effects of crowding have been observed in many studies. Crowding is found to increase heart rate and blood pressure. It has a negative effect on interpersonal attraction and also increases aggression in people.

In comparison to simple, complex tasks are found to be more negatively influenced by crowding. In this way, we see that crowding generally has negative impact on people and their behaviour.

Natural disasters

Noise, various kinds of pollution and crowd are such environmental stressors that are the result of human behaviour. On the contrary, natural disasters are such pressurizing experiences which are a result of the imbalance in the natural environment. Some of the common examples of natural disasters are earthquakes, sunami, floods, storm and volcanic eruptions. There are examples of other disasters as well, like – war, industrial accidents (like leakage of poisonous gases and radioactive elements from industries), epidemic, like plaque (1994) that had affected various parts of India. Though war and epidemic are man–made calamities, their impact can be as serious as those of natural calamities. These incidents are called 'disasters' because they cannot be stopped. Besides, these conditions come about without any warning and cause a great damage to human life and property.

What are the consequences of natural disasters ? The first and the foremost consequence is that common people get engulfed in poverty. They become homeless and resourceless. All their possessions and property get lost or are destroyed. Secondly, they are shocked as a result of the sudden loss of money, property and loved ones. All these conditions are sufficient to

produce an intense psychological pathology. Natural disasters are traumatic experiences that are emotionally disturbing and shocking for the survivors of those calamities. Post Traumatic Stress Disorder (PTSD) is a serious psychological problem that occurs as a result of traumatic experiences like natural disasters.

Promotion of Environment Friendly Behaviour

Promotion of environment friendly behaviour includes two kinds of behaviour. Firstly, behaviour with the objective of protecting the environment against hazards and secondly, behaviour to enhance the environment in a healthy manner.

In order to effectively preserve and promote the environment, it is necessary that people of the world understand the true nature and functioning of the environment in its realistic sense and develop a scientific attitude towards the same. Also, they need to give up on their habits of excessive consumption of luxuries and adopt responses keeping in mind the fact that environment also acts and reacts under the influence of their actions and reactions. Some of the following suggestions can be easily brought into practice by the common people. They can play an important role in environmental preservation and improvement by adopting these simple solutions.

- Air pollution can be reduced by keeping vehicles in good condition, by driving fuel free vehicles and by making people give up habits of smoking on a wide scale.

- The intensity, place and time of sound can all be controlled with the help of strict laws.

- Appropriate management of waste can be done. Bio–degradable waste should be

separated from non–biodegradable waste. The waste material from kitchen should be used to produce manure. Proper attention should be given to the management of waste material from industries and hospitals.

• Plantation of trees should be carried out.

• There should be appropriate arrangements for rewards and punishment for people showing environment friendly and appropriate behaviour and inappropriate behaviour respectively.

• Awareness regarding environment preservation should be spread amongst people with the help of various media.

Social issues

Many social problems exist in our society. Unemployment, poverty, castism, discrimination etc. are social problems that affect the human life not only physically, but also, psychologically. The causes, results and means of eradiation of these problems shall be discussed in this section of the chapter.

Poverty

Poverty is a curse and the sooner we get rid of it, the better it shall be for our society. Some experts define poverty only in economic terms.

The unfavourable effects of poverty can be seen on motivation, personality, social behaviour, cognitive functions and mental health.

Poor people show low levels of aspiration accompanied by weak achievement motivation. They exhibit a strong need for dependency on others. They evaluate their failures on the basis of their luck and not on the basis of their capabilities and hard work. They generally believe that the situations of their lives are governed by factors outside of them, and not by factors lying within them.

Poor people have low levels of self–esteem and high levels of anxiety and introversion. They perceive failure as highly uncertain. They live with hopelessness, powerlessness and the consciousness of injustice. They experience a loss of individuality. In the context of social behaviour, the poor class holds revengeful attitude towards the other classes of society.

Sometimes poverty occurs as a result of natural calamities like earthquakes, floods and storms and sometimes because of man–made disasters. When such incidents occur people loose all their valuables and property and become poor overnight. Similarly, when one generation of poor people fails to eradicate poverty, then, the next generation also lives in poverty. Apart from these two, many other factors are responsible for poverty.

Poor people have to not only face low income and lack of resources, but also low levels of nutrition and health, poor education and deficit of skills. Such conditions limit their opportunities to find employment, which in turn again reinforce their status of low income and poor nutrition and health conditions. As a result the levels of their motivation further deteriorate and all this continues in the form of a vicious circle.

Government and many self–help organizations work towards poverty eradication. Poor people should be motivated to become self–reliant. Initially, resources, education, medicine and other facilities should be made available. They should be given employment opportunities

according to the laws of social justice. In this way the poor will be motivated to adopt legal, rather than illegal means to livelihood.

Discrimination

Discrimination is the behavioural manifestation of prejudice. In discrimination, members of a particular group are treated either positively or negatively because of their membership in a particular group. Thus, prejudice is the basic cause of discrimination. Prejudices may be based on caste, religion, gender, age, economic condition, physical ability, etc. Unfavourable expressions of prejudices may lead to inter–group conflicts. Discrimination is also the progenitor of social injustice. People are deprived of appropriate opportunities for progress despite knowledge, education and ability.

As a result, such people stay mentally under stress. They feel frustrated which often leads to anger and violence. The makers of the Indian constitution framed laws to ensure that no class of society had to suffer at the cost of discrimination. Fundamental rights are the greatest example in this regard. These laws are present from the time of independence, yet our country suffers from the problem of discrimination. Strict compliance to the laws is important to get rid of discrimination.

