328

Senior Secondary Course

Psychology

Part - 2

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A Word with You

Welcome to the Senior Secondary course in Psychology. What is Psychology? It is nothing but the study of the way we, the human beings think, behave and react with the people and world around us. You must have noticed how your own family members behave and react to the same situation in different ways. Some of them will face the same situation in a calm and quiet way whereas the other panic. We here at National Institute of Open Schooling aim to give you a better understanding to these different aspects of human behaviours through the course in Psychology at Senior Secondary level.

The Psychology curriculum is comprises of two books having three modules each. In the first module you are going to study about the biological and psychological aspects of behaviour as well as about psychological enquiry. Second module consists of learning, memory, emotions and motivation. The third module brings to you all about the lifespan development from childhood to old age. The fourth module focuses on individuality, self and personality whereas the fifth module focuses on social psychology of interaction and behaviour. The last that is the sixth module in the second book is consisting of mental health and well-being and how to cope up from that.

For your practice, a sample question paper along with the question paper design and marking scheme is provided at the end of the book.

Iam sure that you will find the lessons and their approach interesting and would be able to apply your knowledge in the real-life situations. So read all the lessons of this course carefully and be prepared for the examination with confidence. If you face any difficulty in your studies, please feel free to write me. Your suggestions are valuable for us.

Good luck and happy learning

Sarika Singh

Course Coordinator

How to use the Learning Material

Congratulations! You have accepted the challenge to be a self-learner. It means, you have to organize your study, learn regularly, keep up your motivation and achieve your goal. Here it is solely you, who is responsible for your learning. NIOS is with you at every step.NIOS has developed the material in Psychology keeping only you in mind. A format supporting independent learning has been followed. You can take the best out of this material if you follow the instructions given below.

Title: The title of the lesson will give a clear indication of the contents within. Do read it.

Introduction: This will introduce you to the lesson and also link it to the previous one.

Objectives: These are statements of outcomes of learning expected from you after studying the lesson. You are expected to achieve them. Do read them and check if you have achieved the same.

Content: Total content has been divided into sections and sub-sections. A section leads you from one content element to another and a sub-section helps you in comprehension of the concepts in the content element. The text in bold, Italics or boxes is important and must be given attention.

Intext Questions: Objective types self-check questions are asked after every section, the answers to which are given at the end of the lesson. These will help you to check your progress. Do solve them. Successful completion will allow you to decide whether to proceed further or go back and learn the unit again.

Notes: Each page carries empty space on the outer margins for you to write important points or make notes.

What You Have Learnt: It is the summary of the main points of the lesson. It will help in recapitulation and revision. You are welcome to add your own points to it also.

Terminal Questions: These are questions answered that provide you an opportunity to practice for better understanding of the whole topic.

Answers to Intext Questions: These will help you to know how correctly you have answered the Intext questions.

Activity: Activities, if done by you, will help you to understand the concept clearly.

Key Terms: The important terms used in the lesson are highlighted in this section. Do remember these terms.

Do and Learn: In this section certain activities have been suggested for better understanding of the concept.

Role Play: To make your learning interesting an imaginary situation is given based on any concept covered in the lesson. You are required to enact the imaginary situation through realistic behavior. You are free to choose any other concept/topic of your choice to play the role.

QR Code: A quick response (QR) code is given in every lesson which is a type of barcode that stores information and can be read by a digital device, such as a cell phone.

Audio: For understanding difficult or abstract concepts, audio programmes are available on certain content areas. You may listen to these on Mukt Vidya Vani, Community Radio FM-91.2 or on YouTube channel "niosradiovahini".

Video: Video programmes on certain elements related to your subject have been made to clarify certain concepts. You may watch these at NIOS live YouTube channel and also see live programs on PM e-vidya.

COURSE OVERVIEW

Part 1
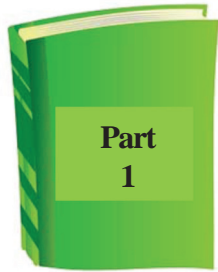
MODULE	LESSON
1. Foundations of Psychology	1. Understanding Psychology
	2. Bases of Human Behaviour
	3. Methods of Psychological Enquiy-I
	4. Methods of Psychological Enquiry-II
	5. Basic Statistics
2. Basic Psychological Processes	6. Attention and Perceptual Processes
	7. Learning
	8. Human Memory
	9. Motivation
	10. Emotions
	11. Thinking and Problem
3. Human Development	12. Life Span Perspective on Development
	13. Infancy and Childhood
	14. Adolescence and Young Adulthood
	15. Adulthood and Old Age

Part 2
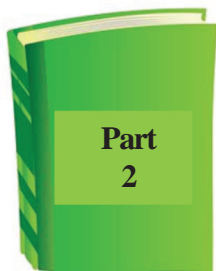
MODULE	LESSON
4. Individual Differences	16. Diversity and Individual variations
	17. Self and Personality
	18. Intelligence
5. Social Processes and Behavior	19. Group Processes
	20. Attitude
	21. Pro Social Behavior
6. Health and Well-being	22. Coping with Stress
	23. Mental Health Problems
	24. Psychology for holistic development

Psychology

Bifurcation of Syllabus
Psychology- 328
Total no. of Lessons=24

MODULE (No. & name)	TMA (40%) (No. of lessons -10)	Public Examination (60%) (No. of lessons -14)
1. Foundations of Psychology (5 Lessons)	L-2: Bases of Human Behaviour L-4 : Methods of Psychological Enquiry-II	L-1: Understanding L-3: Methods of Psychological Enquiy-I L-5: Basic Statistics Psychology
2. Basic Psychological Processes (6 Lessons)	L-9 : Motivation L-7: Learning	L -6: Attention and Perceptual Processes L-8: Human Memory L-10: Emotions L -11: Thinking and Problem
3. Human Development (4 Lessons)	L-12:Life Span Perspective on Development L-15 : Adulthood and Old Age	L-13: Infancy and Childhood L-14: Adolescence and Young Adulthood
4. Individual Differences (3 Lessons)	L-16 : Diversity and Individual variations	L-17: Self and Personality L-18: Intelligence
5. Social Processes and Behavior (3 Lessons)	L -21 : Pro Social Behavior	L-19 : Group Processes L-20: Attitude
6. Health and Well-being (3 Lessons)	L -22 : Coping with Stress L -24 : Psychology for holistic development	L-23 : Mental Health Problems

CONTENTS

Note: The syllabus has been bifurcated into two sections -

(i) Lessons for the Tutor Marked Assignment (TMA)

(ii) Lessons for public examination question paper

MODULE -4

Individual Differences

Human beings not only respond to the external world but also attend to themselves. In other words self is also an object and all of us deal with it. In recent years, self has been given significant place in the analysis of cognition, motivation and emotion. The kind of self concept which people have is also influenced by our culture. Understanding of personality has also been detailed out in this module. Various factors such as genetics, environmental and cultural influencing personality of an individual are also dealt with. Intelligence, key theories of intelligence and emotional intelligence and creativity has also been discussed.

16.   Diversity and Individual variations

17.   Self and Personality

18.   Intelligence

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DIVERSITY AND INDIVIDUAL VARIATIONS

When you look around, you will be able to see how different people are from each other. Every individual, be it human or non-human (such as animals) is a unique entity. Just as the fingerprints of no two individuals are the same, similarly there are numerous physical, physiological, psychological, social and economic differences among humans. These differences make our world full of diversity. A world where people not only look different but also think differently based on the differences in their psychological traits such as personality and intelligence. Thus, our lives unfold within social contexts that are populated by people who are different- from us and each other. In this chapter we will study the basic nature and causes of such differences. We will also learn to value the diversity that is created by these differences and to utilize such variations and differences in making the world a better place.

LEARNING OUTCOMES

After studying this lesson, learner :

● understands the meaning of diversity;

● illustrates the importance of diversity among people;

● describes various traits of diversity;

● explains factors causing diversity; and

● describes and evaluate the special needs arising out of diversity.

Individual Differences

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16.1 UNDERSTANDING DIVERSITY

Diversity refers to a range of people who differ from each other in a variety of ways. Even though in psychology, we strive to generalize theories and research findings in relation to many people, but at the same time psychology emphasizes a lot on individual differences. We all are same in some ways but different in many other ways. For instance, we all have same physical structure; however, the capacities of our sense organs differ. Similarly, we all have brain but the way we think differs. Some of us enjoy being around others such as in social gatherings, on the other hand, many of us might value more being alone and reading a book. Even though born to the same parents, siblings also differ from each other, sometimes to the extent that it is hard to believe that our sibling is actually our blood relative.

People may differ in many ways, such as their ethnic identity, sex/gender, cultural background, language usage, economic status, political affiliation, or religious belief. These specific dimensions of difference do not matter nearly as much as the fact that we think, feel, and behave differently from each other. Have you ever been amazed that you perceived a situation, such as giving a test, much differently than a friend? Perhaps you approached the test with optimism and confidence, regarding it as a potentially positive step in your career goals. Your friend, however, may have viewed the same scenario as threatening. We tend to project our own attitudes, feelings, expectations, and fears onto the situations we encounter and thus evaluate the situations differently resulting in differing behavior patterns.
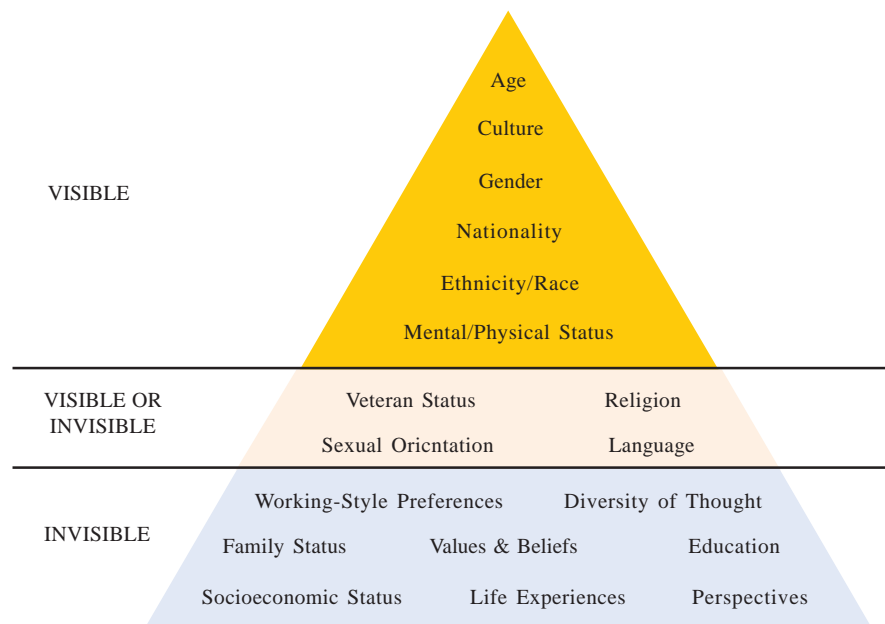
Fig. 16.1 : Classificaton of Diversity Traits

16.1.1 Classification of Diversity Traits

Broadly, diversity traits i.e. the ways in which people differ from each other can be classified under three heads (see Fig. 16.1):

1. **Visible diversity traits –** are traits which can be overtly observed and often impact the first impression of an individual. For example: Physical characteristics

2. **Visible or invisible diversity traits -**These are neither completely overt nor completely covert. At times these traits are immediately observable, on other times these might only come to surface after interacting with the individual. For example: Sexual orientation.

3. **Invisible diversity traits –** These are the differences which are covert in nature and thus come to knowledge only after keen observation over a period of time. For example: Religious beliefs or political beliefs.

INTEXT QUESTIONS 16.1

State which of the following statements are 'true' and which are 'false'?

1) Diversity is solely man made.

2) People of the same family can also be diverse.

3) Life experiences can lead to diversity.

4) Gender is an invisible diversity trait.

5) Diversity can be based on psychological differences.

ACTIVITY

For each of the following statements, write two names of people you know, first name should be of someone who falls in that category and second name of someone who doesn't fall in that category:

1. Is from same religion as yours.

2. Is short tempered.

3. Enjoys being around people.

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4.   Is good in mathematics.

5.   Is thin.

6.   Knows a language that you don't know.

7.   Eats non vegetarian food

This exercise will help you understand that people are different from each other. They can differ in various ways. We live in a world full of diversity.

16.2 FACTORS CAUSING DIVERSITY

In above activity, while listing the names, you came across differences based on varied factors such as physical characteristics, religion, education, preferences towards varied food/hobbies, interests, choices etc.

Thus, it is important to understand that there are multiple factors leading to diversity. These factors can be classified as follows:

1.   Physical

2.   Physiological

3.   Psychological

4.   Social and Economic

5.   Cultural

16.2.1 Physical Factors

Physical diversity is prevalent all round the world. It refers to diversity based on physical characteristics such as height, weight, color of the skin, gender etc. No two individuals except for identical twins have same physical features. Children might resemble their parents, however, only to some extent.

Physical differences are easily observable and thus fall under the visible spectrum of diversity. Due to genetic and environmental factors, people belonging to same region of origin, religion and family might display similar physical characteristics. Due to these intra -group similarities, humans often attach stereotypes with the entire community leading to prejudices and biases, we will discuss this later in the chapter.

Physical differences among people belonging to various regions of India can be attributed to the ancient migration of large number of races mostly from the Western and the Eastern directions across the Himalayas. Their dispersal into sub-continent has resulted in the consequent regional concentration of a variety of ethnic elements. India is an ethnological museum. The population of India can be divided in six main ethnic groups, namely (1) the Negrito (2) the Proto-Australoids, (3) the Mongoloids (4) the Mediterranean or Dravidian (5) the Western Brachycephals and (6) the Nordic. According to him, people belonging to these different racial stocks have major differences in physical appearances. For instance, the Negrito are characterized by dark skin color, short stature, and frizzly hair. The best representatives of this type are the Kadars, the Irulas, the Puniyans, etc. of South India. On the other hand, the Proto-Australoids are distinguished by scanty growth of hair on face and body. The eyes are obliquely set and show the presence of epicanthic fold. The face is flat with prominent cheekbones and hair is straight. They are the inhabitants of the sub-Himalayan region; the concentration is most remarkable in Assam and Burma Frontier.

16.2.2 Physiological Factors

Physiological diversity can be understood in two ways:

1.   Co existence of a variety of species of flora and fauna on Earth.

2.   Physiological differences among humans of varied ecological origins.

Between two populations occupying contrasting habitats, for example, differences in physiological performance may be derived from genetic differences, or from adaptation, or from onto genetic effects induced by growth and development in differing environments.

Some genetic disorders are more likely to occur among people who trace their ancestry to a particular geographic area. People in an ethnic group often share certain versions of their genes, which have been passed down from common ancestors. If one of these shared genes contains a disease-causing mutation, a particular genetic disorder may be more frequently seen in the group.

According to research, asians are more prone to tuberculosis, hepatitis B, intestinal parasites, Lactose intolerance and cancers such as lungs, breast, colon, stomach, and pancreas as compared to the rest of the world. African Americans are highly prone to hypertension, sickle cell anemia and diabetes. The combined overweight and obesity rates for African-Americans are higher than for European-Americans: 65% of African-

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American men and 56.5% of African-American women are overweight or obese. Eastern European men commonly have diseases of the digestive system and women have higher rates of musculoskeletal complaints than the rest of the world. Native Americans/American Indians/Native Alaskans are almost three times as likely to have diabetes as non-Hispanic European-Americans of similar age. Native Alaskan men and women suffer disproportionately higher rates of cancer of the colon and rectum compared with European-Americans.

Thus, physiological differences arising from genetic factors, ancestral history, lifestyle and geographical conditions also make the world diverse. People living in various parts of the world have varying proneness to diseases.

16.2.3 Psychological Factors

Psychological differences among people are less visible, they can be only known after repeated and keen observation. Psychological diversity refers to the differences in human constructs such as cognitive ability, skills, attitudes, personality and so on.

In Psychology these differences can be scientifically measured through standardized psychological tests. These tests are reliable i.e. consistent in their results; valid, i.e. particular about what they measure and have established norms so as to compare one's score obtained on the psychological attribute with the others of similar age group.

The two most common psychological attributes studied in psychology to understand psychological diversity are:

1.   Personality

2.   Intelligence

Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. People differ from each other in personality dimensions such as Openness, Conscientiousness, Extroversion, Agreeableness and Neuroticism (OCEAN) :

Openness to experience - It concerns people's willingness to try new things.

Conscientiousness - It is the tendency to control impulses and act in socially acceptable ways.

 Extroversion - It concerns where an individual draws his/her energy from and how he/she interacts with others.

Agreeableness - It concerns with how well an individual gets along with others.

Neuroticism - It encompasses one's emotional stability and general temper.

Many personality theories have given psychological classification of different types of individuals. One example of personality types is Type A and Type B personality theory. According to this theory, impatient, achievement-oriented people are classified as Type A, whereas easy-going, relaxed individuals are designated as Type B. You will study personality theories in detail in the next chapter.

Intelligence refers to the ability to acquire and apply knowledge and skills. It involves some different mental abilities including logic, reasoning, problem-solving, and planning. Individual differences in intelligence can be assessed using the concept of IQ – Intelligence quotient. IQ is the score most widely used to assess intelligence, and typically measures a variety of skills from verbal to spatial. Any person from any walk of life can be highly intelligent, and scoring high on one aspect of intelligence tends to correlate with high scores in other aspects.

Theories on intelligence have been divided into – uni factor theories, two factor theories and multi factor theories. As the names suggest, uni factor theories view intelligence as one overall measure comprising a wide variety of skills. While the two factor and multi factor theories state that there are *multiple* kinds of intelligence that humans possess in varying quantities, such as, visual-spatial, logical-mathematical, and interpersonal intelligence. Someone high in interpersonal intelligence would likely to excel at cooperating within a group, while someone with high levels of logical-mathematical intelligence would have a heightened capacity to understand numbers, patterns, and logical reasoning.

Thus, according to uni factor theories people differ from each other in terms of overall intelligence, on the other hand as per the two factor and multi factor theories people differ in various types of intelligence. Theories of intelligence will be discussed in detail in the chapter on intelligence.

16.2.4 Social and Economic Factors

Social traits are the most visible factors of diversity. They comprise of all the features attached by the society to the individual, such as, one's caste, class, race, religion and occupational pattern. People vary drastically from each other based on their social background and thus can be easily allotted to a particular category merely by quick observation. For instance, people of different regions use different types of dresses,

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their eating habits and customs differ.

India is one of the best examples of social diversity. Salman Rushdie once wrote, "The country has taken the modern view of the self and enlarged it to encompass almost 1 billion souls. The self-hood of India is so capricious, so elastic, that it accommodates 1 billion kinds of difference. It agrees with its billion selves to call all of them "Indian.""

As per the Census, conducted by the government of India in 2011, Hinduism is the most common religion in India, accounting for about 80% of the population. Islam is the second-largest religion at 13% of the population. Other major religious groups in India are Christians (2.3%), Sikhs (1.9%), Buddhists (0.8%) and Jains (0.4%). People who claimed no religion are officially recorded under 'other' by the census. In 2011, 0.9% of Indians selected the 'No Religion' category.

While the number of Indians living in urban areas has increased over the last two decades, about 67% of people still live in rural areas. In 2011, India had a literacy rate of 74%: 82% for men and 65% for women. The literacy rate varies wildly by state.

Data on ethnicity is not collected by the Indian census, although the CIA world Fact book estimates the population is 72% Indo-Aryan, 25% Dravidian, and 3% Mongoloid and other.

The diversity hence caused by social and economic factors is immense. These factors often contribute to stereotypes and prejudices. A stereotype is an over-generalized belief about a particular category of people. By stereotyping we infer that a person has a whole range of characteristics and abilities that we assume all members of that group have. Stereotypes lead to social categorization, which is one of the reasons for prejudice attitudes (i.e. "us" and "them" mentality) which lead to formation of in-groups and out-groups. Prejudice is a preconceived opinion that is not based on reason or actual experience. We as educated Indians should free ourselves from such harmful stereotypes and prejudices.

16.2.4 Cultural Factors

Culture is defined as people's way of life. It entails how they dress, how they speak, the type of food they eat, the type of festivals they celebrate, the manner in which they worship and their art among many other things.

Indian culture is one of the oldest cultures in the world. India is a land of unity in diversity where people of different sects, caste and religion live together. There are also innumerable languages prevailing in India.

INTEXT QUESTIONS 16.2

Match the following:

i.   Openness

1.   This trait features characteristics such as imagination and insight.

ii.   Agreeableness

2.   It is characterized by excitability, sociability, talkativeness, assertiveness, and high amounts of emotional expressiveness.

iii. Extroversion

3.   Standard features of this dimension include high levels of thoughtfulness, good impulse control, and goal-directed behaviors.

iv.   Neuroticism

4.   It is a trait characterized by sadness, moodiness, and emotional instability.

v.   Conscientiousness

5.   This personality dimension includes attributes such as trust, altruism, kindness, affection, and other prosocial behavior.

ACTIVITY

We enjoy with them because they are somehow similar to us such as we both might enjoy playing cricket or we both might enjoy watching movies together, or simply we might enjoy being in each other's company. By now the image of your best friend is definitely there in your mind.

Begin by listing on a paper at least 5 ways in which you are similar to and also at least five ways in which you are different from your best friend. Now analyse each similarity and difference in terms of which factor of diversity it falls in. For example, if you both enjoy mathematics, then this similarity falls under psychological factor.

By the end of this activity you ll be able to understand the meaning of diversity and the factor leading to it. Despite the difference between the two of you, you like each other, thus differences are not bad, and they often attract us to each other.

16.3 SPECIAL NEEDS ARISING FROM DIVERSITY

Diversity brings with it a lot of challenges. Differences of lifestyles, opinions, backgrounds, attitudes can make it challenging to coexist. Difficulty is faced more by the minority group as compared to the majority group.

Minority is any small group in society that is different from the rest because of their caste, religion, political beliefs or cognitive ability or a person who belongs to such a group.

As stated earlier, diversity often encourages stereotypes and prejudices. And the targets of these prejudices are often the minority group.

Thus, there arises a special need to help build an environment of inclusion in which everyone feels appreciated for their unique characteristics and are therefore comfortable sharing their ideas and other aspects of their true and authentic selves.

Following are five techniques for reducing stereotypical thinking:

● Learning to recognize one's stereotypical responses to other people, and to generate non-stereotypical alternatives to explain that person's behavior.

● Remembering or imagining people from stereotyped groups who do not fit the stereotype.

● Paying attention to other things about someone besides the stereotypes of their group–personal things that can help you see them as an individual, not just a group member.

● Imagining what the world looks like through the eyes of a stereotyped person.

● Deliberately seeking opportunities to get to know people from stereotyped groups.

● Special needs in diversity also arises due to cognitive disability and physical disability faced by a segment of the population. As per Census 2011, in India, out of the 121 Cr population, about 2.68 Cr persons are 'disabled' which is 2.21% of the total population (Refer to table 16.2)

Population, India 2011			Disabled persons, India 2011		
Persons	Males	Females	Persons	Males	Females
121.08 Cr	62.32 Cr	58.76Cr	2.68 Cr	1.5 Cr	1.18 Cr

Table 16.2 Disabled Populations in India – Census 2011

The Census 2011 revealed that, In India, 20% of the disabled persons are having disability in movement, 19% are with disability in seeing, and another 19 % are with disability in hearing. 8% has multiple disabilities (Refer to figure 16.2)

In an era where 'inclusive development' is being emphasized as the right path towards sustainable development, focused initiatives for the welfare of disabled persons are essential.

Countries differ in conceptualization of disability, identification procedures, educational practices, comprehensiveness of provision, and policy priorities.

In India, Rehabilitation Council of India, Ministry of Social Justice and Empowerment and NHFDC (National Handicapped Finance and development Corporation), aim to economically empower the disabled while discouraging charity.

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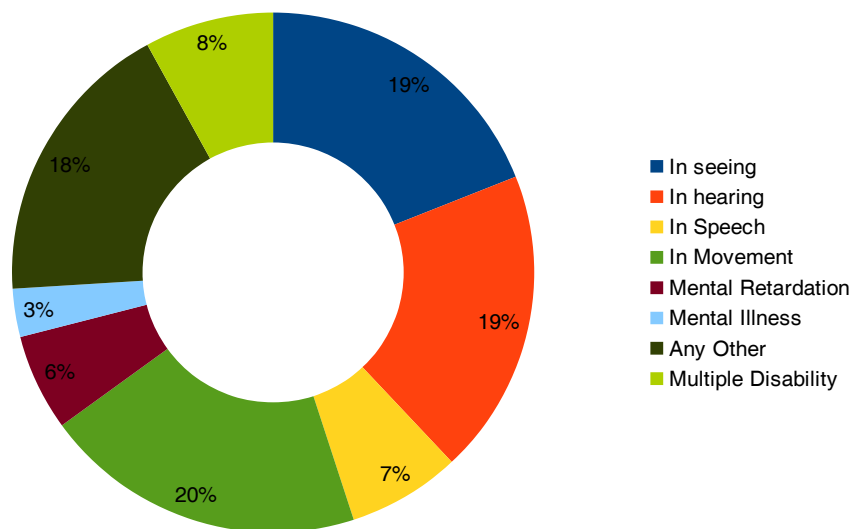
Figure 16.2 Disabled Population by type of disability in India – Census 2011

At personal level as well we should respect diversity created by disability. We should not think of differently challenged people as less competent than us in any way. We often attach stereotypes with them based on misconceptions, past experiences, and the absence of fact. For example, common stereotypes attached mental illnesses are

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that they're dangerous, unstable, and face periods of hospitalization.

Ways in which we can respect the differently-abled people and cater to the special needs arising from such diversity are:

- Pity is not the same as compassion. Whenever you see a person with disability, you should presume they are just as competent as you are in the job they've been assigned. Never assume they aren't capable, or that you need to step in and help.

- Using the correct terminology - Just one word that you use can degrade someone, hurt their feelings, insult them, or even imply that you are discriminating against them. Earlier the label 'Disabled' was used for referring to people with disability, however, now the term 'differently -abled' is used universally. The term disabled takes away their individual identities. Just like we would not want to be called by a characteristic of ours which we are not proud of (such as long nose, short height), similarly people with disabilities do not want their disability to be their name tag.

- See the person – the individual – instead of seeing them as their disability. Maybe they have a great sense of humor. Maybe they're a hard worker. See them for the things they are. They are not defined by their impairment any more than you are defined by the color of your hair.

- Treat differently abled people as you would treat anyone else.

- If you think someone needs assistance, you can offer it. The person may accept it or not. Either way is okay. Don't give your assistance without their permission. That is assuming they can't do something on their own.

- Sometimes people may have impairments that affect the way they speak. If you're having problems understanding what someone says, ask them to repeat what they said. Be honest. Be polite.

- If someone is in a wheelchair, you want to make sure you converse with them at eye level. This may mean pulling up a chair. Don't bend over, kneel, or lean to talk to them. Also, don't lean on the wheelchair as support. If you can't sit down, it's okay to stand. Just look them in the eye.

- If someone has a visual disability, identify yourself and anyone else who is with you. If talking to someone else other than the blind person in a group, make it clear who you are speaking to by addressing them by name.

- Never pat people in wheelchairs on the head or on the shoulders. That is how you would treat kids or pets. Always treat adults as adults.

- To get the attention of a person who has a hearing disability, tap them on the shoulder. Speak slowly and clearly so the person can read your lips. Don't block the view of your mouth. Speak in normal tones. Don't shout.

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ACTIVITY

Read the COLOR the word is highlighted in, not the word itself:

Yellow Blue Orange Black Red Green Purple Yellow Red Orange Green Black Blue Red Purple Green Blue Orange

Did you notice that though you can make yourself do it correctly, you have to read much slower than normal. Brain wants to read the actual word.

This is an example of how difficult it is for students with learning disabilities to get through the day. Their brain understands what needs to be done, but they have to struggle to make it come out right.

ACTIVITY

Now let us try the following tasks to understand the plight of differently abled people:

1. Using a blindfold, cover your eyes. Find your way through your house or any familiar surroundings.

2. Without using your preferred hand, tie your shoelace with only one hand.

3. Using a wheelchair or a stick walk through the public. Observe the reactions and stares the general public gives.

DO YOU KNOW

When a person has an intellectual disability, it means that they learn slower. Because they learn more slowly, they don't learn as much as other people might. There are over

200 known causes for intellectual disability. About one-third of the time, no one knows what caused it. Not everyone with an intellectual disability is alike. One person can have mild problems while another may have severe problems. A person with an intellectual disability may:

- Have difficulty understanding what other people say or mean;

- Have difficulty saying what they mean or how they feel;

- Understanding social cues (for example, if you turn away they may not know this means you don't want to talk to them);

- have difficulty learning and concentrating;

- Have to do things many more times than average before they learn it;

- Act younger than their age;

- Not understand when someone is making fun of them;

- May find it hard to read or write;

- May not understand when someone tells them to do something wrong.

INTEXT QUESTIONS 16.3

State which of the following statements are 'true' and which are 'false

1. One should treat people with disabilities with pity.

2. Mental Retardation is the most common type of disability in India.

3. A more appropriate term to refer to people with disability is 'Differently abled' as compared to 'Disabled'.

4. Stereotypes often lead to discrimination.

5. If someone is in a wheelchair, you should converse with them at eye level.

WHAT YOU HAVE LEARNT

Notes

Types of Diversity Traits

Visible Traits Eg. Physical Characteristics

Invisible Traits Eg. Values and Beliefs

Visible/Invisible Traits Eg. Sexual Orientation

Fig 1. Classification of Diversity Traits

Factors Causing Diversity

Physical

Physiological

Psychological

Social and Economic

Cultural
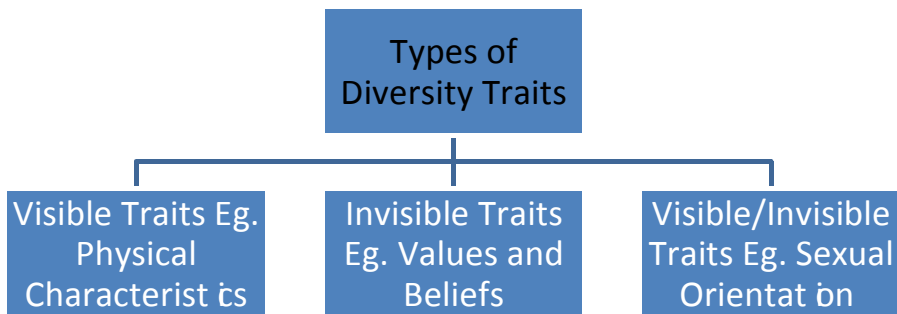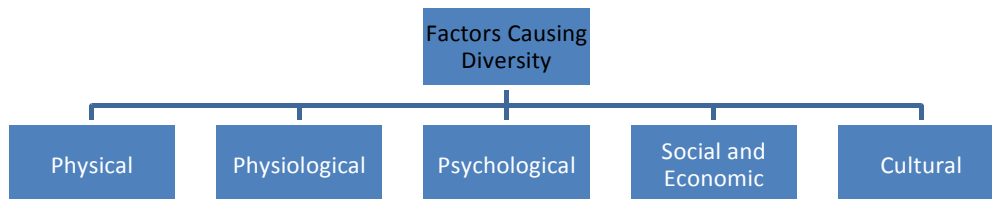
Figure 2. Factors that cause diversity

Handling Stereotypes

Handling Prejudices

SPECIAL NEEDS ARISING FROM DIVERSITY

Developing compassion towards Physically challenged

Developing compassion twards Mentally Challenged
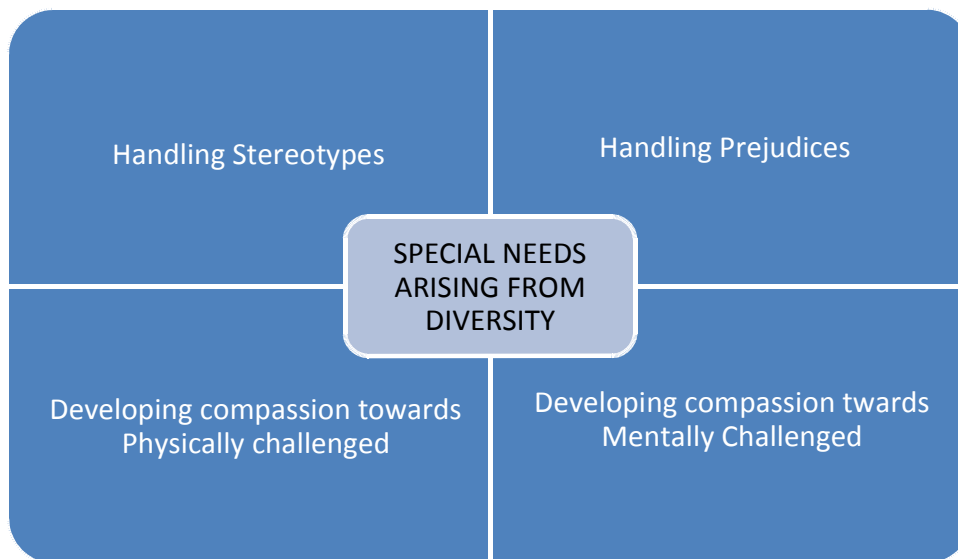
Figure 3. Special needs arising from diversity.

Minority is any small group in society that is different from the rest because of their caste, religion, political beliefs or physical and cognitive abilities. These groups are often targeted.

Individual Differences

Notes

ANSWERS TO INTEXT QUESTIONS

16.1

1) False	2) True	2) True	2) False	2) True

16.2

(i) 1	(ii) 5	(iii) 2	(iv) 4	(v) 3

16.3

1) False	2) False	2) True	2) True	2) True

TERMINAL QUESTIONS

1) What is Diversity? With the use of examples, explain the classification of diversity trait

2) Explain the psychological factors causing diversity.

3) What are the social and economic factors causing diversity in India?

4) How does diversity create special needs?

5) What are stereotypes?

6) What do you understand by the term OCEAN that describes different types of personalities of individual

7) Explain the physical and physiological factors causing diversity.

8) What are the different ways of reducing stereotypical thinking?

9) Outline different types of diversity traits in which people differ from each other can be classified.

10) How does the social and economic factor impacts the society?

17

SELF AND PERSONALITY

Ram, a student in XI class was staying in a hostel. He received a telephone from his father to come home immediately. His home was in a nearby city. He did not have enough money in hand so he was wondering what to do! His roommate asked him what the problem was? When Ram told him the situation, he quickly took out some money from his pocket and talked to another friend. He arranged enough money and asked Ram to go to his home. Ram thanked him and promised to pay back the money when he returned.

We often find ourselves in such situations where we need to make choices, and decisions and we wonder, "What should I do? Can I, do it? Why I am not confident? Why do I make so many errors? I do not have an impressive personality". Many such questions and doubts come to our mind whenever we must deal with difficult situations. Some of us can deal with such situations easily. Some do not even think they just do something and wonder later, why did I do it? Now I am in trouble! Such different kinds of behaviours have been explained by psychologists with the help of two concepts, personality, and Self. What does this Self mean, and how it prompts us to act in different situations? What is the relationship of Self with personality, and how it influences the behaviour of a person? How can we develop an effective personality or a strong Self? In this lesson we will learn all about Self and personality, and how it develops and controls our behaviour. We will also learn a few theories of personality and the techniques of assessing personality.

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LEARNING OUTCOMES

After studying this lesson, learner :

- defines Self, self-concept, self-esteem, and self-efficacy;

- describes the meaning of personality;

- discusses type and trait, psychoanalytic and humanistic theories of personality;

- explains Self report measures and projective techniques (Word Association Test & TAT);

- becomes aware of one's own self in different contexts; and

- uses different techniques of assessing personality.

17.1 CONCEPT OF SELF

We describe ourselves in many ways such as, 'I am tall' or 'I can learn fast' or 'I am strong' etc. There are many such ways of describing ourselves. All these descriptions together define our Self. We develop an understanding of the Self during our interaction with other individuals, as well as with the physical and social environment. Based on these interactions and the feedback from others, we form opinions about our own Self. We define ourselves in many ways in terms of our physical, academic, social, and emotional qualities as well as our affiliations and relationships.

A small child has no concept of Self. As a child grows, the Self develops out of his/her experiences and interactions with the physical and socio-cultural environment within and outside the family. In the beginning, the self-descriptions are simple like 'this is my hand' this is my mother, or 'my family or may include our physical characteristics. Gradually, as one goes to school, and mixes with friends, many self-descriptions are accumulated. These self-descriptions do not exist separately. These are linked with each other, for example, the child believes that s/he is good-looking, s/he can make others laugh and others pay attention to him/her, and s/he is smart as a result of her parents like her. All these self-descriptions emerge around the different domains of development like physical, academic social, emotional, and spiritual. These are linked and if the description in any one domain is shaken the others are also weakened. However, there are certain core concepts which lie at the heart of the Self of the person, while other peripheral concepts may not be so crucial. The self-concept is constituted by those core concepts. If the core concepts are challenged the individual is threatened and disturbed. If you challenge peripheral concepts, it does not cause an

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emotional threat. Now you know why some people react to some comments so strongly. For instance, the fact that you are the son or daughter of so and so or your religion, or your age, etc., all these are core concepts. The colour you like for your dresses or the games you play or the political party you support, all these could be peripheral self-descriptions.

The self-concept constituted by the core concepts is not neutral. It is either positive or negative. Accordingly, individuals think positively or negatively about themselves. For example, a child having a negative physical self-concept may not expect people to like him/her and accordingly may not behave confidently in social situations. This in turn makes people not take notice of him/her, further strengthening the self-concept.Thus, it is not easy to change either the positive or negative self-concept. The individual may not think about all the aspects of self as positive or negative. A person with a negative physical self-concept may have a positive academic self-concept. Also, all individuals with a positive self-concept may not be the same. Some may have high degrees of positivity in some areas, while others may have positive self-concepts in other areas.