At the same time, awareness at the social level and attitude change are also important. Discrimination can be reduced by the method of cultural assimilation. In this method, people are made to understand other groups with the objective of encouraging them to give up misleading and illusive beliefs about other groups. Students and people belonging to various schools, universities and institution should be regularly taught to give up discrimatory behaviour of every kind. The educational mission for adopting feelings and perceptions of equality for all should be continued.

Aggression, Violence and Peace

Aggression is a physical or verbal behaviour, carried out with the objective of hurting others. In many situations of life aggression and violence are generated by direct instructions, like the command to jawars of an army to attack the enemy in a warfield. Such an aggression is important and acceptable. However, what is alarming is the increasing tendency for aggressive behaviour amongst common people. Materialism, competition, greed, stress, jealousy are some reactions and feelings which have become a commonplace thing in today's times. Such reactions may also ultimately culminate in aggression an violence Bandura is a great social psychologist, who believes that aggression is learnt through observational learning. Models present in the family (parents and others), scenes of aggression and violence shown in movies, television and internet, all act as sources for learning aggressive behaviour.

Dollard and Miller propounded a theory, the Frustration – Aggression Hypothesis. They have considered frustration as the cause of aggression. When the goal–directed behaviour of a person is blocked in the middle, it causes frustration. Many situations in the social context produce frustration in a person and it is this frustration which later gets exhibited in the form of aggression.

Aggressive and violent behavior is dangerous for everyone including the person himself, his family and the community at large. Therefore, it

is very important to control it. The social learning model states that, just as a person learns aggressive behaviour by observing an aggressive model, he can learn to be less aggressive by observing a non–aggressive model. If a person is made to feel empathetic towards others, then too his aggressive behaviour lessons. Punishment is not considered to be an effective technique to control aggression. It is necessary to control poverty and social injustice in order to reduce aggression in the society. Social justice and poverty eradication shall bring down levels of frustration in the society, which in turn shall reduce violence and aggression.

Apart from these treatments, it is important to develop positive attitude towards peace, at the community and societal levels. We not only need to reduce aggression but also need to develop peace and maintain it.

Impact of Mass communication on behavior

In communication, an organism establishes an understanding with another organism. Thus, it can be said that in communication two or more than two organisms or people exchange information and experiences amongst themselves. In other words, the process of communicating one's thoughts, ideas and feelings to others by means of language or symbols and signals is known as communication. Many people are involved in mass–communication and it involves the usage of such media like radio, television, newspapers, cinema etc. Such a communication is a one–way communication.

The new media of mass communication like mobile, internet etc are very much in vogue now. In this era of information technology, information is released and received at high speed in attractive forms, via a number of different media. As the information and programmes are presented in very attractive forms, people like to spend a lot of time in watching and listening to them. A lot of research has been done to explore the effect of mass communication on behavior. Some of the researches done on television show that children spend a lot of time on watching T.V. As a result their habits of studying and playing deteriorate, they have difficulty in concentrating, their creativity reduces and ability to comprehend weakens. Also, their social interactions are negatively influenced. Mobile and internet have brought forth such information which attracts children and youth to go astray. Some of the programmes being shown on television can increase the tendency for aggression and may also produce unfavourable impact on the language of children. Thus, it is important to control what and how it is being shown through the media of mass communication.

Important points

- Undesirable human activities have transformed the state of environment, because of which problems like pollution, noise, crowd etc. have emerged.

- Pollution has an unfavourable impact on our mental and physical health as well as on psychological processes.

- Noise also has a negative impact on our thinking, memory and learning. Intensively loud levels of sound can permanently damage our ability to hear and can also increase heartrate, blood pressure and muscular tension.

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- Crowd is the psychological experience of not having enough space. Crowding has a negative impact on cognitive functioning, interpersonal relationships and mental and physical health.

- A natural disaster interrupts the normal life of a society by causing damage, destruction and human suffering. The victims of disaster may be helped through counseling and also by providing opportunities to carry out group activities.

- Promotion of environment friendly behaviour promotion includes two types of behaviour. Firstly, behaviour directed towards protection of environment against problems. Secondly, behaviour that plays a role in improving the healthy status of the environment.

- Aggression and violence are one of the chief problems of the modern society. Reducing poverty and discrimination can bring down levels of aggression in the society.

- Mass - communication is an influencial phenomenon. Many unfavourable influences of mass - communication occur on human life.

Practise Questions

Multiple Choice Questions

(1) The term used to describe all that is around us is
   (a) Pollution
   (b) Environment
   (c) Noise
   (d) Family

(2) Environment is mainly of two types natural and
   (a) Instrumental
   (b) Humanistic
   (c) Inter–personal
   (d) Built

(3) This perspective refers to environment as a valuable object.
   (a) Minimalist
   (b) Operational
   (c) Materialistic
   (d) Spiritual

(4) Any sound that produces irritation and is unpleasant is called.
   (a) Noise
   (b) Shreak
   (c) Pollution
   (d) Shouting

(5) Those behaviour whose objective is environmental preservation and its better health is called.
   (a) Friendship
   (b) Awareness
   (c) Environment love
   (d) Promotion of environment friendly behavior

(6) A physical or verbal behaviour with the objective of hurting others
   (a) Crime
   (b) Hatred
   (c) Aggression
   (d) Feud

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Short Answer Questions –

(1)   What do you understand by environment?

(2)   What is mass -communication ?

(3)   What is discrimination ?

(4)   Explain the nature of aggression.

(5)   What are the main causes of pollution ?

(6)   What is crowd ?

Long Answer questions –

(1)   Explain the man – environment relationship. How can it be made healthy ?

(2)   What is the effect of mass communication on human behavior?

(3)   How do natural disasters affect life?

(4)   How can poverty and discrimination be reduced ?

(5)   Enlist some of the important points of Promotion of environment – friendly behavior.