17.1.1 Real-Self Vs. Ideal-Self

Self-concept does not always coincide with reality. The experiences of a child, is responsible for development of his/her Self. For example, a child could not complete his work due to some reason, next day teacher while asking for homework may say you are careless. Next day by chance mother or someone else also says the same thing. The child unconsciously accepts this, and 'I am careless' may become a part of his/her self-description. The child may be a smart child but receiving such negative feedback may bring down the self-confidence and make him/her a careless person. Similarly, parents love can seem conditional, example they may insist their child pursues science and if he/she does then only will that make them happy. The child makes efforts to do well in science, but he/she doesn't like it, and isn't good at science. The fruitless efforts to do well in science give rise to self-description like 'I am not intelligent' and 'my parents are not happy with me'. The real self was intelligent but being forced to pursue science, the self-concept moved away from the real self to a distorted self-concept. When the real self and ideal self-pull a person in different directions the result is negative self-concept and poor self-esteem. What about you? Just think why you choose different options!

17.1.2. Self-Esteem And Self-Efficacy

The overall evaluation of all aspects of Self like, physical, emotional, social, academic,

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etc. is called self-esteem. Self-esteem is the sum of all the positive evaluations. An individual with high self-esteem would think of him/herself to be a good person and would behave accordingly. Higher self-esteem may lead to greater efforts to behave in positive ways and avoid negative behavior. (High self- esteem may not always lead to positive behavior). Self-esteem and self-concept gradually develop right from childhood. The way child is treated by the family, school, peers and friends determines whether different aspects of him/her would develop in a positive or negative direction. The self has both positive and negative components, but the overall self would be either negative or positive, but it could vary in degrees of positivity or negativity. If the child's self-esteem is low or negative he/she would develop doubts about his or her ability to perform various tasks successfully.

There is another related concept known as self-efficacy. Self-efficacy is the expectation of a person about his or her capability to perform different types of tasks successfully. Self-efficacy helps a person to predict his/her success or failure in various tasks. A person with high self-efficacy will take up challenges and spend time and effort on certain selected tasks. It depends on the task, and the individuals' experiences with those or similar tasks. For example, a girl may have high self-efficacy,(self-esteem) but if her experience of cooking has been bad, her self-efficacy related to those tasks would be low. But a boy having pleasant experiences of cooking, even if low in self-esteem would express high self-efficacy on related tasks. Self-efficacy is related to self-esteem. The higher the self-esteem, the chances are higher would be self-efficacy. Observation of successful performance of people who are like us increases our own self-efficacy beliefs. Mastery of tasks and genuine praise from parents and other important persons also increase self-efficacy while stress and failure decreases it. It is therefore important that children seek positive role-models and stay stress free. This is possible when they take responsibility for themselves and stay disciplined.

ACTIVITY

Describe yourself in five positive ways in the space given below. Think about each one of these qualities and write next to it why you think so. What made you realize this?

....

....

....

....

17.1.2. Development of Self

The concept of self develops right from childhood. When parents and care givers create pleasant home environment, children develop positive attitudes about themselves. Children observe themselves across situations and develop opinions about themselves. Not only parents, even siblings and friends comments and opinions affect self-concept. During early childhood, the Self revolves around physical characteristics. As the cognitive capabilities and feelings develop with age, the children compare themselves with others. The comparison of Self adds adjectives to self-descriptions like, "I am quick in learning". In school, the statements and opinions expressed by teachers, classmates, and peers also affect the development of the Self. The child gradually develops a whole lot of concepts about their physical, academic, emotional, and social qualities. Each one of these concepts is accompanied by positive or negative adjectives. As these self-concepts are emerging, the child develops positive or negative feelings about his or herself. The overall feelings are the self-esteem of the child.

The development of self-concept is influenced by the positive and negative interactions taking place at home, in the family, among peers and in neighborhoods. Culture is also an important factor in development of self-concept. The experiences that occur to the child determine the direction of self-concept. If you think of yourself as smart or good natured it is probably because people around told you that you are smart or good natured.

ACTIVITY

Discuss with your friends what they think about themselves. Also question them why and how they came to think of themselves that way.

INTEXT QUESTIONS 17.1

Fill in the blanks:

i.   Self develops because of child's ....with others.

ii.   These concepts of self are either .... or ....

iii.   The core concept is called ....

iv.   Self-esteem is evaluation of self as ....or ....

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v.   Self-efficacy is related to ....

vi.   Self-concept develops from..

vii.   Feedback from ...., ...and ....determines self-concept.

viii.   ....helps in development of positive self-concept.

ix.   Even your .... and .... affect your self-concept.

17.2 PERSONALITY

We learned about the Self in the previous section. The word we frequently use to describe others is personality. It is derived from the Latin word persona which means mask people wore during theatrical performances. But it does not mean that our behaviour is an act. It is not easy to put on an act all the time. Infact, it is reverse because people behave in consistent ways across different situations. Even if we want to behave differently in different situations, it would be difficult. When we talk about someone's personality, we are referring to the visible characteristics of others to which we are either attracted or are not attracted i.e., the way they appear. These are physical aspects of personality. But personality includes other aspects also.

Psychologically, personality is our unique ways of behaving in different situations such as, excited, joyful, warm, or friendly, etc. You may have observed that some people are not easily depressed by the difficult situations for a long time and remain happy. There are others who respond to most situations with seriousness and are not easy to please. These are the personality characteristics which are stable across situations. Though people do behave out of character sometimes. Remember the times you say, 'Oh What has happened to him/her? She/he is behaving so differently' Rarely, an individual may respond to a situation very differently than his/her usual style. However, personality can be described as ways wherein people behave consistently in most of the situations. There are two important characteristics uniqueness and consistency. But let us not forget that people do behave inconsistent with their personality in certain situations. It is due to this small proportion of flexibility that the change in personality is possible. This is where role of psychologists' and individual's own efforts become important. This is the dynamic nature of personality. Thus, we arrive at the definition of personality as the unique, consistent, and dynamic organization of physical and psychological characteristics of an individual.

The uniqueness of personality means that none of us are alike. Even two persons who are aggressive are not same in personality. There are individual differences among all of us. Each one is unique. Now you know that all of us are different. Some are very

emotional, some aggressive and some are quiet. Even those who do seem good or have effective personalities could be very different from each other. Psychologists study personalities to understand how we develop in such different ways. They also would like to predict the behaviour of different kinds of personalities.

Thus, knowing the personality of people enables us to predict their behaviour in different situations. The purpose of studying personality is to understand how it develops in a certain way. This knowledge would help us plan experiences that would facilitate change in a positive direction. But remember it is not easy to bring about this change. In the next section we will learn about different ways of studying personality as proposed by different theories.

ACTIVITY

Observe yourself and other people around you carefully. Make notes of the kinds of errors you make and the appropriate behaviour you engage in. Is behaviour consistent across situations?

INTEXT QUESTIONS 17.2

i.   Explain the meaning of personality.

ii.   Why do psychologists study personality?

iii.   Fill in the blanks:

a.   Personality is....................,.................... and consistent.

b.   Knowing personality helps us to plan ....experiences for individuals.

17.3 THEORIES OF PERSONALITY

Now you know the meaning and definition of personality. There are many ways in which psychologists have explained personality. We will learn in this section how these approaches or theories explain personality. These theories suggest ways of assessment of the structure of personality, motivation or energy sources, and the study of development of differences in personality. Here five theories namely, type, trait, psychoanalytic, humanistic, learning and socio-cognitive theories of personalities have been discussed, though there are others too!

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17.3.1 TypeTheories

The 'type approach is historical, and it categorizes people into different types according to some specific behaviors. The Greek physician Hippocrates suggested four types of people-based on the dominance of fluid in the body. According to him, sanguine or optimistic people have bile produced by the spleen. The choleric irritable or aggressive have black bile, and the phlegmatic or calm have blood produced by the liver, finally the melancholic or depressed have phlegm produced by the lungs.

There is Kretschmer's types classification according to physique and character. According to him there are four types of personality: the Pyknic type with short and round body, athletic type with slender or slim body, athletic or strong types, and the dysplastic or unproportionate type. There is Sheldon's classification of three types: endomorphs with soft, fat, and round bodies, ectomorphs with tall, thin, and flat chested, and mesomorphs with well-built bodies.

In ancient India too, the earliest very well-known physician Charak, based on humours of the body viz. vata, pitta, and kapha suggested the nature of personality accordingly. Though these are not pure types, tridoshas exist in people in different combinations. Accordingly, they have combined characteristics. Those with excessive vata are generally energetic, muscular, open-minded, alert and learn easily. Those with excessive Pitta are generally intelligent, fastidious, strong built, competitive. Those with excessive kapha are generally steady, patient, thoughtful and supportive.

Another worth mentioning personality theory is by Jung. According to Jung there are two types of people, Introverts and Extroverts. Introverts are shy, withdrawn, unable to adjust in social situations. The Extroverts are outgoing, friendly, talkative, and social in nature. However, we know that there are few who could be categorized into either of the above categories. The others are called Ambiverts. In the next section we will introduce other relatively recent theories.

17.3.2 Trait theory

Traits are the observable behavioural tendencies of people that are consistent across situations. These are like the adjectives we use to describe the behaviour of people, for example, traits like shyness, insecurity, outgoing, confidence, aggressiveness etc. Traits are relatively permanent and stable characteristics. The personality is constituted by several traits. These are the building blocks of personality. There are several trait theories. Allport's and Cattell's theories are two of the important theories. Let's look at both the theories.

Allport's theory

The structure and dynamics of personality: This theory distinguishes between two types of traits - one that are observable behaviours and the other that are underlying internal tendencies that produce the behaviours. The shyness comes from underlying feelings of lack of competence, confidence, and negative expectations. Thus, traits are the result of internal processes of thinking, feeling and behavioural tendencies. He has distinguished three kind of traits- the cardinal, central and secondary. According to him the cardinal traits are the ones that become the defining feature of a person's personality. i.e. control the person's behaviour, for example hardworking, punctual or loving, helpful etc. For example, Mother Theresa was so compassionate that she worked with leprosy patients without concern for her own self. The central traits are the general traits that define the person, but these are not as controlling as cardinal traits (Example of central traits could be added).The secondary traits are those which are not as important. These are casual likes and dislikes. According to Allport, the traits are important, but the situations are also important and influence the expression of traits. Gandhiji was just like others till he met with an unusual situation in South Africa which made him a non-violent fearless leader.

People engage in different activities wherein they spend their energy for tasks which motivates them. The energies are channelized in those activities which lead to success. These activities become motivating, the motives become identified with their personality and become self-sustaining. These are the cardinal traits that control the personality of a person as explained through the example of Gandhiji and Mother Teresa.

Development of personality: A child at the time of birth has unique genetic characteristics which slowly develop into different types of traits. The maturation, imitation and learning bring about differentiation of traits.Those traits become prominent which bring satisfaction. These traits gradually fall into a congruent behavioural pattern which lies at the center of all behaviours.. An important concept is that of 'functional autonomy'. The traits or action tendencies which develop to satisfy a need gradually become autonomous. The adults have consistencies in their behaviour which is the result of autonomy of various drives.

Cattell's Trait Theory

This theory slightly differs from the Allports' theory. It assumes that there are central traits that each person possesses. But these traits are present in different individuals in varying degrees. There are 16 central traits which were identified from a list of 171 adjectives. Using a statistical procedure, a personality test was developed using these

adjectives. The test is known as 16PF questionnaire. The test yields 16 traits that are the primary factors. Besides these, there are other traits also that are acquired because of interaction of these traits. These are called secondary traits.

INTEXT QUESTIONS 17.3

1. Mention the different theories of personality.

2. Name at least four type theories.

3. What are the different types of personality suggested by Charak?

4. What are the different types of traits in Allport's theory?

5. What are the two types of traits in Cattell's theory of personality.

6. Fill in the blanks:

   i. Sheldon identified the …………, ………, and …………...................

   ii. Jung identified two important types of people .... and ....

   iii. The personality test based on the Cattell's Personality Theory is...............

   iv. In Allport's theory cardinal traits are the ------------ feature of personality.

17.4 PSYCHODYNAMIC THEORY

Sigmund Freud a physician developed the first theory of personality. During the treatment of paralysis, numbness, fainting, particularly women, he found that these patients were not suffering from any physiological problem. According to him these people were suffering from internal conflict among their various desires and expectations. The conflict is not all conscious. Psychodynamic refers to this pull of psychological forces in different directions, which causes mental health problems. The theory is described under the following heads: structure and development.

17.4.1 Structure of personality

In this theory the personality is made up of three parts: the: id, ego, and superego. Id includes all desires i.e., all bodily needs, sexual desires, and aggressive impulses. Id operates on pleasure principle; it seeks pleasure and satisfaction of needs immediately. Ego is the part that operates on reality principle. It keeps the id in control and allows

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satisfaction of needs only under appropriate circumstances. For example, you feel hungry during your class. A part of you wants to eat immediately but ego reminds you of the punishment from teacher and makes you wait till recess. The ego strikes a balance between the desires and outside conditions. Ego is partly conscious not all the parts of ego are conscious. Third part of personality is superego. It is concerned with moral aspect of our actions. As id wants to satisfy some need, superego lays down conditions. It is different from ego. Let's look at the example you are at home, you want money,there is money in the dad's almirah.The superego warns, not because of any punishment but your parents have told that it is not right to take money without permission. Superego contains all the teachings from parents, from the school, and the teachers, and society. These morals are lodged in superego and give direction to our behaviour. The conscious and unconscious conflict between the three parts of our personality id, ego, and superego determines our mental health.

Most of the conflicts are unconscious. The consciousness forms one part of personality. The conscious thoughts and feelings are a very small part of the personality. Preconscious another part which contains a large portion of desires, memories, and conflicts which are unconscious, but these become available to the consciousness, if the person pays attention. However, most of these remain unconscious. The largest part of human personality is unconscious which is formed by the threatening desires, motives, and conflicts. These experiences were once conscious, but these were actively pushed into unconscious. If such experiences come to conscious, they give rise to anxiety, so such desires, motives and feelings are continuously pushed into unconscious part of personality. The continuous struggle among the id, ego, and superego determines the development of personality.

17.4.2 Development of personality

The prime motive which drives people is libido or pleasure seeking: The energy or libido is concentrated in different parts of the body at different stages. During developmental stages the child derives pleasure from different parts of the body also called erogenous zones. As the child grows she/he also realizes that there are limitations on pleasure seeking. The first stage of development is the oral stage.

Oral stage: During this stage (about first 18 months)total fixation is on the mouth(the infant primary focus is on the mouth).The child seeks pleasure i.e., food and nurturance through mouth. The baby sucks at things and puts things in the mouth. If for some reason, there is lack of satisfaction and pleasure at this stage. The person's libido becomes fixated here and she/he becomes dependent on others and craves for love

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and nurturance. This theme may continue throughout life.

Anal stage: This stage (2-3 years) is about the time when pleasure seeking is fixated (concentrated) around anal region. The child is toilet trained by the parents. If parents are too strict about training or the child resists discipline. She/he gets fixated at this stage. The behaviour of such a person is either too fussy with neatness, stubborn or excessively undisciplined and disorderly.

Phallic stage: This stage (about 4-5 years) is centered around genitals. The children become aware of their sexuality, and they understand the intimacy between their parents. The attraction develops towards the parent of opposite gender which is called Oedipus complex (Oedipus was a Greek character who killed his father to marry his mother). Those who can resolve this fixation and develop the attitudes, values, and morals of the parents of same gender or significant others in their life develop in a healthy manner. This also leads to development of superego i.e., the moral sanctions.

Next two stages are: Latency (7-11 years) and Genital stage (12 year onwards). During the latency stage the children learn to express their sexuality in desirable ways by imitating their parents. The libidinal energy is channelized in constructive ways to schooling, games and developing other talents. The sexuality is not visible in this period.

The genital stage is maturation of the sexuality and its expression physically and psychologically in socially acceptable ways. The satisfaction of sexual urges becomes the main goal. Those developing healthy would be capable of hard work, take responsibility for working towards having a job and a future with own family. The personality of the person as evolving during earlier periods gets integrated now with adult attitudes. For example, if they were dependent, they would still be dependent on their parents for help and show less enterprise; while those that were independent and identified with the parent would be self-directed.

Defense mechanisms

As stated earlier in the previous section, during the early stages of the development of the individual, the libidinal energy gets fixated in certain regions of the body. The energy is demanded by all the id, ego, and superego. This means the impulses of the id such as, feelings of anger, hate or other desires demand expression. Similarly, the superego or the parental (moral) commands rules and discipline also seek expression. The opposing demands of these cause anxiety, however these are balanced by the ego. The ego devises strategies to divert energy to safe activities to protect itself from the demands of the id. The needs of the individuals' id are not satisfied, but energy is channelized partially to hide unwanted urges of id in the unconscious. The rest of the

energy is diverted to other activities. These strategies employed by ego are called defense mechanisms. Some of the important ones are given below:

Displacement- diverting attention from the anxiety causing urges to acceptable activities.

Repression- forcefully suppressing the anxiety causing memories or events.

Denial- denial of existence of anxiety producing events. (Refusing to accept the existence of anxiety producing events)

Projection- unacceptable impulses are denied entry into conscious and are projected (displaced) on to others.

Rationalization- using an excuse to explain anxiety producing or negative experience.

Reaction-formation- the socially unacceptable experiences are unconsciously turned into opposite type of behaviour.

Regression- stressed people behave like a child and regress (make a return) to previous stage of development.

(It would be good to provide examples for each of these defense mechanisms for students)

INTEXT QUESTIONS 17.4

i.   Psychodynamic theory was first developed by..

ii.   Three main parts of the personality given in psychodynamic theory are ...., ...and ....

iii.   The parents' teaching and morals are contained in ....

iv.   .... is the prime motive that drives people according to psychodynamic theory of Freud.

v.   Conflicts occur because all three parts of personality try to control ....

vi.   List all the stages of development given in the Freud's theory of personality.

17.5 NEO-FREUDIANS

Apart from Freud there were several other psychologists who contributed to the psychoanalytical theory. Some prominent ones were Carl Jung, Alfred Adler, Erich Fromm, Karen Horney, Harry Stack Sullivan, and Erik Ericson. Freud conceptualized unconsciousness consisting of the personal childhood memories. Jung added an important conceptualization to the unconscious part of personality, The collective

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consciousness unconscious. According to him, the Collective Consciousness unconscious is inherited. This component is universal, and present in all individuals. The collective unconscious is made up of 'Archetypes'. Archetypes consist of the images and behavior patterns that are associated with conception of mother, God, spirituality, sex, etc. These are inherited from our ancestors. Another interesting concept that Jung proposed is the 'Persona' or the Mask. It is the outward personality that individual adopts, to adjust his/her behaviour to the demands of the society. It is the public personality as different from the inner or private personality. Jung also distinguished two major personality orientations, the introversion and extraversion. Introverts are more inward directed to their subjective world of experiences, while the extraverts are more outwards directed to the objective world. Thus, these two types of personality orientations are present in all individuals but one aspect is always more dominant than the other in a person.

Yet another psychoanalytical theorist was Alfred Adler. Adler is known for his concepts of individuals strivings for superiority, social interest, lifestyle, and creative self. Adler believed that all individuals suffer from feelings of inferiority, as a result they try to overcome inferiority by striving for superiority. He also believed that the human beings are inspired by social interests such as justice, cooperation, common good and having social relationships. His concept of lifestyle is the unique way a person develops, his typical motivations, and areas of strivings. An important difference that he brought was importance of training and support in developing one's lifestyle. His conception of creative self is the product of heredity and the experiences, and it's the creative self which provides a direction to the entire personality. Adler's contributions credited environment and outer support as important determinants of personality.

Erich Fromm is known for his focus on social relationships. Human beings are trying to avoid loneliness and acquire a unique personal identity. His belief was that human beings are trying to develop healthy relationships with others but depending on the social environment, individuals' social character evolves. Erikson proposed that the individual passes through six stages of psycho-social stages of development. These stages of development, if mastered successfully the individual develops as a healthy adult, else identity crisis occurs. These stages are concerned with development of toilet control, skills for social interaction, responsibility, hardwork, etc.

17.6 HUMANISTIC THEORY

This theory is based on the fact that the subjective experience of situations is different from the reality. Subjective experience means how we see a situation, for example the father is scolding the child for making noise, but the child feels he is still angry with him/

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her for not doing well in the examination. External situation here refers to the fact that the child was making noise and shouting. What the child is feeling, is the subjective reality. All of us believe that our subjective experience is real. Two humanistic theorists Rogers and Maslow had focused on the capability of human beings to become what they want, unlike psychoanalysts who believe that the personal development is decided during childhood.

17.5.1 Roger's theory

The main assumption of the theory is that all behaviour is the result of the subjective perception of reality rather than reality. This reality is not easy to perceive. The individuals have limited perception. They cannot process all aspects of the situation. Always, there is a gap between perception and reality. The other important assumption of the theory is that all individuals are capable of self-actualization, which means realization of a person's full potential.

17.5.2 Structure of Personality

There are a few concepts in the theory. The 'organism' is the experiencing being. At birth there is no self, only experiencing organism or the child. The child at birth has no self. The growing child slowly becomes conscious of himself/herself, and develops a 'Self'. Gradually the self-concept emerges. The self-concept develops out of the feedback given by the significant people in the life of the individual. Parents and other significant persons make the love and care conditional. As a result, the child develops positive self-concept if s/he fulfills the conditions laid down. Otherwise, the self develops in a negative direction away from the real self. The Self and self-concept both these terms were discussed earlier in the beginning of the lesson. This self-concept influences the way development will take place. The individual wants to be the 'ideal-self' i.e., the self they aspire to be, as per their own experiences of success or as per the demands of the significant people in their lives.

Development of the personality

The growing child needs care, love and regard from parents and other significant adults. But regard or care from parents is conditional on fulfillment of their demands. Conditional regard takes them away from real self. As a result, discrepancy or distancing occurs between real self and the ideal self, which has been termed as incongruence in the personality. The greater the discrepancy more miserable the person is. The development of personality demands that there is congruence between real self and ideal self-i.e., both are closer to each other. Hence Roger placed emphasis on

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unconditional positive regard, so that the child feels comfortable and his/her energies are invested in activities of his/her choice. An example of a maladjusted personality is a child who is low achieving, and parents put pressure on him to score high so that he could study science. Since the child is not doing well, he is not allowed to play or do other things she/he likes doing. The child will feel helpless and miserable;it may lead to having low self -esteem.

The family and important others may have influenced the development during early stages. But according to Roger's theory the individual has a will and independence to choose positivity and development, rather than negativity and the tendency to blame. The following are the qualities that help in growth-

● Acute awareness of the ongoing experience or quality of being here and now.

● Acceptance of the experiences rather than being defensive.

● Listening to the inner voice.

● Taking responsibility for one's successes and failures.

17.6.3 Abraham Maslow's theory of personality

This theory of personality just like Rogers, believed in the strong need in the individual to grow and develop. This means that the human beings have power in them to realize

the potential that they are born with. But the theory also proposes that the basic needs of the individual must be fulfilled. These needs are need for food, safety, love, and self-esteem. These needs are hierarchically important for the individual (FIG 6.3). That means the first three basic needs must be fulfilled before before they progress to the other higher needs.
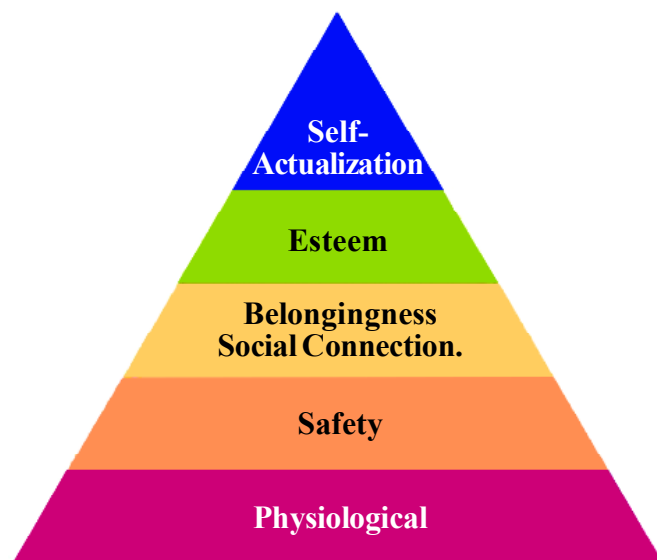
Figure 17.1: Maslow Need Hierarchy

In the above pyramid, the basic needs are depicted at the base. These are physiological needs like, the need for air, water, food, sleep, etc. these needs must be fulfilled only then people are motivated to seek fulfillment of other higher order needs viz. the need for safety and love etc. If physiological needs are not satisfied, the person will not

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move on to the next level, i.e. the person will not be motivated for safety. Similarly, when safety needs are satisfied the person will be motivated to satisfy the needs of love, affection, and belongingness. When all these needs are satisfied, the person become motivated to fulfil the needs of self-esteem and achievement of one's potential. According to Maslow, if the lower order needs are not met, the person feels dissatisfied. The higher needs are felt for growth and development when basic needs are satisfied. Those individuals who are motivated by the higher order needs are not necessarily dissatisfied; rather they become more self-accepting and accepting of the societal requirements as well. These people can rise above the routine and are spontaneous and empowered.

INTEXT QUESTIONS 17.5

Fill in the blanks:

1.   i.   The common component of Roger's and Maslow's theory is that humans can become what they.....................................

    ii.   The two most important foundations of Rogers theory are role of subjective-.................................... and ....to develop.

    iii. The main structures of personality in Roger's theory are....................... and ....

    iv.   .... self is what you want to be.

    v.   .... self is what you really are.

    vi.   .... is an evaluation of various aspects of your personality.

    vii. Development is in a positive direction when .... and ....are congruent.

17.7 LEARNING THEORIES OF PERSONALITY

Skinner was one of the prominent theorists to present the learning theory perspective. In learning theory, behavior is understood as a response to a stimulus. The response is linked to the stimulus known as S-R connections. There are two kinds of responses-one those genetically embedded in the individuals' reflexes and the others are learned during development. Several such series of stimulus-response connections may lead to complex behaviours. There are two kinds of response learning, first is the operant

Notes

response (instrumental conditioning) which leads to a reward(this you must have read in the chapter on learning). The second is the conditioned response (classical conditioning) which is evoked by a conditioned stimulus.The theory is described below

Structure of personality

 The personality is formed by learned behaviours. Learned behaviours are those which are reinforced or rewarded. The stimulus-response connections which are followed by rewards are strengthened. For example, a girl who is rewarded or appreciated for her cooking skills would be increasingly interested in cooking. Another girl who is appreciated for her athletic activities would be more and more involved in those kinds of skills. Even if the two girls could equally excel in academics due to the appreciation received in a particular area, their personality is shaped accordingly. The inclination to seek rewards is built up in the individual. In this theory the role of genetics and environment is prominent but the individuals' own inner thoughts and feelings are not given any importance.

Development of personality

A newborn child has hereditary characteristics, primary drives, and reflex actions only. The S-R connections which are followed by reinforcements are learned. The different behavioral tendencies emerge later because of interactions with the environment. The infants differentiate gradually in physical, emotional, and communication patterns. Learning, imitation, maturation, and integration lead to greater differentiation of traits. The action tendencies which had developed earlier to satisfy a need gradually become autonomous i.e., even in the absence of reward the behavior continues. This autonomy of the behavior of the various drives brings about consistency in the behavior. For example, one may eat a particular food or dish to satisfy hunger but later the taste and the circumstances under which it is eaten also get connected. The individual is motivated to eat the same dish not only to satisfy hunger but it is secondary motivation to seek the same environment and stimuli. Thus, the social context of learning -the role of family, language, and conflict experienced in early stages also are important determinants of behaviour.

Albert Bandura known as a social-cognitive learning theorist suggested the role of observation and attention in learning. (You have learned about perception and attention in the previous chapter). He highlighted the role of modeling, our own cognitions or thoughts, and social context in learning. According to him, people learn by seeing others do certain actions. For example, when you see others begin preparation for an examination, you too start thinking about your own studies and preparation. The role

Notes

of self-efficacy or the beliefs about own ability to successfully perform certain actions also plays an important role in learning. Those students who believe they will be able to get through the exams put in hard work, whereas those who think they will not pass, stay distracted. The third aspect which is a social context or environmental support is also considered important. The expectations and support of the parents or teachers facilitate learning and performance.

INTEXT QUESTIONS 17.7

i.   The learning theorists believe that all behavior is due to the formation of ....and ....connections.

ii.   Personality consists of ....

iii.   The learning of a behaviour is strengthened by.................................

iv.   In addition to learning …………,………………..,and ………..play an important part in development of personality

v.   Social cognitive theory was developed by.................................

17.8 ASSESSMENT OF PERSONALITY

The common impression about psychologists is that they can look at people and tell their personality. But that is not true, the psychologists use psychological tests, self-report inventories and surveys for assessment of personality in an objective manner. These inventories/ questionnaires include several direct questions about a person's behaviour in different situations or the traits or qualities. These tests are objective measures as they produce scores which are reliable i.e., the score of an individual is similar on different occasions. Another characteristic of these tests is their validity i.e. the extent to which the score on these tests assesses what these tests are supposed to assess. Thus, the quality of a test is decided based on its reliability and validity.

17.8.1 Self-Report Inventories

These are measures which include questions about the persons' own qualities which are to be answered by the person him/herself. These questions are related to behaviours, attitudes, beliefs, and feelings in different situations. The person taking test is asked to rate each item with respect to him/herself. The ratings have to be given on traits like aggressiveness, shyness, seriousness,etc.in various situations. People must answer on

Notes

a rating scale of '1to 5', if the trait or quality mentioned in the question/item describes them. The problem with these measures is that people are not very accurate in their judgement and in rating about themselves. The second problem is the 'social desirability' of presenting oneself in positive light; so mostly people give high ratings to themselves on desirable qualities. There is also a tendency among some people to mark themselves in the middle range rather than think, weigh, and then give accurate rating to oneself.

Among the standardized inventories there are two prominent ones Minnesota Multiphasic Personality Inventory (MMPI) which is used for identification of psychological disorders. The 2008 version renamed as MMPI-2-RF contains 338 items. The earlier version named MMPI-2 contained 567 items. There are 10 sub scales: Hypochondria, Depression, Hysteria, Psychopathic deviate, Masculinity/ Femininity, Paranoia, Psychasthenia, Schizophrenia, Hypomania, Social introversion. The questionnaire includes items that reveal whether people are distorting answers deliberately. The test was meant for clinical purpose, but it is used as a personality inventory widely. The previous scale has been adopted by scholars in many different parts of the world, including India.

The other popular scale is the Cattell's 16 PF questionnaire which measures personality qualities like, Emotional engagement, Emotional Stability, Liveliness, socially secure, Vigilance, Openness, Openness to change, Perfectionism, Reasoning ability, Dominance, Rule aware, Sensitivity, Abstractness, Uncertainty, Independence, Tension. It is used with children, adolescents, and adults. It is used for assessment of personality for counselling related to academic, social,emotional as well as in clinical diagnosis.

17.8.2 Projective Techniques

These are psychological tests which are based on the psychodynamic theory. These tests make use of the concept of unconscious projection, of own unacceptable anxiety causing thoughts and feelings on to others. The tests use unclear or vague pictures, inkblots and photographs which are presented to people with questions as to what they would see in them. The persons unconscious thoughts and feelings are identified from their responses. One of the earliest projective tests is word association, which is described below.

Word Association Test

Word association test first used by Galton and was later used by Jung. The test is a clinical diagnostic tool, though it is used along with other projective techniques. It uses hundred stimulus words to be presented to the person and asking him/her to say the

Notes

first word that comes to their mind as quickly as possible. These words are neutral. The time taken by the person to give the word in response to stimulus word is noted. The answers are recorded. These records provide clues to the personality of the person. It is also used to identify progress in therapy. The responses that are normal are known, and the responses that deviate from these indicate the nature of problem. Long reaction time, feelings accompanying the response, and inability to give response indicate the problem, and the efforts to block the normal responses.

Thematic Apperception Test

This is another projective technique. It was first developed by Murray and Morgan in 1935. It consists of a series of cards which have human figures depicted in different settings vaguely. Some cards have only one, while others have two or more. These cards are presented to the person one by one. S/he is asked to tell a story involving these characters with four questions: what is happening, what lead to this situation, what are these characters thinking, and last what will happen. There are 30 cards, out of which some are appropriate for adult men and women, while others are for girls and boys. The test is done in a quiet setting without any disturbance. The cards are shown to the subject one by one. Based on the individuals' responses the personality is judged (assessed). The judgement (assessment) of the personality is based on the content of the story, the character of the people and the feelings displayed by them. The conflicts and the inner desires and emotions are reflected in these stories.

 ACTIVITY

Think about five strengths of yourself. Write them down. Now check with others your family and friends. What do they think about your five strengths! Do they correspond?

 INTEXT QUESTIONS 17.8

i.   The two important characteristics of personality tests are .... and ....

ii.   The problem with self-report inventories is about --------, ------- and accuracy of ....

iii. Self-report inventories include questions about own ....

iv.   MMPI contains .... items and ....scales.

v.   Cattell's 16 PF test contains 16 ....

Notes

vi. Projective techniques make use of the unconscious tendency to ....one's own inner .... on others.

vii. Word association tests is about quality of .... to words which are presented during testing.

viii. TAT assesses individual response to picture cards in terms of ...., ...and ....

WHAT YOU HAVE LEARNT

| Self esteem and self-efficacy | — | Self | — | Real self Vs Ideal self |

Personality

Theories of Personality   Assessment of Personality

Socio- cognitive Theory   Type Theory   Trait Theory   Psychoanalytic Theory   Self Report Imuntories   Projective Techniques

Humanistic Theory   Learning Theory

Word Association Test   Thematic Apperception Test
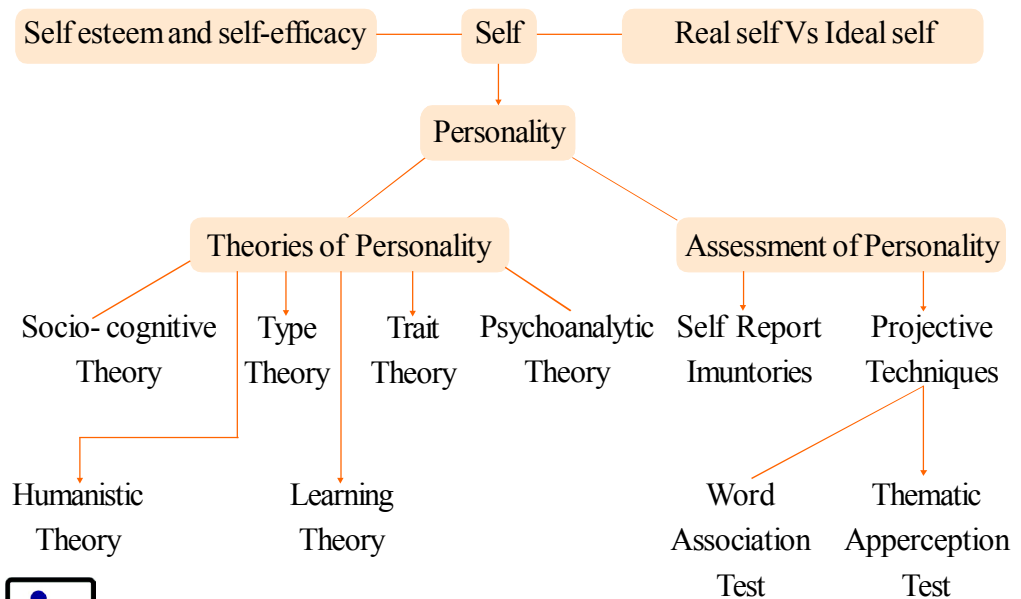
TERMINAL QUESTIONS

1. Explain the concept of Self, self-concept, and its development.

2. Define self-esteem and self-efficacy.

3. Describe the concept of personality.

4. Mention the trait theories of personality.

5. Describe the Freud's theory of personality and the assessment procedures.

6. Name two the humanistic theories of personality and explain any one theory?

7. What are the basic structural unit of personality in learning theory.

8. Explain the social-cognitive theory.

9. Explain self-report means of assessment.

10. Describe any one Projective tests of assessment.

ANSWERS TO INTEXT QUESTIONS

Notes

17.1

i.	Interactions	ii.	Positive, Negative
iii.	Self-concept	iv.	Positive, Negative
v.	Initiative	vi.	Childhood
vii.	Parents, siblings, and friends	viii.	Positive, Feedback
ix.	Teachers and classmates/friends		

17.2

i.   Personality is our unique ways of behaving in different situations such as, excited, joyful, warm, or friendly, etc.

ii.   Knowing the personality of people enables us to predict their behaviour in different situations. The purpose of studying personality is to understand how it develops in a certain way. This knowledge would help us plan experiences that would facilitate change in a positive direction.

iii.   Fill in the blanks

   a.   unique, flexible   b.   positive

17.3

1.   Type Theories & Trait theory

2.   Hippocrates theory, Kretschmer's theory, Charak's theory and Jung's theory.

3.   vata, pita and kapha

4.   Cardinal, central and secondary

5.   Central and secondary

6.   Fill in the blanks

i.   endomorphs, ectomorphs, mesomorphs   ii.   Introverts, extroverts

iii.   16 PF   iv.   Defining

Individual Differences

17.4

i.	Sigmund Freud	ii.	Id ego superego
iii.	Super ego	iv.	Pleasure seeking
v.	Libido or energy	vi.	Oral, anal, phallic, latency, genital

17.5

i.	Want	ii.	Experience, will
iii.	Organism, self	iv.	Ideal
v.	Real	vi.	Self-esteem
vii.	Real-self, ideal-self		

17.6

i.	Stimulus, Response	ii.	Learned Bhehaviour
iii.	Reward	iv.	Genetics and Environment
v.	Albert Bandura		

17.7

i.	Reliability, validity	ii.	Social desirability, rating
iii.	Qualities	iv.	567, ten
v.	Personality Factors	vi.	Project,Conflicts
vii.	response		
viii.	Story, result, hero(story, character, feelings)		

Notes

18

INTELLIGENCE

One of the widely studied psychological attributes is Intelligence. People differ from one another in their ability to understand complex ideas, adapt to the environment, learn from experience, engage in various forms of reasoning, and overcome obstacles.