Answers of Multiple Choice Questions

(1) b   (2) d   (3) d

(4) a   (5) d   (6) c

Unit 9

APPLIED PSYCHOLOGY

After studying this chapter you:

- *Understand the meaning of applied psychology*
- *Understand application of psychology in various fields*
- *Understand the importance of educational, communication and organizational psychology*
- *Understand the importance of sports psychology*

Introduction

Applied psychology is a psychology in which skills and researches are used for solving problems of an individual and for guiding him/her in a particular field. In other words, the applications of psychological theories is called applied psychology.

Meaning of Applied Psychology

Psychological principles are used for solving problems of mankind. It is a branch of psychology. According to **Hapner,** *"Thegoal ofapplied psychology is explaining the human actions and control over those actions to understand the life intelligently."*

Applied psychology has two aspects the theoretical and the practical aspect, like other sciences.

Applied psychology is prevalent in Indian Scriptures and ethology. Indian ideology highlights *'Sarv Dharm Sambhav'* which is an amalgam of ideals and principles of all religions which is applied in applied psychology. Researches proved that *'Principles of Gita'* is found successful in various fields.

Application of Psychology in Various Fields

The application of psychology in some of the various field are presented below:

- Clinical Psychology
- Community Psychology
- Counselling Psychology
- Educational Psychology
- Industrial and Organizational Psychology
- Military Psychology

1. **Clinical Psychology:** It is the most popular and applied branch of psychology. The function of the clinical psychology is to understand, prevent and reliving distress and to promote subjective well-being and personal development. The three main functions of clinical psychology include research, diagnosis and treatment. Clinical psychologists take use of psychotherapies for treating mental disorders. Clinical assessment is done by clinical psychologists using various diagnostic tools, as interview and psychological testing. The main aim of the research is for treatment of psychological problems. Clinical psychologists are active in universities, clinic and mental hospitals.

   There is confusion between Psychiatry and Clinical Psychology. Although both branches treat the mental patients but they are quite different. Psychiatrists take use of biological methods for treating mental disorders whereas Clinical psychologists take use of counseling and psychotherapeutic method for treating mental disorders and diseases.

2. **Community Psychology:** It is a branch of psychology which uses the psychological theories, principles and laws for solving social problems and helps individual to create balance between job and group. The aim of community psychology is to enhance quality of life through collaborative research and action.

   Community psychology is related with the environmental situation which creates behavioural disturbance. The role of community psychology is to change the environment for solving any problem instead of behavioural modification of an individual. e.g., the severity of problem is decreased in school by changing the interactional style of students.

   Community psychologists are the main part of Community Mental Health Movement. Some of the community psychologists have more interest in solving social problems like conflicts, police-community relationships etc. they are coined as Social Problem Community Psychologists.

3. **Counselling Psychology:** The work area of counselling psychology is similar to clinical psychologists. A minor difference exists between them as counselling psychology deals with simple problems (solved through guidance and counselling) whereas, clinical psychologists deals with complex and difficult problems (solved through psychotherapies)

   The key role of counselling psychology is to strengthen the adjustment ability of individuals so that weakness can be minimized or omitted. For the purpose they take much use of psychological tests. The Career Planning for students is prepared by them.

4. **School Psychology:** The work area of this branch of psychology is primary and middle schools. The main function of school psychologists is psychological and vocational testing, organizing counselling and training programs for solving personal

   and organizational related problems. They study impact of various training programs, morale of students and teachers, drug addiction and for solving any problem related to school and family.

5. **Industrial and Organizational Psychology:** Industry and organizations are other fields where psychological principles and theories are used. In this branch of psychology, the psychological problems of employees are studied with problem solving approach. It is related with job distribution, job allocation, personnel selection, job appraisal, job attitude, physical environment of work place etc. These psychologists take use of psychological tests and interview in personnel selection and placement. They develop training programs for senior managers for enhancing technical skills, morale and for decreasing conflicts and stresses. They assume companies as human organization suggest strategies for increase in production. A specific area of this branch deals for maintain balance between employees and machine design named a engineering psychology or human engineering.

   The new and more developed form of industrial psychology is organizational psychology which deals the job related and human behaviour related problem and their solution in organizations like, school, government offices, private offices and banks etc.

6. **Military Psychology:** The work area for this branch of psychology in military. It was used first time by American Military Force. Indian government has developed a institute for the purpose named as *'Psychological Institute of Defence Researches'.* It functions for,
   - Selecting defencepersonnel
   - Enhancement of leadership qualities through trainings
   - Creating programs for development of defence skills
   - Enhancing morale through training
   - Studying psychological problems of defence personnel working at high altitude

Other fields of Psychology

Latest development of psychology is continuously initiating new fields. Few of the new emerging fields are as follows:

- **Environmental Psychology**
- **Health Psychology**
- **Correctional Psychology**
- **Aerospace Psychology**
- **Forensic Psychology**
- **Sports Psychology**
- **Political Psychology**
- **Geriatric Psychology**
- **Cultural Psychology**
- **Women's Psychology**
- **Economic Psychology**
- **Traffic and Transport Psychology**

The description of the above branches is as follows:

1. **Environmental Psychology:** Environment and its effect on behaviouris studied in this branch of psychology. School, home, noise, pollution, weather, crowd etc. are some aspects of environment which affects behaviour significantly and these effects are subject matter of environmental psychology. This branch of psychology supports for saving treasures of environment and protecting human from ill aspects of environment.

2. **Health Psychology:** This branch of psychology studies the factors which affects

the physical and mental health. It studies the doctor-patient relationship, available facilities' and environment of hospitals, patient reactions. The health psychology also studies the role of anxiety, stress etc. on cardiovascular and cancer like diseases.

3. **Correctional Psychology:** The human behaviour which are related with breaking of social rules and laws. The correctional psychology helps to modify behaviour of such individuals by taking use of psychological facts and methods. This branch is also related with Jail and court environment.