LEARNING OUTCOMES

After studying this lesson, learner :

● describes the meaning of intelligence;

● discusses theories of Intelligence;

● explains the meaning of emotional intelligence;

● examines the relationship between creativity and intelligence; and

● understands the concept of emotional intelligence.

18.1 CONCEPT OF INTELLIGENCE

Intelligence is a key construct employed to know how individuals differ from one another. Intelligence is the global capacity to think rationally, understand the world, and use available resources effectively when faced with challenges. Intelligence tests provide a global measure of an individual's general cognitive competence.

Different authors have defined intelligence in several ways. Alfred Binet was one of the first psychologists who conceptualized intelligence. He defined intelligence 'as the ability

to judge well, understand well, and reason well'. Wechsler, whose intelligence tests are most widely used, understood intelligence in terms of its functionality, i.e. its value for adaptation to the environment. He defined it as 'the global and aggregate capacity of an individual to think rationally, act purposefully, and deal effectively with her/his environment.' Others like Gardner and Sternberg have understood intelligence in terms of an individual not only adapting to the environment but also actively modifying or shaping it. Therefore, there is no one definition of intelligence. It is a very dynamic and ever-evolving concept.

One of the widely used measures of intelligence in an individual is 'IQ' or intelligence quotient. IQ as a concept was derived by William Sterns in 1912, wherein he formulated that an IQ is an individual's mental age (MA) divided by his/her Chronological age (CA) and multiplied by 100. IQ is represented by the following formula:

Intelligent Quotient (IQ)=MA/CA x 100

The purpose of multiplication is the avoidance of decimal points. When MA is equal to CA, the IQ is said to be 100 which is the average score of intelligence. When MA is greater than CA, the IQ is above 100 and the individual is said to be more intelligent than his/her peers. When MA is less than CA, IQ is below 100 and then the individual is considered below average as compared to others of his/her age.

18.1.1. Extremes Of Intelligence

IQ scores are distributed in the population in such a way that the scores of most people tend to fall in the middle range of the distribution. Only a few people have either very high or very low scores. The frequency distribution for the IQ scores tends to approximate a bell-shaped curve, called the normal curve. This type of distribution is symmetrical around the central value, called the mean.

The mean IQ score in a population is 100. People with IQ scores in the range of 90-110 have normal intelligence. Those with IQ below 70 are suspected to have 'intellectual deficiency', while persons with IQ above 130 are considered to have exceptional talents.

Intellectual Deficiency

There are children who face enormous difficulty in learning even very simple skills. Those children who show intellectual deficiency are termed as 'intellectually disabled'. As a group, there is wide variation among the intellectually disabled. The American Association on Mental Deficiency (AAMD) views intellectual disability as "significantly

sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviour and manifested during the developmental period". This definition points to three basic features. First, in order to be judged as intellectually disabled, a person must show significantly sub-average intellectual functioning. Persons having IQs below 70 are judged to have sub-average intelligence. The second relates to deficits in adaptive behaviour. Adaptive behaviour refers to a person's capacity to be independent and deal effectively with one's environment. The third feature is that the deficits must be observed during the developmental period that is between 0 and 18 years of age.

Individuals who are categorised as having intellectual disabilities show significant variation in their abilities, ranging from those who can be taught to work and function with special attention to those who cannot be trained and require special attention throughout their lives. The different levels of intellectual disability are: mild (IQs 55 to approximately 70), moderate (IQs 35-40 to approximately 50-55), severe (IQs 20-25 to approximately 35-40), and profound (IQs below 20-25). Although the development of people with mild disabilities is typically slower than that of their peers, they can function quite independently, and hold jobs and families. As the level of disability increases, the difficulties are strongly marked. People with moderate disabilities, lag behind their peers in language and motor skills. They can be trained in self-care skills, and simple social and communication skills. They need to have a moderate degree of supervision in everyday tasks. Individuals with profound and severe disabilities are incapable of managing life and need constant care for their entire lives. AAMD classification of mental retardation is presented in the table below.

Table 1: AAMD classification of mental retardation.

Level	Intelligence Quotient	Adaptation to Demands of life
Mild	50-70	Educable, can function independently, and hold jobs and family.
Moderate	35-49	Trainable for self-care but not educable.
Severe	20-34	Incapable of managing life and need constant care for their entire lives May perform simple tasks under the supervision
Profound	Below 20	Require constant aid and supervision. Incapable of managing life and need constant care for their entire lives

Notes

Intellectual Giftedness

Intellectually gifted individuals show higher performance because of their outstanding potential. The study of gifted individuals began in 1925 when Lewis Terman followed the lives of about 1500 children with IQs of 130 and above to examine how intelligence was related to occupational success and life adjustment. Although the terms 'talent' and 'giftedness' are often used interchangeably, they mean different things. Giftedness is exceptional general ability shown in superior performance in a wide variety of areas. Talent is a narrower term and refers to the remarkable ability in a specific field (e.g., spiritual, social, aesthetic, etc.). The highly talented are sometimes called 'prodigies'. It has been suggested by psychologists that giftedness from the teachers' point of view depends on a combination of high ability, high creativity, and high commitment. Gifted children show early signs of intellectual superiority. Even during infancy and early childhood, they show a larger attention span, good recognition memory, preference for novelty, sensitivity to environmental changes, and early appearance of language skills. To equate giftedness with brilliant academic performance is not correct. Athletes who show superior psychomotor ability are also gifted. Each gifted student possesses different strengths, personalities and characteristics. Performance on intelligence tests is not the only measure for identifying the gifted. Many other sources of information, such as teachers' judgment, school achievement records, parents' interviews, peer and self-ratings, etc. can be used in combination with intellectual assessment. To reach their full potential, gifted children require different educational and life enrichment programmes beyond those provided to normal children in regular classrooms.

INTEXT QUESTIONS 18.1

Note: Give your answer in the space given below and compare it with answers given at the end of this unit.

1.   Intelligence is the ability to evaluate, judge and adapt to the environment to function effectively. (True/False)

2.   Intelligence is the product of both nature and nurture. (True/ False)

3.   There are four subcategories of mental retardation; they are mild, moderate, _____ and _____.

4.   The highly talented people are sometimes called _____.

18.1.2 THEORIES OF INTELLIGENCE

We now move further to describing various widely accepted theories. The sequence of these theories also indicates the history of intelligence theories.

Uni-factor theory: Alfred Binet was the first psychologist who formalized the concept of intelligence in terms of mental operations. Binet's theory of intelligence is conceptualized as consisting of one similar set of abilities which can be used for solving any or every problem in an individual's environment.

Two-factor theory: Charles Spearman (1927) proposed a two-factor theory of intelligence. He suggested that intelligence consisted of a general factor (g-factor) and some specific factors (s-factors). The g-factor includes mental operations which are primary and common to all performances' factors include all specific aspects of intelligence that help you in excelling in your field of interest. For example, Lata Mangeshkar in singing or Sachin Tendulkar in cricket.

Theory of primary mental abilities: Louis Thurstone proposed the theory of primary mental abilities. It states that intelligence consists of seven primary abilities, each of which is relatively independent of the others. These primary abilities include: (i) Verbal Comprehension (grasping the meaning of words, concepts, and ideas), (ii) Numerical Abilities (speed and accuracy in numerical and computational skills), (iii) Spatial Relations (visualising patterns and forms), (iv) Perceptual Speed (speed in perceiving details), (v) Word Fluency (using words fluently and flexibly), (vi) Memory (accuracy in recalling information), and (vii) Inductive Reasoning (deriving general rules from presented facts).

Theory of multiple intelligence: Howard Gardner (1983) proposed the theory of multiple intelligence, wherein intelligence is not considered a single entity; rather believes in the existence of distinct types of intelligence. Each of this intelligence is independent of the other. This means that, if a person exhibits one type of intelligence, it does not necessarily indicate being high or low on other types of intelligence. Also, that different types of intelligence interact and work together to solve a problem. Gardner described eight types of intelligence; they are as followed:

● **Linguistic (skills involved in the production and use of language):** It is the capacity to use the language fluently and flexibly, to express one's thinking and also understand other people. Persons high on this intelligence are 'word-smart', i.e., they are sensitive to different word meanings, can articulate, and can create

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linguistic images in their minds. Poets and writers are very strong in this component of intelligence.

● **Logical-Mathematical (skills in scientific thinking and problem-solving):** Persons high on this type of intelligence can think logically and critically. They engage in abstract reasoning and can manipulate symbols to solve mathematical problems.

● **Spatial (skills in forming visual images and patterns):** It refers to the abilities involved in forming, using, and transforming mental images. A person high on this intelligence can easily represent the spatial world in the mind. Pilots, sailors, sculptors, painters, architects, interior decorators, and surgeons are likely to have highly developed spatial intelligence.

● **Musical (sensitivity to musical rhythms and patterns):** It is the capacity to produce, create and manipulate musical patterns.

● **Bodily-Kin aesthetic (use whole or portions of the body flexibly and creatively):** This consists of the use of the whole body or portions of it for the display or construction of products and problem-solving. People high on this type of intelligence are most likely to become athletes, dancers, actors, sportspersons, gymnasts, and surgeons.

● **Interpersonal (sensitivity to subtle aspects of others' behaviours):** It involves the skill of understanding the motives, feelings and behaviours of other people to form and bond into a comfortable relationship with others. Professionals high in interpersonal intelligence may include Psychologists, counsellors, politicians, social workers, and religious leaders.

● **Intrapersonal (awareness of one's own feelings, motives, and desires):** This refers to the knowledge of one's internal strengths and limitations and using that knowledge to effectively relate to others. Persons high on this ability have finer sensibilities regarding the purpose of their life and existence. Philosophers and spiritual leaders seem to be high on this type of intelligence.

● **Naturalistic (sensitivity to the features of the natural world):** This involves complete awareness of our relationship with the natural world. Hunters, farmers, tourists, zoologists, bird watchers and others seem to be high on naturalistic intelligence.

- **Triarchic theory of intelligence:** Robert Sternberg (1985) proposed the triarchic theory of intelligence, wherein intelligence is viewed as "the ability to adapt, to shape and select the environment to accomplish one's goals and those of one's society and culture". This theory conceptualizes intelligence into three basic types: Componential, Experiential, and Contextual.

- **Componential Intelligence:** Componential also known as analytical intelligence, which is the analysis of information to solve problems. This intelligence has three components, each serving a different function. First is the knowledge acquisition component, which is responsible for learning and acquisition of ways of doing things. The second is the meta or a higher order component, which involves planning concerning what to do and how to do it. The third is the performance component, which involves actually acting upon a planned course of action.

- **Experiential Intelligence:** Experiential also known as creative intelligence, is involved in using past experiences creatively to solve novel or new problems. People high on this aspect integrate different experiences in an original way to make new discoveries and inventions.

- **Contextual Intelligence:** Also called practical intelligence, involves the ability to deal with environmental demands encountered on a daily basis. It may be called 'street smartness' or 'business sense'.

INTEXT QUESTIONS 18.2

Give your answer in the space given below and compare it with the answers at the end of this unit.

1. Triarchic theory of intelligence includes three components: componential, _____, and contextual intelligence.

2. Which one is not the part of Gardner's theory of multiple intelligence:

    a) Interpersonal

    b) Structural

    c) Naturalistic

    d) Intrapersonal

Notes

3.   Theory of intelligence given by Spearman is called:

a)   Uni-factor theory

b)   multi-factor

c)   Primary mental abilities

d)   Two-factor

18.1.3. Assessment Of Intelligence

The timeline of the history of the assessment of intelligence indicates the contribution of several experts in the field toward the development of psychological testing regarding intelligence.

In 1905, Alfred Binet and Theodore Simon made the first successful attempt to formally measure intelligence. Later, in 1908, when the scale was revised, they gave the concept of Mental Age (MA), which is a measure of a person's intellectual development relative to people of her/his age group. A mental age of 10 means that a child's performance on an intelligence test will be equal to the average performance level of a group of 10-year-olds. Chronological Age (CA) is the biological age from birth. A bright child's MA is more than her/his CA; for a dull child, MA is below the CA. In 1912, William Stern, a German psychologist, devised the concept of the Intelligence Quotient (IQ). IQ refers to mental age divided by chronological age and multiplied by 100. The number 100 is used as a multiplier to avoid the decimal point. When the MA equals the CA, the IQ equals 100. If MA is more than the CA, IQ is more than 100. IQ becomes less than 100 when the MA is less than the CA. For example, a child with an MA of 5 would have an IQ of 50 (5/10 ´ 100). The average IQ in the population is 100, irrespective of age.

Wechsler further defined intelligence as the capacity of an individual to act purposefully, to think rationally, and to deal effectively with his or her surroundings or situation. David Wechsler published the first intelligence test explicitly designed for an adult population, known as the Wechsler Adult Intelligence Scale, or WAIS. After the WAIS was published, Wechsler extended his scale for younger people, creating the Wechsler Intelligence Scale for Children, or WISC.

18.1.4 Tests of intelligence

Wide variety of intelligence tests have been devised, which can be categorised on the basis of the following criteria:

- **Individual or Group Tests:** An individual intelligence test is one which can be administered to one person at a time. A group intelligence test can be administered to several persons simultaneously. Individual tests require the test administrator to establish a rapport with the subject and be sensitive to her/his feelings, moods and expressions during the testing session. Group tests, however, do not allow an opportunity to be familiar with the subjects' feelings. Individual tests allow people to answer orally or in a written form or manipulate objects as per the tester's instructions. Group tests generally seek written answers usually in a multiple-choice format. Bhatia's Battery is an example of an Individual test whereas Raven's progressive matrices is a group test

- **Verbal, Non-Verbal, or Performance Tests:** Verbal tests require subjects to give verbal responses either orally or in a written form. Therefore, verbal tests can be administered only to literate people. The non-verbal tests use pictures or illustrations as test items. Performance tests require subjects to manipulate objects and other materials to perform a task. Written language is not necessary for answering the items. For example, Koh's' Block Design Test contains a number of wooden blocks. The subject is asked to arrange the blocks within a time period to produce a given design. A major advantage of performance tests is that they can be easily administered to persons from different cultures. For example, the Joshi's Intelligence test is a verbal test of intelligence catering to the Indian population.

- **Culture-Fair or Culture-Biased Tests:** Many intelligence tests show a bias to the culture in which they are developed. Tests developed in America and Europe represent an urban and middle-class cultural ethos. Hence, educated middle-class white subjects generally perform well on those tests. The items do not respect the cultural perspectives of Asia and Africa. The norms for these tests are also drawn from western cultural groups. Psychologists have tried to develop tests that are culture-fair or culturally appropriate, i.e., one that does not discriminate against individuals belonging to different cultures. In such tests, items are constructed in a manner that they assess experiences common to all cultures or have questions in which language usage is not required. Non-verbal and performance tests help reduce the cultural bias usually associated with verbal

tests. For example, the Bhatia battery test of intelligence is a performance test to measure the intelligence of the Indian population.

INTEXT QUESTIONS 18.3

Note: Write your answer in the space given below and compare it with the answers at the end of this unit.

1. Binet and _____ were the first to initiate the formal measurement of intelligence.

2. The concept of Intelligence quotient (IQ) was given by _____.

3. Shabnam is 12 years old and her mental age is 15 years. What would be her IQ based on the provided information?

    a) 120   b) 80   c) 125   d) 100

4. Koh's' Block Design Test is an example of _____ type of test.-

18.2 EMOTIONAL INTELLIGENCE

The notion of emotional intelligence broadens the concept of intelligence beyond the intellectual sphere/domain and considers that intelligence includes emotions. Emotional intelligence is a set of skills that underlie accurate appraisal, expression, and regulation of emotions. It is the feeling side of intelligence. A good IQ and scholastic record are not enough to be successful in life. You may find many people who are academically talented but are unsuccessful in their own life. They experience problems in the family, workplace, and interpersonal relationships. What do they lack? Some psychologists believe that the source of their difficulty may be a lack of emotional intelligence. This concept was first introduced by Salovey and Mayer and popularised by Daniel Goleman. Salovey and Mayer defined emotional intelligence as "the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions". This definition covers four aspects of emotional intelligence they are emotional perception, emotional integration, emotional understanding, and emotional management. Whereas Goleman defined EQ as a cluster of traits relating to the emotional side of life. Goleman proposed 5 aspects of Emotional Intelligence. They are:

1. Knowing one's own emotions

2.   Managing one's own emotions

3.   Motivating oneself

4.   Recognizing the emotions of others

5.   Handling emotions

Emotional Quotient (EQ) is used to express emotional intelligence in the same way as IQ is used to express intelligence.

18.3. CREATIVITY AND INTELLIGENCE

In recent years, our understanding of creativity has broadened. Creativity is not just limited to a selected few - the artist, the scientist, the poet or the inventor. An ordinary individual who is engaged in simple occupations like pottery, carpentry, cooking, etc. can also be creative. However, it has been said that they are not working at the same level of creativity as an eminent scientist or a writer. Hence, we can say that individuals vary in terms of the level and the areas in which they exhibit creativity and that all may not be operating at the same level. For example, the concept of a vertical garden is not only a beautiful site but is also an effective way of reducing the carbon footprints of the buildings by filtering pollutants out of the air, which results in a better quality of air. Another level of creativity is working on what has already been established earlier by way of modifications, by putting things in new perspectives or to new use.

One important debate in understanding the variations in creativity has been the relationship of creativity with intelligence. Terman found that persons with high IQs were not necessarily creative. Researchers have also found that both high and low levels of creativity can be found in highly intelligent children and also children of average intelligence. The same person, thus, can be creative as well as intelligent but it is not necessary that intelligent ones, in the conventional sense, must be creative. Intelligence, therefore, by itself does not ensure creativity. Researchers have found that the relationship between creativity and intelligence is positive. All creative acts require some minimum ability to acquire knowledge and the capacity to comprehend, retain, and retrieve. Creative writers, for example, need a facility in dealing with language. The artist must understand the effect that will be produced by a particular technique of painting, a scientist must be able to reason and so on. Hence, a certain level of intelligence is required for creativity but beyond that intelligence does not correlate well with creativity.

Notes

A general feature of most of the creativity tests is that they are open-ended. They permit the person to think of different answers to the questions or problems in terms of her/his experiences, whatever these may have been. There are no specified answers to questions or problems in creativity tests. Creativity tests involve divergent thinking and assess such abilities as the ability to produce a variety of ideas, i.e., ideas which are off-the-beaten-track, the ability to guess causes and consequences, the ability to put things in a new context, etc. This is contrary to the tests of intelligence which mostly involve convergent thinking. In tests of intelligence, the person has to think of the right solution to the problem and the focus is on assessing abilities such as memory, logical reasoning, accuracy, perceptual ability, and clear thinking. There is little scope for the expression of spontaneity, originality, and imagination. Since expressions of creativity are varied, tests have been developed using different stimuli like words, figures, action, and sounds. These tests measure general creative thinking abilities like ability to think of a variety of ideas on a given topic/ situation, alternative ways of looking at things, problems or situations, to guess causes and consequences, to think of unusual ideas to improve and to use common objects, ask unusual questions and so on.

ACTIVITY

1.   Prepare a list of characteristics of an Intelligent person.

2.   To identify creativity, prepare a list of items of daily use like paper, pencils, water bottles etc., and ask your friends to tell the uses of these items as much as they can.

WHAT YOU HAVE LEARNT

Notes

Intellectual Deficiency ← Intelligence → Intellectual Giftedness

Uni-factor Theory ← Theories of Intelligence → Theory of Multiple Intelligence

Two – factor Theory

Theory of Primary mental abilities

Theory of Multiple Intelligence

Types of Intelligence

Linguistic   Logical Mathematical   Spatial   Musical   Bodily Kinesthetic   Interpersonal   Intrapersonal Naturalistic

Assessment of Intelligence

Individual or Group Tests

Verbal, Non-Verbal or Performance Tests

Culture-fair or Cultural-Biased tests

Emotional Intelligence

Knowing one's own emotions

Managing one's own emotions

Motivating oneself

Recognizing the emotions of others

Handling emotions

Notes

TERMINAL QUESTIONS

1. What is Intelligence? Discuss different theories of Intelligence.

2. What do you mean by assessment of intelligence? Describe different types of intelligence tests.

3. Define Creativity. Discuss the relationship between creativity and intelligence.

4. What is emotional intelligence? Explain its importance in a person's life.

5. What is the formulae for calculating IQ and what does it represent?

6. What are the different levels of intellectual disability and how do they vary in terms of abilities and needs for support and care?

7. How is intellectual giftedness measured and what educational programs are needed for gifted children to reach their full potential?

8. What is the theory of multiple intelligence proposed by Howard Gardner and how does it differ from other theories of intelligence?

9. What are the different types of intelligence explained by Howard Gardner? Explain any four briefly.

10. What are the three basic types of intelligence according to Robert Sternberg's Triarchic theory of intelligence?

ANSWERS TO INTEXT QUESTIONS

18.1

1. True

2. True

3. Severe and profound

4. Prodigies

18.2

1. Experiential

2. b)   Structural

Individual Differences

3. d)   Two factor theory

18.3

1.   Simon

2.   William Stern

3.   c)   125

4.   Performance test

18.4

1.   c)   Both of the above

2.   c)   Divergent

3.   b)   Terman

4.   d)   Goleman

Notes

MODULE -5

Social Processes and Behavior

This module introduces the learners to the various social processes that influence human behaviour and social functioning. The learners will understand different group processes and their influence on individuals and groups. Further the learners will also understand the concept of leadership, attitude and pro-social behaviour.

19. Group Processes

20. Attitude

21. Pro Social Behavior

19

GROUP PROCESSES

Rahul is a 17-year-old boy. He was playing a game on his mobile phone, when his mother called out to him to accompany her to the market to buy vegetables. He was reluctant to go but at last he agreed. On his way to the market, they passed by a playground and saw a cricket match going on in full swing. The players were in matching uniforms and all were concentrating on the action of the batsman and the bowler. On reaching the market, he saw many people buying things of different kinds, some were bargaining and others were giving money to the shopkeepers. On the other end, the shopkeepers were selling their goods and calling out to the customers to buy from them. He was quite fascinated seeing the commotion going around and began to wonder, what could be the difference between this collection of people in the market and those in the playground. Like Rahul, you must have encountered a similar experience. You must have seen a huge collection of people in the bazaar or a mall. Are they called groups? No, they are just a mere gathering of people who happened to be at the same time and place for their own personal purpose. So then, what are groups? Can those players in the playground fit to be called a group? How are groups different from other kinds of gathering of people?

In this chapter, the questions will be answered and additionally, you will learn about groups and gain a wide understanding of its features and its influence on performance and decision making in our day to day life. Later in the chapter, you will also learn about leadership and the essential characteristics of effective leaders.

Notes

| ⊚ | **LEARNING OUTCOMES** |

After studying this lesson, learner :

● describes group and its features;

● recognizes the type of groups which we come across in our life;

● describes the formation of groups;

● determines the influence of groups on performance and decision making;

● defines leadership; and

● identifies the characteristics of effective leaders.

19.1 GROUPS

Groups are people who have come together for a common agenda and purpose. Two people are often considered as a "dyad" rather than a "group." A group consists of three or more people who interact and are interdependent on each other. For example, family, football team, dance troupe, a bunch of people who are working on a specific project, etc. All of these are considered as groups as the members interact and influence one another and are different from other collections of people.

Figure 19.1: A group of people working on a project (top) and a crowd of people in the market going about with their own work (bottom)
(Source:-www.unsplash.com)

Groups have the following salient features

(i)   Groups are governed by social norms. Norms are conventional or unwritten social practices, behaviors, thinking, outlook, etc that are widely accepted by society. These norms guide the members how to behave and act in a group. For example, a sports team should wear team uniforms during the match/game and no other casual clothes;

(ii)   Groups have common needs, motives and goals; moreover, the members in the group strongly depend on each other to achieve their desired outcome;

(iii)   The individuals constitute the group, interact and share ideas and thoughts with one another;

(iv)   Group members have well defined social roles- specific expected behavioral roles that they are supposed to perform and also to do it well. For example, a teacher and a student in a class have different roles and are expected to act as per their roles assigned to them;

(v)   The people who constitute a group are interdependent on one another- the action or behaviour of one has an impact on the other.

Thus, groups are organized collections of individuals who have come together for a common motive, purpose and goals, guided by social norms and expected to behave as per role expectations.

Notes

Functions of Groups

a)   Groups fulfill the individual need for belongingness. As a social being, we feel the need to relate to one another, seek affection and care for each other.

b)   People also join groups in order to feel secure and protected as it gives them a sense of greater strength and power when in a group.

c)   Groups also give us a sense of identity as to how we define ourselves - a set of people who share distinct characteristics like common origin, religion, race, etc. This sense of identity comes from being a member of a certain group which gives the members their self-worth or value.

d)   Being in a group helps them to increase their knowledge by getting information from other members.

e)   Groups also help the members to achieve their goals quickly as compared to working alone.

Being in a group makes them feel closer to one another and therefore develops a sense of security through shared identity and power. The members are able to identify themselves and one another based on their affiliation with the respective groups.

ACTIVITY

Identify and list out the different types of groups that you are part/member of.

INTEXT QUESTIONS 19.1

Fill in the blanks:

a)   Groups satisfy our need for………………..and …………………..

b)   ………………..directs our actions and ways of behavior in groups.

19.2 GROUP FORMATION

There are many conditions and factors which are conducive and lead to the formation of groups. The three main factors are:

(i)   **Groups are formed due to proximity like, physical proximity. For example:** residents of the same building or colony who often meet for morning walks constitute a group. The more people tend to meet each other, the more

we come to know about one another and the more likelihood to form groups depending on similar interests and other likings.

(ii)   Groups are also formed due to similarity .People discover similar interests, share common ideas, opinion, values and other factors tend to bond with one another based on their similarities and may come together as a group. For instance, a Book Club where the members are part of the group due to their shared interest in reading books. It is a relationship based on stability and balance.

(iii)   Having a common goal and objective could also be a reason for forming groups. Trade Union is an example of an association of workers formed for the common interests and fulfilment of the common goals.

Figure 19.2: A group of people doing yoga. Such groups are usually formed due to similar interest in health and fitness. (Source:-www.unsplash.com)

19.2.1 Group Development

In 1965, a psychologist by the name, Bruce Tuckman proposed five stages of group development: forming; storming; norming; performing and adjourning. Each stage plays a vital role in building a high-functioning team.

These five stages are as follows:

1.   Forming

This is the initial stage and the group is characterized by uncertainty and lack of clearly defined structure. People are just getting to know one another and discovering the ideas and opinions of one another. It is the period of relationship

Notes

development. Orientation day at a new job is an example of a group forming stage.

2.   Storming

In this stage, the members become more aware of one another's weaknesses or habits. With growing familiarity, conflicts might arise due to disagreements, frustration or annoyance with each other. The reasons for the conflicts could be differences on what are the group goals, how to achieve it, who will lead the group, where to get the resources, division of work or responsibilities and expectations from the task or job at hand. It is important to work through the conflicts and then develop well-structured and clearly defined goals of the group.

3.   Norming

At this stage, norms are developed regarding the behavior of its members and also the possibilities and expectations from each member. A group identity is formed and a cordial relationship develops among the group members. For example, in a dance troupe, the members began to identify themselves not only as individual dancers, but as a group of dancers. Therefore they begin to understand the need to perform their respective roles and cooperate more with the fellow troupe members to get the perfect combination and rhythm. The members are now more committed towards achieving the group goals.

4.   Performing

Once the norming stage is completed, the group members unitedly work towards the attainment of the targets of the group. The group becomes functional and now it is time for performance. The group members are willing to co-operate and trust each other and are enthusiastic to adapt as per the need of the overall group.

5.   Adjourning

It is the final stage where the group after achieving the target or goals for which it was set up is dissolved. The existence of the group is no longer required as the purpose has been met.

However, you should note that for some groups, the performance stage is the final one. But for some groups formed temporarily, adjourning is the last stage in group formation as once the task is completed, it is dissolved. The stages of development of groups do not always flow in a rigid stage by stage pattern. Sometimes the stages can

go hand in hand or can start from the later stage or may even skip some of the stages. Therefore, it is important to note here that each group is unique in its formation and at times the sequence depicted in the five stages model may vary from one group to the other.

FORMING ➡ STORMING ➡ NORMING ➡ PERFORMI ➡ ADJOURNING

Figure 19.3: Stages of group development

19.2.2 Composition of Groups

A structure of the group is formed in the process of group formation. Groups have distinctive features and key components. They are given below:

● **Status:** Members of a group occupy different positions or rank within the group. Basically it is the hierarchies in the group which defines a member's position in the group. For example, a cricket team has captain, vice-captain, senior and junior players.

● **Roles:** The members in the group do not perform the same functions and are expected to play different important roles and complete the task as per the role. Sometimes the roles are assigned and at other times the roles are acquired. For example, in a football team there are goalkeepers, defenders, midfielders, forwards and strikers.

● **Norms:** Standard and accepted rules which govern the behavioural conduct within a group that might not be written but is considered the appropriate way to follow. For instance, the expected manner in which the students should behave in the class like to be attentive, maintain silence and so on.

● **Cohesiveness:** The force that binds members in a group, like a feeling of oneness, togetherness, belongingness and many other factors. The out-group is seen as something different and the presence of the out-group is seen as a competitive threat and it consequently leads to the increased bonding of the members in their own groups.

19.3 TYPES OF GROUPS

You must have come across many types of groups in your daily life. Nature of groups can differ from one another in terms of their function- social service or profit making business; size - football team or citizen of a country; duration -short term group formed

Notes

for a specific project or a religious group; geographical distribution - an Asian or an African group and so on. People may belong to different types of groups at same time.

The various groups can be broadly categorized as listed below:

(i)   Primary group

Primary group is a group in which the relationship is close, personal and the members often have face to face interaction. Family is a perfect example of a primary group. A family is a social unit where the members have a close bond and intimate relationship among themselves.

(ii)   Secondary group

The secondary groups in contrast are those where the relationships are less personal, intimate and indirect in nature. Large groups like, political parties, clubs, environmental movements fall under secondary groups. Unlike the primary group, the members do not involve much in each other's personal matters.

Thus, primary groups tend to be more cohesive than the secondary groups as it involve strong emotional bonding, deeper level of intimate relationships and one to one engagement with one another.

(iii)   Formal Groups

In the formal groups, the members have clearly defined roles; communication flows through a channel and a professional relationship exist within the members. Military unit is an example of a formal group where the communication follows a standard procedure or channel. Here the command flows from higher official to lower order within the unit. They have a well-defined set of roles for the respective members in the group. The high-ranking officials are responsible for decision making and looking after the members of the unit.

(iv)   Informal Groups

Informal groups are loosely structured with no rigid rules or defined roles and it is built on casual and friendly relations. These often get created spontaneously by people mostly to fulfil their social needs. A group of random people who gather to play cards is an informal group.

(v)   In-groups

People tend to categorize themselves and others on the basis of race, religion, class, caste, gender etc. The groups in which we belong are known as in-groups.

We use words like 'we' for the groups in which we belong

(vi) Out-groups

We also categorize others on the basis of their race, religion, class, caste, gender and on the basis of other parameters. The groups in which we do not belong are termed as out-groups and we used the term 'they' for the out-groups.

In-groups and out-groups way of description of groups is used to highlight the similarities and differences between the groups. It is commonly found that people tend to favour their own groups and highlight more desirable features about their own groups, while the people of the out-groups are seen as being different and not so much in a positive manner. Though such perceptions or outlook are a common tendency of people, it is important to note that various diversities or differences should be upheld and celebrated, rather than shunned out as it contributes to the richness of the society.

(i) **Primary Groups** E.g. Family	(iii) **Formal Groups** E.g. Military Unit	v) **In-groups** E.g. we are Punjabis
(ii) **Secondary Groups** E.g. Book Club	(iv) **Informal Groups** E.g. Random group of people who gathers to play cards	(vi) **Out-groups** E.g. they are Gujaratis

Fig 19.4: Types of Groups with examples

INTEXT QUESTIONS 19.2

1. State whether the following statements are True or False

   i) Formal groups have properly organized structure. True/False

   ii) Cohesiveness creates disunity within the group. True/False

2. Fill in the blanks

   ……………...and…………….are reasons for formation of groups.

Notes

19.4 INFLUENCE OF GROUPS ON INDIVIDUAL PERFORMANCE AND DECISION MAKING

The presence of others has an important effect on our individual performance and in arriving at a concrete decision. Sometimes an individual's performance in a group tends to differ when the individual performs the same task alone. The presence of others sometimes can improve the performance and at other times it may also decrease an individual's performance. A detailed description of these phenomena is given below:

19.4.1 Social Facilitation

When an individual's performance is improved by the presence of others than when they are alone, this is called Social Facilitation. For example, you are able to run much faster when you are in a competition with others than when you run alone. A landmark study on social facilitation was done by Norman Triplett in 1898. In his research, he observed that the cyclist rode much faster when they raced against each other as compared to when they cycled alone. Social facilitation can occur by the presence of others who perform the same task. The mere presence of an audience or spectators can also lead to social facilitation. Social facilitation may not be observed in every situation. For instance, the presence of people may simply decrease the performance and the person may commit a series of errors in the presence of others. This occurrence is known as social inhibition. For example, a person who has a fear of public speaking may stutter or make silly mistakes while speaking to an audience, but is able speak effortlessly when practicing alone.

Figure 19.5: A bicycle race with the audience cheering on.

The presence of spectators and fellow competitors can lead to social facilitation

There are many reasons as to why social facilitation occurs.

- The presence of others leads to feelings of increased arousal which leads to improved performance.

- The second reason is due to the evaluation apprehension hypothesis, i.e. concern about negative evaluation or judgement by other people which arouses people to perform well, especially on simple tasks.

- The desire to make a positive impression on others.

19.4.2 Social Loafing

In social loafing, the influence of others leads to decrease in performance of an individual when performing an activity as part of a larger group than performing alone. Let us suppose in a certain school, all the students were asked to clean the school surroundings. Since there are hundreds of students, each student will expect the work to be done easily and therefore may choose to put in less hard work. Individuals may relax and rest from time to time knowing that the others would work and that they could pass-off unnoticed since there are hundreds of students working together on the same activity. This social behavior of reduction in individual efforts when the output of the group is combined together with the other members for a single task is known as social loafing. Here the intensity of efforts put in by each individual would be less when working in a group, as each member feels that their individual contribution is not identifiable. Whereas the efforts put in by each individual would be more if they were asked to work alone and clean a specific area, as their individual contribution would be identifiable. In social facilitation, the presence of others gives a boost to the performance of an individual when performing the task alone, but in social loafing the presence of other group members who performs the task together reduces the performance of individuals as their contribution is less noticeable and not easily evaluated.

Some of the reasons as to why social loafing occurs can be attributed to:

- Individual members feel less responsible for the collective task and therefore contribute less effort when they work as a group.

- Since the contribution of work of each member would not be checked separately, the motivation level of the group members decreases.

- Not proper coordination and differences in commitment level among the group members.

Notes

Social loafing could decrease by:

● Building the bond of the group members and making them understand the importance of collective responsibility.

● Making the group members feel important by counting their individual efforts.

● Make them know of the importance and value of the given work and thereby, increasing the pressure to work hard together.

19.4.3 Groupthink

Groupthink is a phenomenon which occurs in a group. Here the group members think that unity and harmonious relations of the group members is more important than taking correct decisions and rational judgements. Therefore, the group members try to maintain the balance of the groups by avoiding disagreement and conflict over logical arguments and reasoning. For example in a board meeting a company director proposed an idea about how to expand the business. All the board members agree to execute the idea, though some of them felt the idea was not really good but accepted the idea to maintain unity and good relation with the director and other board members.

Groupthink is likely to occur when the group is highly cohesive. Here the group members avoid sharing opinions which may be different from others. The group leader actively controls and directs the discussion and decision making. Groupthink also happens when there is a feeling of external threat by the members.

The consequences of Groupthink are:

● Inadequate survey of alternative actions.

● Failure to examine fully the risk of the accepted choice.

● Failure to gather the required information.

● Failure to develop contingency or optional plans.

How to avoid Groupthink:

● The leader of the group should be impartial and accept criticisms as well as differences of ideas from the members.

● Opinions and ideas from outgroup members should be invited and encouraged.

● The leader should create several sub-groups and let them meet separately and then bring all the sub-groups to share their respective ideas to be discussed.

- Sharing of anonymous opinion should be encouraged through secret ballot to gather honest opinion from the members.

19.4.4 Group Polarization

Group polarization is the tendency of groups to take extreme actions or decisions rather than the initial actions or decisions of the individual members. For example- individual group members may be initially contemplating to invest a small amount in a business venture but when business partners join in larger number, they becomes ambitious enough in investing a more exorbitant amount which could be quite risky. The concept of group polarization was developed after the phenomenon of risky shift effect put forth by James Stoner in 1961. Stoner studied the risk- taking decisions of groups and individuals and found that groups take much more risky decisions than individuals. This shift from the safer course of action when as an individual to a risky course when in a group is known as a risky shift and this concept prompted many scholars to do further research on group polarization.

Why Group Polarization happen?