4. **Aerospace Psychology:** This branch of psychology deals with the behaviour of individuals who are working at high altitude in space. At high altitude an individual has to face with different weather and environment. They deal with the adjustment related problems with the environment. The aim of the aerospace psychology is to provide appropriate solution of these problems.

5. **Forensic Psychology:** This branch of psychology studies the relationship between psychology and law. The psychological solutions are the key part as it directs that whether the case to filed against the person or not. In Jail psychologists has to work as a doctor and as a rehabilitation expert. The psychologists understand the complex needs and motives of victims which support police department. It is proved through various researches that psychological solutions are far better in comparison to complex judicial decisions.

6. **Sports Psychology:** This branch of psychology studies, the use of psychological theories and principles in the field of sports and games. It studies the individual's interest in sports, risk taking tendencies in sports persons, difference between motives of players and viewers, the competitive and cooperative behaviour of players etc. In several researches it is found that sports and games play an important role in developing organizational abilities of individual.

7. **Political Psychology:** This branch of psychology studies the relationships between behaviour of layman and political leaders. It includes study of political leadership, effective political strategies, political crisis etc.

8. **Geriatric Psychology:** This branch of psychology is developed before 30 years. It deals with the mental health issues of aged people. It also studies the differences and similarities in assessment and treatment methods for aged and adult people. It determines that to what extent socio-economic level, group relations etc. is affected with increase in age. The psychologists have distributed the age group of aged people in three categories; 65 to 74 years, 75 to 85 years and above 85 years. The difference between chronological age and functional age is also studied in this branch.

Birren and Cunningham (1985) proposed that functional age is affected by biological, social and psychological aspects. Biological age is determined through the ability of self-controlover body organs. Social age is determined through the habits, roles and related behaviour, language, dressings and

interactional styles etc. The ability of adjustment in changing environment is known as psychological age. The positive words, motivation and self-esteem effects more on age.

9. **Cultural Psychology:** This branch of psychology deals with the thinking, behaviour and emotions of the individual affected by culture. The psychological reactions are compared for different culture. This branch studies that whether the particular cultures able to achieve aim of the culture or not. For comparing different cultures, the 'International Association for Cross Cultural Psychology' plays a significant role.

10. **Women's Psychology:** This branch of psychology deals with behavioural issues of women. The purpose of this branch is to uplift the women studies and the researchers. The maximum utilization of women as human resources is the study matter of women psychology. In 1973, a separate division of women psychology is made by American Psychological Association.

11. **Economic Psychology:** This branch of psychology studies prone to predict the predispositional factors of economic behaviour. This branch studies that how economy is affected by human, how and what psychological processes play role in decision making, quality of life and welfare activities. Psychologists highlighted three processes in this regard which are as follows:

- Identification of factors like faith, values, likings, attitude which affect consumers and producers.

- Study the effect of decision making, government rules foresightedness of economic behaviour

- Study the economic needs and aims for consumers and their satisfaction.

The quantitative and qualitative data is collected. The quantitative data is collected through questionnaire, survey, behavioural ratings, semantic differential technique etc., while qualitative data is collected through interview, group discussion, projective tests, word association tests etc. Thereafter, the final conclusion is achieved.

12. **Traffic and Transport Psychology:** The psychological processes of individual who are involved in traffic and transport is studied in this branch of psychology the accident proneness and prevention, driving performance and driving efficacy is studied through psychological testing. Spain is only country in the world, where new license and license renewal is done after psychological testing. The effect of fatigue, emotional state, alcohol and tobacco addiction on transport and traffic is studied in this branch of psychology.

The study area of psychology is much developed and extended. The increasing uses of psychology in different field it is expected that several new branches of psychology will be emerged in future.

Fields of Applied Psychology

Fields of applied psychology the field of psychology is extending day by day. the fields of applied psychology includes all three fields where psychological principles and theories are being used. it means that field of applied psychology is very wide

and extended which is distributed in some parts like mental health, advertisement, social problem, sports, education, guide counselling and. few of the important areas are explained below:

Educational psychology

Educational psychology deals with that how an individual learns in educational environment and how educational manifestations are made effective. These parameters are studied in educational psychology.

Definitions

According to **Skinner(1962),** "Educational psychology deals with the behaviour of human beings in educational situations".

According to **Crow and Crow (1964)**, "Educational psychology describes an experience the learning experiences of an individual from birth to old age".

According to **James Drever(1964)**, "Educational psychology is that branch of applied psychology which is concerned with the application of psychological principles and findings to education together with the psychological study of problems of education."

Meaning of Educational Psychology

It is a combination of towards education and Psychology which literally means the psychology related with education it means that it is not only applied but it is also a science which studies individual during educational processing. According to Skinner educational

psychology uses those researches in educational situations which are related with human experiences and behaviours.

The educational psychology is a positive Psychology which discusses analyses and solving education related problems. Basic psychology is the form of philosophy supported the development of educational psychology.

According to **Collenik**, the first principle of educational psychology is given by Plato, while Skinner Road that the Inception of educational psychology may be considered at the time of Aristotle but the origin is due to **Pastulle, Herbert and Frobell** work, who has tried to make education as psychology.

According to **Skinner**, "Educational psychology is a branch of Psychology which is related with study and learning".