- We usually want to be accepted and liked by others in a group. Therefore, there is a tendency to adopt the beliefs, ideas and attitudes in order to fit in the group. Individuals may favor a similar opinion of the group but may develop an extreme form. If people wish to be liked by members of a certain group, they generally take up the attitudes and actions consistent with the group so that they would be accepted more favorably by the members and the leader.

- If the majority of the group members strongly support an attitude or an action, the other in-group members who do not have a strong individual stand are likely to develop and strengthen his position in alignment with the position of the majority within the group.

INTEXT QUESTIONS 19.3

1. What is it called when the performance of an individual member improves in the presence of others?

2. What happens when individual members in a group put in less effort in a collective task?

3. Match the following

a)	Highly cohesive group	i)	Group polarization
b)	When groups members take extreme decisions than when as an individual	ii)	Group think
c)	Risky shift effect	iii)	James Stoner

19.5 LEADERSHIP

If we observe any group, organization or nation state; we would find that there would be a person who influences or exercises social power over the others in order to accomplish certain objectives of the group. Without such a person, no group or organization can expect to arrive at a decision to fulfill the goals and vision of the group. For example, a school captain has influence and exercise more power over the others in the class and he/she leads the fellow students in decision making and other aspects. Therefore, in every group we will find that there is a person who is more influential and who commands more respect or power than the other members of the group. The person who can influence the other members to think and act in the desired direction eventually becomes the leader of the group and the others followers. Leadership is defined as the process in which the leader influences and directs the followers towards the goal achievement of the group. Great leaders like Mahatma Gandhi, Abraham Lincoln, Nelson Mandela and Indira Gandhi are exceptional leaders who showed courage, led and guided their followers.

Figure 19.6:Mahatma Gandhi and Nelson Mandela are exemplary leaders of all times.

The leaders and followers need each other; they also influence each other while

Notes

arriving at a decision and in various other activities. However, leaders have more influence over the followers. Leaders are not the only ones who occupy power positions in a group but leaders may also be the ones who want to make a difference, bring positive changes and implement novel ideas for the welfare of the group.

Early researchers have promulgated two types of leadership theories. The first one is the Great Man Theory, which assumes that great leaders are born and have unique background which makes them different from the followers. The second is Trait Theory, which maintains that a person associated with certain personality traits like intelligence, self - confidence, creativity, drive, flexibility and integrity has the tendency to lead others. However, numerous studies have found that there is a very weak relationship between personality traits and leadership abilities.

Leadership should be understood from the amalgamation of both personality traits and situational context. Seeing leadership from a single point of view would lead to inadequate understanding of the true essence of a leader. Type of leadership varies depending on the kind of work, situation or circumstances. For example, in a social welfare organization, a relationship oriented leader would be more effective while for a private company, a task oriented leader would be more successful.

ACTIVITY

Identify any two leaders who have been your inspiration. What are the qualities that you admire in them?

There are different kinds of leadership styles. The most prominent among them are transformational, transactional, autocratic and democratic leaders. They differ in the type of functions they perform and the manner of functioning.

- Transformational leaders are characterized by trust and confidence in their subordinates; inspire them to achieve their goals, lead an exemplary life and strive to bring positive changes for the development of their subordinates. Mahatma Gandhi is an example of a transformational leader.

- Transactional leaders perform the act of planning, organizing, controlling and streamlining of the group. This type of leader is more concerned about the end result and meeting the set target of the group. For example, a manager of a company or the coach of a sports team. They give rewards, recognition and privileges to the subordinates for good performance and achievement of the group goals.

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Notes

- An autocratic leader assumes absolute power and dictates the decisions and activities of the group. The leader determines the working system, imposes goals on the group and resists changes. Adolf Hitler is an example of an autocratic leader.

- A democratic leader believes in participation, involvement of the members in the activities and the decision -making process of the group. He indulges in interpersonal relations and works for the welfare of the members. Example: The Prime minister of a democratic country like India, England, etc.

Characteristics of Effective Leaders:

- Effective leaders work hard towards the achievement of goals

- Effective leaders are driven by a desire to excel.

- Have good communication skills.

- Effective leaders are self- confident and are assertive.

- Effective leaders are open to new ideas, experiences and can be flexible.

- Such leaders have high personal integrity and maturity.

- They have good interpersonal skills.

- They are considerate and have the ability to listen.

INTEXT QUESTIONS 19.4

Fill in the blanks

1. ……….. theory says that leaders have special personality characteristics which make them a leader.

2. ………… leaders are concerned about their subordinates' welfare.

3. …………. leader believes in collective work and participative decision making.

4. A leader should possess …….. skill in order to build good rapport and cordial relation with their members.

WHAT YOU HAVE LEARNT

Notes

Group Process

TYPES GROUPS
Primary group
Secondary group
Formal Group
Informal Group
In-Group
Out-group

GROUPS

GROUP FORMATION
Proximity
Similarity
Common
goal/objective
Stages – Forming,
Storming, Norming,
Performing,
Adjourning

**COMPOSITION OF
GROUPS**
Status
Roles
Norms
Cohesiveness

Social Loafing

Groupthink

**INFLUENCE OF GROUPS ON
INDIVIDUAL PERFORMACE
AND DECISION MAKING**

Social Inhibition

Social Facilitation

Group Polarization

Transformational
Leader

LEADERSHIP
- Great man theory
- Trait theory

Transactional Leader

Democratic Leader

Autocratic Leader

TERMINAL QUESTIONS

1. What are groups? Explain the basic features of groups.

2. Describe the factors and the stages in the formation of groups.

3. Describe the different types of groups with examples.

4. How can the presence of others influence our behavior and decision making?

Notes

5.   Explain the nature of leadership. Give the characteristics of an effective leader.

6.   What is the relationship between personality traits and leadership abilities according to early leadership theories and current research findings?

7.   What are the reasons for group polarization and what is the phenomenon of risky shift effect in group decision making?

8.   How different groups differ from one another in terms of characteristics and relationships among members?

9.   What are the main features and characteristics of groups, and how do they differ from collections of individuals?

10. What are the five stages of group development proposed by Bruce Tuckman and how does each stage play a role in building a high-functioning teams?

ANSWERS TO INTEXT QUESTIONS

19.1

a)   Belongingness, security

b)   Norms

19.2

1.   i)   True   ii)   False

2.   Proximity, similarity

19.3

1.   Social Facilitation

2.   Social Loafing

3.   a)   ii   b)   i   c)   iii

19.4

1.   Trait   2.   Transformational

3.   Democratic

4.   Interpersonal

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ATTITUDE

"Sahil is a student of class 2nd. One day he heard his elder sister talking about the need for waste segregation to control environmental pollution. Unable to understand the issue, Sahil asked his father to explain what waste segregation is and why is it important? His father told him that dry waste may include wrappers, glass, metals etc which can be later recycled and used whereas wet waste refers to biodegradable kitchen waste like fruits and vegetable peels, seeds, used tea leaves, egg shells ,paper bags etc that can be easily turned into rich manure for trees and plants. He told Sahil that waste segregation is important as it makes the process of recycling of waste into something useful easier. Waste segregation thus helps in controlling pollution by reducing the amount of waste that needs to be disposed off. His father also showed him several videos related to waste segregation and recycling. Sahil gets very inspired by all the information and pledges that he too would contribute towards waste segregation and protection of environment by informing his friends about it."

The above example clearly highlights how one evaluates and understands the social world around us in the form of attitudes.

In this chapter you will study the concept of attitude, its formation as well as changes in attitudes. The chapter also provides an insight into the concepts of stereotypes, prejudice and discrimination and how can these be reduced. Further the chapter aims to establish a link between how attitude and intergroup conflicts and also explores the ways of resolving such conflicts.

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LEARNING OUTCOMES

After studying this lesson, learner :

● understands the concept of attitude;

● lists the factors that contribute to attitude formation;

● analyzes the process of attitude change;

● understands the concept of stereotypes, prejudice and discrimination;

● explains factors causing prejudice and discrimination; and

● specifies the nature of intergroup conflict and its resolution.

20.1 WHAT DO YOU UNDERSTAND BY ATTITUDE?

An attitude can be understood as an evaluation of certain aspects of the social world around us. It could be an evaluation of an event, an individual, an object or even any idea .It is an abstract construct that can only be inferred through the behaviour of the individual. Many of us think that attitudes are mere opinions about a person, a thing or an event. However, it's important to understand the difference between these two terms.

Just think about the number of times we use the phrase 'In my opinion….' Or 'I strongly feel that this needs to be handled like this…'or 'As per my understanding……".These examples indicate our 'opinion' or thoughts about a particular topic which may or may not be very important to us. Now when these thoughts or opinions that one holds are extremely important to them so much so that if someone opposes these, they react emotionally or when these opinions are not just simple ways of thinking but also start getting reflected in the behavioural patterns, then in such cases these are not simple views or opinions, these are called attitudes.

All definitions of attitudes agree that an attitude is a state of the mind, a set of views, or thoughts, regarding some topic (called the 'attitude object'), which have an evaluative feature (positive, negative or neutral quality). It is accompanied by an emotional component, and a tendency to act in a particular way with regard to the attitude object. The thought component is referred to as the cognitive aspect, the emotional component is known as the affective aspect, and the tendency to act is called the behavioural (or conative) aspect. Taken together, these three aspects have been referred

to as the A-B-C components (Affective-Behavioural- Cognitive components) of attitude.
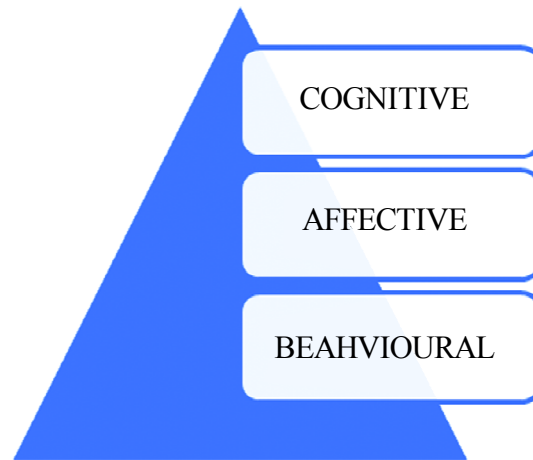
Figure 20.1: Three components of Attitudes

Example:

Neha, a college student has extremely negative views about the environmental hazard posed by use of plastic. She strongly feels that plastic use should be minimised as much as possible as its non-biodegradable nature has extremely harmful and long-term effect on our environment and ecosystem. Recently on her visit to market, she became extremely angry with a shopkeeper who was using a plastic bag for storage. Also she has been actively participating and organizing various awareness campaigns against plastic use in her locality as well as neighbouring societies.

What We Learn from the Example

Clearly, Neha has a negative attitude towards the use of plastic. The arguments that she shares with others clearly show that her attitude are acting at a cognitive level. Her attitude not only has an impact on her emotions (her anger with the shopkeeper) but also her behavior (participating in awareness campaigns).

LET'S DO

Case Study:

Rakhi has been greatly influenced by the "Swachh Bharat Abhiyan" initiative undertaken by the government to promote cleanliness. She often reads about the various cleanliness drive and awareness campaigns that have been organized in this regard. She keeps a track of the various community programs that have been organized through social media. Rakhi becomes angry when she sees people throwing garbage on streets. She

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has even launched a weekly cleanliness drive in her locality with the help of an NGO.

Keeping the above case in mind, identify the cognitive, affective and behavioural components of Rakhi's attitudes towards 'Swachh Bharat" mission.

Answer: (Cognitive: information gathered by Rakhi by reading about various cleanliness drives and awareness campaigns; Affective: Rakhi becomes angry when she sees people throwing garbage on streets; Behavioural: Rakhi has organised a weekly cleanliness drive in her locality.)

20.2 FORMATION OF ATTITUDE:

Attitudes can be learned or acquired through various sources. The primary sources being:

1. Attitude formation through classical conditioning

2. Attitude formation through operant condition

3. Attitude formation through modeling/observational learning

4. Attitude formation through social comparison

5. Attitude formation through group and cultural norms

6. Attitude formation through exposure to information

Let us consider these sources in detail:

● **Attitude Formation through Classical Conditioning**

Classical conditioning is a basic form of learning in which an initially neutral stimulus acquires the potential to evoke responses through repeated pairing with another stimulus. For example, a student may not show any emotional response to a fountain pen he/she has recently purchased. However, it so happened that each time the student wrote the exam with this pen, he/she scored very good marks. This may lead the student to associate happiness with that pen.

Having understood the concept of classical conditioning, let us now understand how it shapes attitude. For example: Amit likes spending time with his best friend Robin. Robin is very fond of playing football and goes to play in the local park every day. In order to spend time with Robin, Amit has also started accompanying him to park and has started playing football. Now Amit has also started developing liking for the sport. This is because Amit has started associating positive affect that he has for Robin with

his choice of sport i.e. football as well.

In other words, a positive attitude that Amit has for his friend Robin gets associated with the sport that was initially neutral for Amit.

- ### Attitude Formation through Operant Conditioning

Instrumental conditioning is another basic form of learning in which responses that lead to positive/rewarding outcomes or that is instrumental in avoiding negative outcomes are strengthened.

For example, a child observes that his/her mother feels happy when he/she finishes food. This makes the child regularly eat well and finish the food due to the positive reinforcement that the child receives. Taking another example, after returning from the school, the child used to eat food without washing hands. This habit of the child used to make his/her mother upset. The child realized that when he/she washes hands before eating, the mother is not upset anymore. Thus the child's behavior gets strengthened as it helps him/her to avoid negative reinforcement.

Let us now see how this principle of learning may lead to the formation of attitude. The role of instrumental conditioning in the formation of attitude can be easily seen particularly in case of children. A child may notice that when he/she switches off the lights and fans when nobody is in the room, the parents shower him/her with appreciation and praises for acting responsibly and saving electricity. This behavior eventually may get strengthened in the child in anticipation of positive outcomes and thus the child may develop positive attitude towards saving electricity.

- ### Attitude Formation through Modelling: Example

Formation of attitude is also possible through the process of observational learning/ modelling. A number of behaviors are learned by watching the activities of others and the outcome of such activities. For example: A child may watch his/her grandparents being respected and taken care of by everyone in the family. The child may acquire the same behavioral patterns and develop a positive attitude towards aged people in general.

- ### Attitude Formation through Social Comparison

Attitude may also be formed through the process of social comparison according to which we are constantly comparing ourselves with others with the desire to hold 'right' view about the social reality. This comparison may lead us to acquire attitudes from people we admire or people who serve as frame of reference for us.

For instance: Rajat admires an Olympic athlete, he follows the athlete on social media, reads articles and write-ups on him/her. Rajat is a big fan who idolizes the athlete. He gets to know that the athlete is committed to the social cause of 'Education of Street Children'. Rajat searches for NGOs working in this area and reads more about them. He may eventually develop a positive attitude towards the cause just like his idol.

● **Learning attitudes through group or cultural norms**

Very often, we learn attitudes through the norms of our group or culture. Norms are unwritten rules about behavior that people are expected to show under specific circumstances. Over time, these norms may get reflected in our attitudes.

● **Learning through exposure to information**

A person may acquire certain attitude on the basis of the information that he/she is exposed to. The sources of information can be many such as newspapers, books, internet, TV, movies and so on. For example: These days a lot of online campaigns regarding waste management are being circulated. This information is helpful in helping young children to adopt a positive attitude towards waste management by gaining information about its process of waste management as well as its benefits.

Figure 2: Sources of Attitude Formation

INTEXT QUESTIONS 20.1

1.   List the various sources of attitude formation.

     ....

     ....

     ....

     ....

     ....

     ....

2.   State whether the following statements are True or False

     a.   The 'affective' component of attitudes is related to the thoughts and mental process.

     b.   Attitude formation through classical conditioning involves positive and negative reinforcements.

     c.   Observational learning does not contribute to attitude formation.

     d.   Attitudes comprise of true components.

20.3 ATTITUDE CHANGE

During and after the process of attitude formation, attitudes may get changed/ or modified through various influences. Some attitudes change more than others do. Attitudes that are still in the formative stage, and are more like opinions, are much more likely to change compared to attitudes that have become firmly established, and have become a part of the individual's values.

Process of Attitude Change/Persuasion

Persuasion is defined as the process of consciously attempting to change the other person's attitudes through the presentation of different types of information/messages.

There are various factors that are instrumental in attitude change. Broadly these can be understood in terms of the characteristics or features of the source that wants to bring about an attitude change. For example: A teacher who wants the children to study

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every day in routine instead of just studying during examination time. Here the source that wants to bring about the change in attitude is the teacher.

Another important factor is the characteristic or nature of the message used for persuasion. In the above example the teacher could be employing messages of different nature ranging from rational and logical appeal in terms of how it is not possible to cover the entire syllabus thoroughly within few days just before exams to emotion based appeals that would trigger certain emotions in the target i.e. the students in this case. For instance the teacher in this case could tell the students how if they don't study in routine, they could score very poorly in their exams and may even fail thus triggering fear.

Further it is important to note that it's not just the nature of source and message but also the characteristics of the target that can influence the process of attitude change. For instance in the above example how much the students are motivated and goal driven would be influencing the kind of impact they would be experiencing when subjected to a persuasive message from their teacher.

Now let us consider these three factors in more detail:

Source characteristics

Source credibility, expertise and attractiveness are three important features that affect attitude change. Attitudes are more likely to change when the message comes from a highly credible source rather than from a low-credible source. For example, a teenager who wants to buy a new dress would find a member of the peer group to be more convincing than other sources because they believe that their peers would be having a fair idea about what's in trend and what's not. Similarly expertise in an area also increases the likelihood of attitude change. For instance, a dentist telling about the importance of regular dental check-ups and cleaning of teeth will have more impact than parents telling their kids the same thing. Another factor related to the source is the attractiveness of the source. For instance, if a youngster idolises a celebrity and follows him/her very closely then chances would be very high that the youngster develops a favourable attitude towards the product/brand that the celebrity is endorsing. This change in attitude would not be influenced that much by the product/brand itself by virtue of its features rather the change would be facilitated by the sheer liking that the youngster has towards the celebrity which eventually gets transferred to the product he /she is endorsing.

Message characteristics

The message that is presented to bring about the change in attitude is a very crucial determinant of attitude change. Various characteristics of messages that can impact attitude change are: Number of messages: Research has supported the view that increasing the number of message enhances its persuasive impact because of increased amount of information favouring attitude change as now the target would be exposed to a lot of arguments suggesting a change in attitude will be appropriate.

Repetition of message: For the first several times is also considered to be conducive for attitude change as through repetition of messages the target's attention gets captured making the process of attitude change more likely.

Logical/Emotional Appeal of the message also has an impact on the process of attitude change. A message could be having a logical or rational appeal in terms of factual information or an emotional appeal in terms of being able to trigger various emotions in the target of that communication. For example, a campaign against open defecation may point out how open defecation may cause diseases and infections in a rational and logical appeal. While on the other hand the campaign may focus on how the women folk have to face a lot of humiliation and shame in going out in open for relieving themselves, triggering emotions in the target audience.