Importance of Educational Psychology in Education

- Importance of child
- Importance of development stages of child
- Importance of interest and basic instincts of child
- Importance of individual differences of child
- Improvement in syllabus
- Importance to co-curricular
- Interpretation of learning processes

- Importance to new methods of evaluation
- Achieving goals of education and getting success
- Acquiring of new knowledge

Methods of Educational Psychology

The methods and techniques used in studying educational psychology is segmented into two parts:

1. Subjective Methods
   - Introspection,
   - Case Study
2. Objective Methods
   - Experimental
   - Observation
   - Psychoanalytical Methods
   - Questionnaire
   - Statistical Methods
   - Psycho-physical Methods
   - Projective Methods

Fields of Educational Psychology

According to **Crow & Crow**, "The subject matter of educational psychology is related with factors affecting learning. The topics included into education psychology are as follows:

- Behaviour
- Individual Differences
- Developmental Stages
- Developmental Studies
- Learning

- Personality
- Intelligence

- Measurement
- Evaluation
- Guidance
- Counselling
- Evaluation

Communication Psychology

For completion of any task the united efforts are required, in this process the interaction between individuals is necessary and this interaction is done through communication. It can be defined as a complex process for establishing and developing relationship among individuals which is required to composite efforts for completion of task.

It means that importing a message or information for one place to another place through information sender which is received by the receiver.

Aims of Communication Psychology

- To develop skills to address a group
- To introduce the content of the information easily
- To make communication material understable
- To motivate receiver to receive the communication content.

   It is the process of importing one's thought and ideas to other by speech, symbols and signs. The individual also become aware of other's thinking and ideas.

   Communication has three aspects namely,

   - Informative
   - Interactive

- Perceptual

Communication Psychology is divided into two parts

1. **Verbal Communication:** The basis of verbal communication is language. In the process of communication, communicator expresses his thoughts and emotions either in written language or speaking the words or group of words and sentences. The receiver understands these words and sentences and reacts accordingly. It is of two types' dialogue and monologue.

2. **Non-Verbal Communication:** This type of communication is done through signs, symbols, facial expressions, gestures, tone of voice etc. In this type of communication no language is used. The non-verbal communication includes emotions of sender. It is used into cross-cultural communication where both the sender and receiver do not understand the languages of both cultures.

Process of Communication

Communication process can be two-way or multiple dimensional. The main elements of communication process area as follows:

1. Source or Communicator
2. Communication Information (Material)
3. Channel
4. Receiver
5. Feedback

Source or Communicator: The source or communicator is a person or a group who transmit thoughts and emotions to other person or group.

Communication Information (Material): It is the thoughts or emotions of the individual or group to be transmitted from sender to receiver.

Channel: The medium of communication through which information is sent from sender to receiver.

Receiver: The information in the form of thoughts and emotion sent by sender through channel is received by receiver.

Feedback: The reactions and responses of receiver are known a feedback.

Organizational Psychology

The scientific study of employees, work places and organizations is known as organizational psychology which is a branch of applied psychology.

History of Organizational Psychology

The historical development of organizational psychology was happened in America, London Australia, Germany, and Netherland etc. Two of psychologists **Hugo Munsterberg and James MckeenCattell**were trained by **Willhelm Wundt** had played key role in developing organizational psychology.

The basis of historical origin of organizational psychology are personal conflicts, evaluation and job assignment. It has given much importance due to the decision making at the war time.

Subject Matter of Organizational Psychology

The organizational psychology consists of many topics. Some of the important topics are as follows:

Job Analysis: Job analysis refers to the process of collecting information about a job.In other words, it refers to anatomy of subject. It is the process of getting information about jobs. Specially, what the worker does; how he gets it done; why he do it, skill, education and training

required; relationship to other jobs, physical demands, environmental conditions.

Employee Selection and Placement: Eachorganization needs of labour and workers for growth and success. For employee selection and placement organizational psychologists work with human resource experts and develop some tests and strategies for employee selection and placement. The psychologists believe that appropriate selection and placement of employees predict about the success of organization.

Training: For achieving optimum results training is required in any organization. The training enables employees to develop the morale and by which employees learn how to work with other employees to give excellent results. The new developments and new happenings in the particular field is assimilated in the training program. The training not only develops the knowledge but also enhances the skills of employees so that the work can be done efficiently.

Motivation at Work Place: The success of any organization largely depends on the motivational level of employees. The motivated employees always give the productive results. Therefore, motivation at work place is very important for the success of any organization.

The organizational psychology consists of many research topics some of them are as follows:

- Corporate Ethics
- Group Dynamics
- Individual Differences
- Job Satisfaction
- Leadership and Management
- Organizational Behavior

- Organizational Development
- Recruitment
- Work Motivation

Games or Sports Psychology

It is the branch of psychology which studies the behaviour of individual at sports, games or at field. It throws light on the mental aspects of the individual before, during and after the sports performance.

The specialised field of sports psychology has developed rapidly in recent years. The importance of a sports psychologist as an integral member of the coaching and health care teams is widely recognised. Sports psychologists can teach skills to help athletes enhance their learning process and motor skills, cope with competitive pressures, fine-tune the level of awareness needed for optimal performance, and stay focused amid the many distractions of team travel and in the competitive environment. Psychological training should be an integral part of an athlete's holistic training process, carried out in conjunction with other training elements. This is best accomplished by a collaborative effort among the coach, the sport psychologist, and the athlete; however, a knowledgeable and interested coach can learn basic psychological skills and impart them to the athlete, especially during actual practice.

According to **Browney and Mahoney (1984)** narrated that *"The application of psychological principles to sport and physical activity at all levels of skill development"*

According to **Singer (1981)***"Sports psychology, includes various branches of psychology, which helps in improving performance of players*

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through trainings" Sports psychology can be divided into four sub-branches

Empirical Sports Psychology: It includes study and researches related with experiences of sports persons. How the experience of sports person affects the performance of player is studied in this segment.

Educational Sports Psychology: It includes sports environment, sports performance, interactional strategies, training for players and coaches etc. Educational sport psychologists emphasize the use of psychological skills training (e.g., goal setting, imagery, energy management, self-talk) when working with clients by educating and instructing them on how to use these skills effectively during performance situations.

Clinical Sports Psychology: This branch highlights that by using psychological interventions how the performance of a player is enhanced. It includes how to avoid physical injuries and mental traumas or skills for overcoming these problems for better results. It also deals with sports injuries their prevention and cure.

Developmental Sports Psychology: It highlights that at what age which skill has to develop among children to give better performance later on.

Development of Sports Psychology

Coleman Grifith is known as *'father of sports psychology'*. He has developed and directed first sports psychological laboratory which includes learning, personality stability and psychomotor

skills. Thereafter the development of sports psychology is continuously progressing. In 1920 and 1930 decades at eastern Europe sports psychology is considered as science. The oldest organization named 'International Sports Psychology Association' is developed in mid of 1960 decade. The origin of this branch is considered at Rome in 1965 where first International Sports Psychology Conference was held just after the Rome Olympic. It becomes very popular and in 1980 several countries has developed International Societies.

Dony Ladders has distributed the progress of sports psychology in three stages which are presented below:

First Stage (1950 - 1965): It is related with personality of player and its impact on sports performance.

Second Stage (1966 - 1976): Using psychological principles and psychological testing and its impact is highlighted at this stage.

Third Stage (1977 - continue till now): This era is more concerned about development of psychological competence and strategies based on psychological principles to achieve the success in sports performance.

Motivational Suggestions for Improving Sports Performance

1. **Motivational Speech:** The performance can be improved by delivering motivational speech to players before any competition.

2. **Interactional with Successful Players:** When a successful player interacts with present players it energize the player which improves sports performance.

3. **Mental Training:** Psychological Training or Mental Training is needed with physical training to minimize psychological pressure and stresses among the players.

4. **Mental Balance:** Much importance to mental balance is given during mental training so that a player can face and enhance his skill and performance either in favourbale and unfavourable situations.

Activity 9.1

* Make a list of areas where psychological principles are applied.

* Write an essay on Psychology in School.

* How sports performance can be improved using psychological techniques. Discuss with your classmates and teachers.

* What is the importance of psychology for yourself, Prepare a speech and present in classroom?

Important Points

1. *Problem solving became easier with the help of applied psychology.*

2. *Applied psychology is more concerned about the application of theoretical principles of psychology.*

3. *In area like environment, health, aerospace, politics, culture, women studies, economics, and traffic and transportation the importance of applied psychology is highlighted.*

4. *The use of applied psychology is increased in education, sports, communication and organization.*

Practice Questions

Multiple Choice Type

1. Job analysis is related with .... Psychology.

    (a) Educational

    (b) Communication

    (c) Organizational

    (d) Sports

2. The experiences in learning is explored in .... Psychology

    (a) Educational

    (b) Communication

    (c) Organizational

    (d) Sports

3. Aspects of communication include:

    (a) Informative

    (b) Interactive

    (c) Perceptual

    (d) All of the above

4. Who is known as father of sports psychology

    (a) Wundt

    (b) Rogers

    (c) Grifith

    (d) Singer

5. Which branch of psychology belongs for aged people

    (a) General

    (b) Space

    (c) Geriatric

    (d) Singer

Answers - Multiple Choice Questions

1 (c); 2 (a); 3 (d); 4 (d); 5 (c)

Unit 10

DEVELOPING PSYCHOLOGICAL SKILLS

Introduction

Developing as an Effective Psychologist

General skills

- Intellectual and Personal skills
- Sensitivity to Diversity

Observational skills

Specific skills

- Communication skills
- Interviewing skills
- Counseling skills

Introduction

In recent times Psychology has developed a lot as a profession. One aspect common to all the applied areas within psychology is a universal agreement on the basic assumptions about human nature and the role of psychologist in different settings. It is generally assumed that psychologists have interest in people, their abilities and temperaments. A psychologist is required to have interest in other people and exhibit a willingness to provide help by using her/his

knowledge. A psychologist must have some skills to give guidance. The term 'skill' means possession of the qualities required to do something or get something done. American Psychological Association (1973) constituted a task force to identify skills essential for professional psychologist. These are: assessment of individual differences, behavior modification skills and counseling and guidance skills.

Developing as an Effective Psychologist

Some Psychologists carry out research to propound and investigate theoretical formulations while others are concerned with our daily life activities and behaviour. We need both types of psychologists. We need some scientists to develop theories and others to find solutions to human problems.

The basic skills or competencies which psychologists have identified for becoming an effective psychologist fall into three broad sections namely :

(a) General skills

(b) Observational skills

(c) Specific skills

General skills

These skills are generic in nature and are needed by all psychologists irrespective of their field of specialization. These skills are essential for all professional psychologists whether they are working in the field of clinical and health psychology, industrial / organizational, social educational or consultancy.

Specific skills can only be learnt after a student has learnt the general skills.

The general skills are :

Interpersonal skills : ability to listen and to be emphathic, to develop respect for/interest in others' cultural experiences, values, points of view, goals and desires and openness to receive feedback.

Cognitive skills : ability to solve problems, intellectual curiosity.

Affective skills : emotional control and balance, tolerance / understanding of interpersonal conflict.

Personality : desire to help others, honesty / integrity, openness to new ideas.

Reflective skills : ability to communicate one's own ideas, feelings and information in verbal, non–verbal and written forms.

Personal skills : personal organization, health, time management and appropriate dress.

Observational skills

A psychologist engages in observing various facets of surroundings, including people and varying events.

Important elements of Inspection Method

All kinds of observation cannot be called scientific observation. When observation is based on scientific methods, then only it is called scientific observation. The following characteristics should be there in scientific observation :

(1)   Objectivity

(2)   Precision

(3)   Systematic

(4)   Verifiability

(5)   Reliability

Appropriate Planning

Before the observation begins it is essential that the behaviour to be observed and studied should be appropriately outlined. The person who has to do observation should know before hand who, what, when, where and which behaviour to observe.

Behaviour observed

After deciding the problem, the behaviour and instruments to be used in observation, the observer starts the observation process by using instruments and his own ingenuity. While observing, observer pays close attention to the problem behaviour and takes care that observation is in accordance with the pre–decided plan.

Observation / Examination

After minutely observing the behaviour if it is feasible, the observer converts the data into numerical form and analyses the data by using appropriate statistical techniques.

Analyzing and Generalization

After analyzing the observed behaviour it is explained with the help of various theoretical formulations. The causative factors of behaviour are explained.

Types of Observation Method

Simple or Uncontrolled Observation : According to Jung, (1954) In uncontrolled observation, observation is done in real settings. When any event is observed in a natural setting and there is no influence of external pressure, it is called uncontrolled observation.

Disadvantages of uncontrolled observation method

(1) Through this methods the results obtained are less reliable because we accept the result before examining it in detail.

(2) The observation results get biased because of the feelings and emotions of the person who is observing. Besides, no control technique is used in this method.

(3) Different observations and results are reported by different observers for the same event. This method lacks objectivity.

Systematic / Controlled Observation

When there is control on both the observer and the situation, this method is called systematic observation. Till date there are many problems in psychology which cannot be studied in laboratory. In such situations controlled observation is used.

Participant Observation Method

Here the observer is actively involved in the process of observing by becoming an active member of the setting where the observation takes place. The more the observer indulges himself in the group and with group members, better he/she is able to minutely observe the behaviour.

Disadvantages of Observation Method

(1) One disadvantage is that the observer while observing events and people develops a close and friendly relationship with the subject. In this case the attitude of observer influences the people who are being observed.

(2) The results get influenced by views and needs of the observer. Different results are obtained for same event.

(3) The results obtained through this method are unprofessional, especially when observation is done without planning.

(4) In psychology, certain events do not have a prior fixed time and place for occurrence so it becomes impossible for the observer to be present everywhere.

Importance of Observation Method

(1) This method is used when the investigator has to formulate hypothesis based on this method.

(2) Interpersonal relation can be effectively studied with the help of this method.

(3) In comparison to other methods, it is a simple method.

(4) The results are more reliable as the observer uses various sophisticated instruments and his/her sense organs.

Specific skills

These skills are core/basic to the field of psychological services. For example, psychologists working in clinical settings need to be trained in various techniques of therapeutic interventions, psychological assessment and counseling.Similarly organizational psychologists working in the organizational context need to have skills in assessment, facilitation and consultation; behavioural skills to bring about individual, group, team and organizational development and also research skills.

Classification of specific skills

- Communication skills

    Speaking   Active   listening   Body language or non verbal skills

- Psychological Testing skills

- Interviewing skills

- Counseling skills

Communication skill

Communication plays an important role in fostering relationships and personal effectiveness. Communication is a conscious or unconscious process in which feelings and ideas are expressed. Interpersonal Communication refers to the communication that takes place between two or more persons who establish communicative relationship.

Characteristics of Communication

- Communication is dynamic

- Communication is irreversible because once we send a message, we cannot take it back.

- Communication is an active process. Action–reaction goes on.

Components of Human Communication

(1)   Source : Communication starts with a source. Information originates from the source.

(2)   Information : By information we mean the stimulation which is transferred from the source or sender to the other person who is the reviewer. Usually, the information is given through verbal or written material, but sometimes non–verbal cues are also used, for example, body language, gestures etc.

(3)   Encoding : The information to be given is encoded i.e. provided meaning and put into a

message form. The process of encoding is simple as well as complex.

(4)   Medium : It refers to all the means through which the information is sent to the receiver from the sender.

(5)   Receiver : He is the person who is receiving the information. It is the responsibility of the psychologist to infer the true and real meaning of the information.

(6)   Decode : Psychologist translates message into understandable forms.

(7)   Feedback : Feedback is a kind of information which is received by the source of communicator from the receiver. Feedback is received by the source from the receiver. He is thereby able to understand the importance of the information communicated by him.

(8)   Noise : Noise are all the external and environmental obstacles because of which the receiver cannot receive the information sent by the sender, in a proper manner.

Thus, we can say that communication is a process in which the meaning of a message is transmitted from the sender to the receiver. In Inter–personal Communication, speaking and listening play a central role. Listening is an attentive process. Besides being patient, the person should be non–judgmental and yet have the capacity to analyse and respond.

Body Language

While communicating a person besides using words also uses non–verbal signals, for example, pitch of sound, body movements, facial expressions, etc. – all of them have to be considered together, that is, in a cluster.

Body language is composed of all postures,

gestures and body movements. While reading body language, we must remember that a single non–verbal signal does not carry complete meaning.

Psychological Testing Skills

The next set of competencies which psychologists require is concerned with the knowledge base of the discipline of psychology. They involve psychological assessment, evaluation and problem–solving with individuals and groups, organization and the community. Psychologists have always been interested in understanding individual differences. Psychological tests have been devised and are primarily used for the determination and analysis of individual differences in general intelligence, differential aptitudes, educational achievement, vocational fitness, personality, social attitudes and various non–intellectual characteristics. Psychologists study these differences based on the factors such as occupation, age, gender, education, culture, etc. While using psychological tests, an attitude of objectivity, scientific orientation and standardized interpretation must be kept in mind.

Interviewing skills

Interview as a method has been used in psychology since long. In recent times its importance is increasing. An interview is a purposeful conversation between two or more people who sit in front of each other. According to Eysenck (1972) Interview is a tool through which written and oral information is collected.

Types of Interview

Structured Interview Method

In this type the questions to be asked during interview are prepared before hand. Questions are asked in a sequential order and the interviewer cannot change the order of questions. This method is more reliable in comparison to unstructured interview method, as it is more pure.

Unstructured Interview Method

In this method neither the questions related to the research problem are prepared before hard, nor the number of questions is decided. Though unstructured interview method is less reliable, it gives an opportunity to understand the subject.

Limitations of Interview Method

(1)   It is a great difficulty for the investigator to take consent of people for interview, as they lack time or are unavailable at the time the investigator wants.

(2)   When the problem is related to emotional aspects of individuals, they usually do not want to discuss their personal life.However, if the investigator wants to know about their personal life without even letting them know, he must be trained.

(3)   The information collected through unstructured interview method is biased. The interviewer's desires, feelings, motivations emotions and attitudes get reflected in the information collected.

(4)   It is difficult to validate the information which is shared by the interviewer.

Counseling skills

Another prerequisite for developing as a psychologist is competence in the domain of guidance and counseling. A psychologist, when practicing counseling should be able to give unconditional positive regard to the seeker, and also understand the experiences his subject is

undergoing. Counseling is a helping relationship that helps to bring balance in the life of the subject and also bring him close to reality. Not only the process of counseling, the basic attitude of the counselor towards the subject his ability for helpful caring of the subject are also included here. Counseling is one such domain where a person entering the field is required to engage in self–introspection in order to assess her/his inclination and basic skill set for being effective in her/his vocation.

Meaning and Nature of Counseling

Counseling can be defined as a special area of those services which aim to serve and help others. The focus is more on the person and how he/she defines the problem. The American Counseling Association (ACA) and American Psychological Association (APA) division 17 define counseling as :

(a)   Counseling is a process

(b)   Counseling is related to personal, social, vocational and educational aspects.

In brief, counseling is a process in which effective behavioural change that takes place in the client is multifaceted. It may show up in the form of a client taking greater responsibility, developing new insights, learning to engage in different behaviours.

Aims of Counseling

(1)   Support : Some people need support and assurance to face the challenges of present day. The work of the counselor is to build confidence in them regarding their abilities.

(2)   Psychological Guidance : The aim and purpose of counseling is to give guidance regarding different aspects.

Guidance includes providing information to individuals to do assessment, provide training and develop social skills, training in stress management, development of cognitive behaviour and resolve interpersonal relationship problems.

(3)   Decision Making : The main aim of counselor is to help the person in decision making process. Counselor teaches the person to make goals and aspirations according to his abilities.

(4)   Adjustment : Counseling has a developmental aspect in the direction of adjustment. For adjustment the abilities and skills of a person are developed so that he can face the problems which he may face in future.

Characteristics of effective Counselor

The success of a counseling process, depends on the skill, knowledge, attitude personal qualities and behaviour of a counselor. These include

(1)   Authenticity : Authenticity means that one's behavioural expressions are consistent with what one values and the way one feels and relates to one's inner self–image.

(2)   Positive regard for others : Counselor should express a feeling of positive regard for the person. The counselor should not stop the person to share his feelings and should not label himself or other person.

(3)   Empathy : Empathy is the ability of a counselor to understand the feelings of another person from his/her perspective. It is like stepping into someone else's

shoes and trying to understand the pain and troubled feelings of the other person.

(4) Paraphrasing : This involves the ability of a counselor to reflect on what the client says and feels, using different words.

Important Points

- To become an efficient psychologist general skills, observation skills and specific skills are essential.

- For any scientific observation it should have objectivity, precision, systematic verifiability and reliability.

- General skills include many types of skills – interpersonal skills, cognitive skills, emotional skills, personality skills, expressive skills and individualistic skills.

- There are basically three types of observation methods – uncontrolled observation method, controlled observation method and participant observation method.

- Specific skills are basically of four types – Communication skills, Psychological testing skills, Interviewing skills and Guidance skills.

- Interview is a process through which oral and written information is gathered.

- Communication means exchange of ideas and experiences among people in a psychological way.

Practise Questions

Multiple – Choice Questions

(1) Psychology is the study of
  (a) Human Behaviour
  (b) Weather Conditions
  (c) Knowing about Culture
  (d) Knowing the Society

(2) Skill can be acquired through
  (a) Heredity
  (b) Training and Experience
  (c) Interview
  (d) Guidance

(3) In Participant Observation
  (a) Observer actively participates as group member
  (b) Observes from distance
  (c) Understands non–verbal language
  (d) Gives guidance

(4) Factors in Human Communication are
  (a) Encoding and decoding
  (b) Listening
  (c) Language
  (d) Interview

(5) The main assumption of naturalistic observation is
  (a) Organism behaves properly in a natural condition.
  (b) Behaviour of organism gets influenced if the researcher intervenes.

(c) Researcher studies the behavior of the organism empirically.

(d) Researcher formulates the cause effect relationship in naturalistic behavior.

(6) For an efficient Psychologist, what is essential is

(a) Ability

(b) Integrity

(c) Ethical responsibility

(d) All of the above

(7) Communication can be made effective by

(a) Controlling environmental noise

(b) Dressing properly

(c) Talking sweetly

(d) Medical intervention

Short Questions

(1) What do you understand by skills ? How many types of skills are there?

(2) What qualities are essential to become an efficient psychologist ?

(3) What is communication ?

(4) Define specific skills.

(5) Define observation.

(6) Define counseling and name the characteristics of efficient counselor.

(7) Define Interview. Explain the format of Interview.

(8) Define empathy. Why is empathy essential for counselor ?

(9) What is the role of culture in listening ?

(10) Explain the factors of Human Communication.

Long Answers

(1) What are the essential qualities to become an efficient psychologist ?

(2) Define Communication ? Which factor is most important in the Communication process ?

(3) Explain Psychological Testing skill with example.

(4) Define observation. How many types of observation are there ?

(5) What is the need of General skills ? Name General skills.