Channel of communication i.e. the mode in which message is presented also has the potential to impact attitude change. For instance, research has shown that face to face communication is more effective than mass media in bringing about an attitude change as face to face interaction makes the message more personal and attention grabbing. For example any attempt to persuade girls to maintain menstrual hygiene using huge mass media campaigns will not have that amount of impact compared to a face to face personalised interaction with them as face to face interaction would also create a space for two way communication and sharing of concerns and issues from their side.

Target characteristics

Qualities of the target, such as moods, personality traits like openness to experiences, as well as knowledge related to the area of concern etc. may influence the likelihood and extent of attitude change. Research has shown that people who are in good mood are more likely to change their attitudes compared to others as they tend to display greater flexibility and less rigorous processing of persuasive message. People who are not very rigid in their mind set and are willing to exercise flexibility and are open to new thoughts and opinions, change more easily. Advertisers benefit most from such people. More intelligent people may change their attitudes less easily than those with lower

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intelligence. The more an individual is equipped with knowledge related to the attitude object, it become more difficult to change their attitudes as the arguments need to be well researched and exhaustive unlike for people who have very little knowledge pertaining to that issue.

LET'S DO

Case Study: Vikas has been associated with a campaign called "Save Paper, Save Trees". He has been working really hard towards sensitizing people in his office regarding this cause and has been urging them to use less paper as much as possible. He has organised various workshops and talks around the issue specifically focussing on why using less and less paper is environment friendly and how if papers are being used then proper recycling must be done so that lesser number of trees are cut to make papers. He has been talking about how wasting paper is harming the environment as in order to make a single sheet of paper, hundreds of trees are cut. He pointed out that if we don't stop cutting trees then our children would not be able to breathe in this toxic environment. He has been often seen mentioning that if we can't do this to save our environment, then we should do this to save our children so that they lead a healthy and long life. Also, in one of the campaigns he even highlighted the amount of money that could be saved annually by going paperless and how by managing everything digitally the employees would be saved from the trouble of maintaining so many files manually.

Keeping the above case study in mind highlight the rational and emotional appeal used by Vikas.

Answer: Vikas has used a rational appeal by focussing on how wasting paper is harmful for environment as for making a single sheet of paper so many trees are cut thus making a logical argument. A logical argument is also made when he stresses how both the employers and the employees would benefit by going paperless. Whereas he makes an emotional appeal when points out that trees must be saved to ensure that our children do not live in a polluted and toxic environment and have a healthy and long life.

INTEXT QUESTIONS 20.2

1. Match the following:

    1. Source characteristic   i.   logical argument

2.   Target characteristic   ii.   Expertise.

3.   Message characteristic   iii.   openness to new ideas

2.   List the three characteristics that influence the process of attitude change.

....

....

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20.4 STEREOTYPES, PREJUDICE AND DISCRIMINATION: A SPECIAL CASE OF ATTITUDES

Stereotypes

A stereotype is a belief about a particular ethnic, racial, social or religious group. These beliefs or opinions are by virtue of their group membership. These are category-based schemas or mental frameworks that are over generalized and are not directly verified. For example: a belief that women are emotional, caring, and nurturing; or a belief that men are not emotionally expressive. These are gender stereotypes that are often generalized to the entire category. We often draw inferences on the basis of these stereotypes without any first-hand experience or evidence. For instance: An employer may not consider a female candidate for a leadership position based on the stereotype that females are very emotional. The employer may feel that she may not be able to be assertive and take logical decisions and may get emotionally influenced. It is quite possible that the employer has never encountered any female who has not been able to do justice to the leadership role because of being emotional, yet the employer carries this firm belief. Hence the basis of these strong beliefs may/may not be firsthand experiences but are often stereotypes; like in this case it was the gender stereotype that had already drawn the employer's perception about the female candidate. The inferences that are being drawn in this example are not the result of logical thinking or direct experience but are based on pre-conceived ideas about a particular group. It is important to note that since stereotypes are belief systems, they indicate the cognitive aspect of attitude.

Prejudice and Discrimination

As mentioned above, stereotypes refer to the cognitive component of attitudes. Prejudice on the other hand indicate affective component of attitudes towards a particular group. It refers to the negative emotions towards another individual on the

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basis of that individual's membership of a particular group. Often, stereotypes consist of beliefs or cognitions about undesirable characteristics about the target group, and they lead to prejudice which are negative affect like hatred and dislike towards members of specific groups.

Prejudice may also get translated into discrimination, the behavioral component, whereby people behave in a less positive way towards a particular target group compared to another group which they favor. For example, the evil practice of untouchability was rooted in the principle of discrimination on the basis of caste system.

Often these cognitive, affective and behavioral manifestations of attitude in the form of stereotypes, prejudice and discrimination occur together. The preconceived notions or beliefs about a particular social group (stereotypes) often leads to experience of certain affective state (prejudice) as a consequence. This is often reflected in behavioral reaction (discrimination) eventually.

Sources of Stereotypes and Prejudice

Social psychologists have shown that stereotypes and prejudice can be acquired from one or more of the following sources:

1. **Learning:** Like other attitudes, stereotypes and prejudices can also be learned through association, reinforcement , observing others, group or cultural norms and exposure to information that encourages such preconceived notions and negative affect as already discussed in the above sections on sources of attitude formation. For instance stereotypes about a particular religion or caste may be acquired by a child quite early in life through observational learning i.e. if the child witnesses that his/her parents react very strongly against a caste/religion or hold negative opinion towards them then the child would also tend to acquire similar beliefs and affect and later on engage is similar behaviour too. The same effect can be seen based on the principles of operant conditioning as well. For instance if the parents scold the child or express strong disapproval towards the child's friendship with another child belonging to a specific caste/religion then due to a consistent negative reinforcement the child may also start maintaining distance from that child and over time this may get generalised to the other members of that caste of religion.

2. **A strong social identity and tendency towards in-group bias:** Individuals who have a strong sense of social identity and have a very positive attitude towards their own group often hold negative attitudes towards other groups.Thus they often engage in prejudice and discrimination as these negative evaluation

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Strategies for Reducing Stereotypes and Prejudice

about other groups help them to enhance their positive feelings towards their own group . Their own group becomes the in-group and the other group becomes the out-group for them.

Strategies for Reducing Stereotypes and Prejudice

Prejudice and stereotypes can be reduced by employing various strategies.

Firstly it's important to note that since these attitudes are acquired through learning and exposure to various sources of information such as books, newspapers, advertisements, movies etc. Therefore controlling these sources would be the first step in handling stereotypes and prejudice. Certain strategies that can be employed are:

1. Ensuring that any form of biased and negative beliefs and behavior is not positively reinforced in any form. We have already learnt that attitudes are acquired through instrumental conditioning wherein the behavior and beliefs that are followed by a positive reinforcement get strengthened .Along these lines if children are discouraged the very first time they express stereotyped and prejudiced beliefs, then their tendency to engage in similar behavior in future will get weakened.

2. Ensuring that children as well as adults are exposed to role models that do not encourage any form of stereotypical thoughts and prejudice. If children are exposed to positive role models that display inclusive and non-discriminatory attitude towards members of different social groups then similar attitude gets instilled in them. Also exposure to instances where an individual has been reprimanded or penalized for engaging in prejudiced behavior can also discourage children to follow their footsteps.

3. Narrow social identity on the basis of any form of group affiliation should not be encouraged.

4. De-emphasize in-group-out-group categorization. Individuals should be discouraged to exaggerate boundaries between their social group and other social groups. It is important to emphasize on the similarities that people share across different social groups or categories rather than focusing on the differences.

5. Developing an inclusive and encompassing attitude so that individuals can appreciate and respect the diversity and heterogeneity of various types of social groups.

Also it is very important to note that beyond controlling the sources of attitude formation, already established patterns of thinking and behavior can also be altered

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through the following strategies:

● Imparting knowledge and information regarding different social groups or categories to clarify and correct preconceived notions and dysfunctional beliefs about specific target groups.

● Increasing intergroup contact allows for direct communication between the groups thus providing opportunities to develop mutual trust and clarify misconceptions. Moreover, since stereotypes and prejudices are often not based on firsthand/direct experience hence direct contact helps the members of different social groups to discover the qualities of the specific target groups

INTEXT QUESTIONS 20.3

1. Match the following

   1. Prejudice   i.   Behaviour

   2. Discrimination   ii. cognitions

   3. Stereotypes   iii. affect

2. List various ways of reducing stereotypes.

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20.5 INTERGROUP CONFLICT

At times, these stereotypes, prejudices and discrimination trigger an intergroup conflict between different social groups. Often the two main sources of intergroup conflict have been identified as "competition for valued material resources" and "competition for social rewards like respect and esteem". A social group that feels disadvantaged and has witnessed prejudice and discriminatory behavior against its members is likely to be driven by both the sources i.e. the members would want to compete for material

gains in order to compensate for the discrimination and subjugation they have experienced and along similar lines would also strive hard to gain respect and status in the society. On the other hand, the other group members who have engaged in prejudiced behavior in the past would strive hard to maintain their status and control and would not like to get the power dynamics change. This power tussle often leads to intergroup conflict.

Factors affecting intergroup conflict

a. **Distrust and a sense of injustice:** At times due to certain existing stereotypes, members of a particular group develop distrust towards the other group members. They start believing that the other group is deliberately trying to harm them and put them at disadvantage, at times clearly ignoring the situational factors that might have contributed to the not so favorable events. For instance: Due to prevalence of gender stereotypes, a female candidate may feel that she wasn't hired for the job because of the general bias against women candidates clearly ignoring the fact that the candidate who was hired had better credentials than her. Such negative and faulty thought processes discussed in the above example often lead to mistrust and conflict.

b. **Faulty Communication related issues:** Lapses in communication create an environment of mistrust leading to conflict like situation. Also, if harsh statements and angry exchanges are made, a tendency to retaliate gets triggered in the receiver which could lead to conflicts.

c. **Egocentrism/Tendency to perceive one's group as perfect:** Trusting and having faith in the group's abilities and decision-making skills is important for group members to be able to continue with their association with the group. However, if this leads to a closed mind set wherein a group develops a tendency to consider only its actions as logical and appropriate while degrading other group's actions and belief systems then a conflict like situation may emerge. Example: Religious or cultural fundamentalism may lead to intergroup conflict as every group has a staunch belief of their religion's superiority over other religions. For instance -History has witnessed that Hitler's belief in the Aryans being the 'master race' had led to severe consequences.

d. **Vulnerability:** At the group level a belief that they are susceptible to some kind of damage or harm evokes a sense of vulnerability, which gets manifested in the form of uncertainty or fear about the future and can lead to intergroup conflict. For example: If a particular social group is being subjected to prejudice and

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discrimination then it may trigger a sense of vulnerability and insecurity in the members, paving way for intergroup conflict as a preemptive measure in order to safeguard their interests.
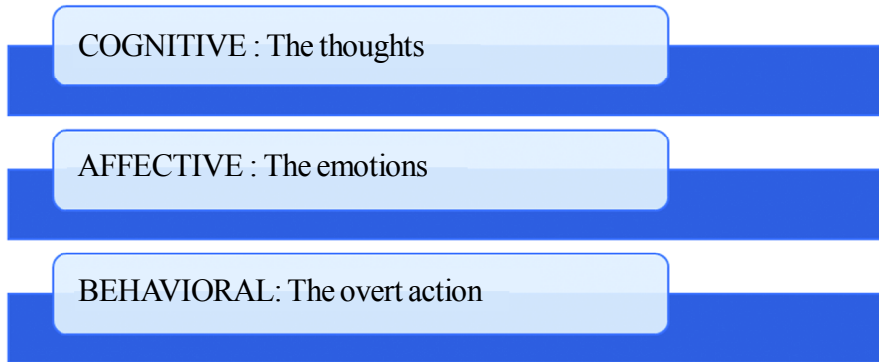
Ways Of Reducing Intergroup Conflict

a. **Increasing inter group contact:** Studies have suggested that increase in the interactions between members belonging to different social groups can help in reducing intergroup conflict and tensions. These interactions have a very significant impact on tension reduction and conflict management particularly when during these exchanges equal status among members is highlighted and opportunities are provided to establish more personalised one to one interaction. Due to these interactions, members of different groups interact with each other and get acquainted with each other's characteristics and patterns of behaviour on the basis of firsthand experience instead of banking on stereotypes and biased thoughts

b. **Decategorization:** One of the major sources of inter group conflict is erecting boundaries between different members by virtue of their group membership. If this boundary gets blurred, then the intensity of conflict can be reduced. This can be achieved by ensuring that the members of different groups engage in intergroup contact involving cooperation and interdependence so that the salience of intergroup boundaries gets reduced.

c. **Recategorization:** Another alternative method is to recategorize the group structures so that the boundaries get redefined and reset. By broadening the scope and highlighting diversity in opinion and unity in the same context, intergroup collaboration can be triggered thus reducing conflict.

d. **Creating Superordinate Goals:** Conflict can also be reduced between competing groups by creating overarching superordinate goals that can tie their interests together rather than driving them apart. Such goals can help in establishing WIN-WIN perspective for both the parties rather than the WIN-LOSE one ensuring that the members of both the groups cooperate and work together for the larger goal and get over their differences and conflict.

WHAT YOU HAVE LEARNT

Notes

- Components of attitudes

COGNITIVE : The thoughts

AFFECTIVE : The emotions

BEHAVIORAL: The overt action

- Sources of attitude formation

CLASSICAL CONDITIONING

GROUP AND CULTURAL NORMS

OPERANT CONDITIONING

SOURCES OF ATTITUDE FORMATION

EXPOSURE TO INFORMATION

OBSERVATIONAL LEARNING

SOCIAL COMPARISON
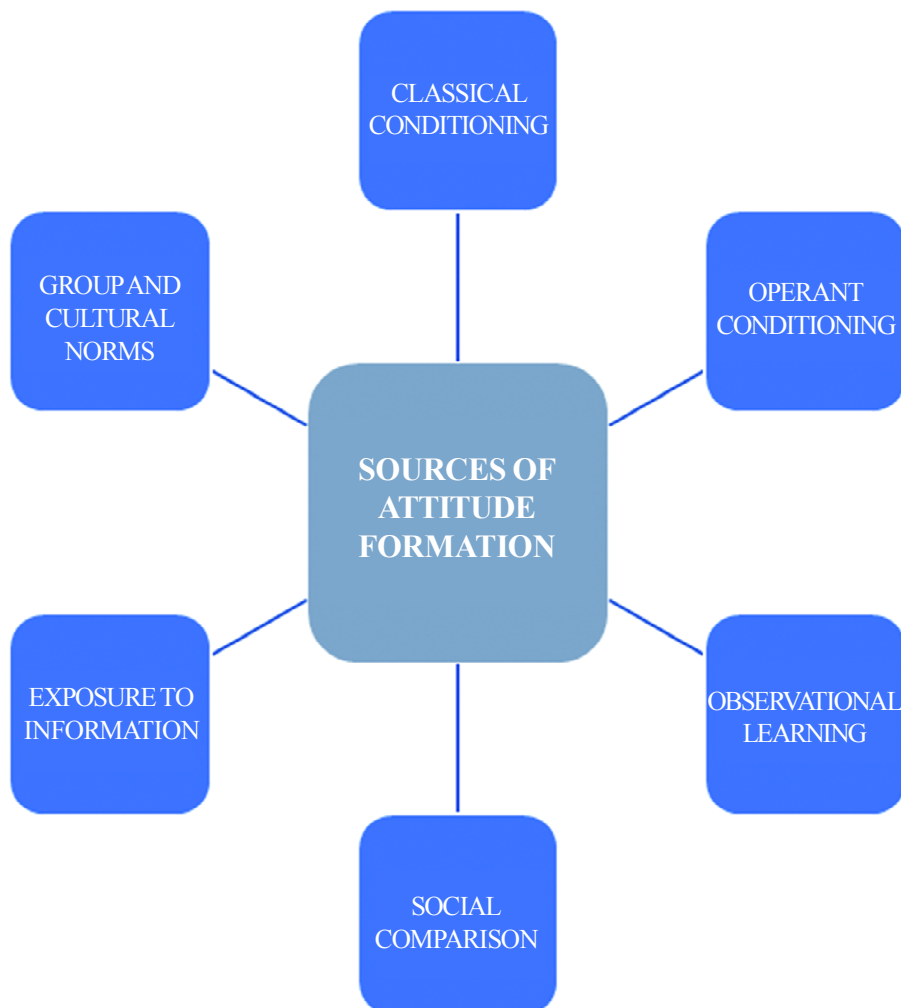
Notes

● Factors influencing attitude change

Source characteristics
- Credibility, Expertise
- Attractiveness/ similarity

Message characteristics
- Logical/ Rational appeal
- Mode of transmission/ repetition

Target characteristics
- Personality traits/mood
- Knowledge

● Stereotypes, Prejudice and Discrimination -A special case of attitudes

STEREOTYPES	• refers to the cognitive aspect of attitudes
PREJUDICE	• refers to the affective aspect of attitudes
DISCRIMINATION refers to the action related aspect of attitudes	

● Factors affecting Intergroup conflict

- Faulty communication
- Sense of vulnerability
- **Factors**
- Egocentrism
- Distrust

● Ways of reducing intergroup conflict

decategorization/ recategorization

increase in contact

superordinate goals
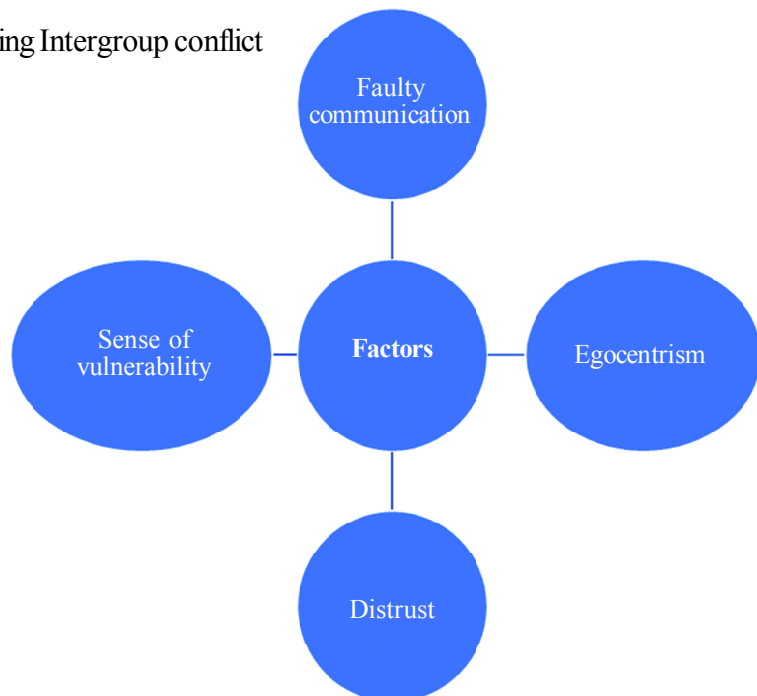
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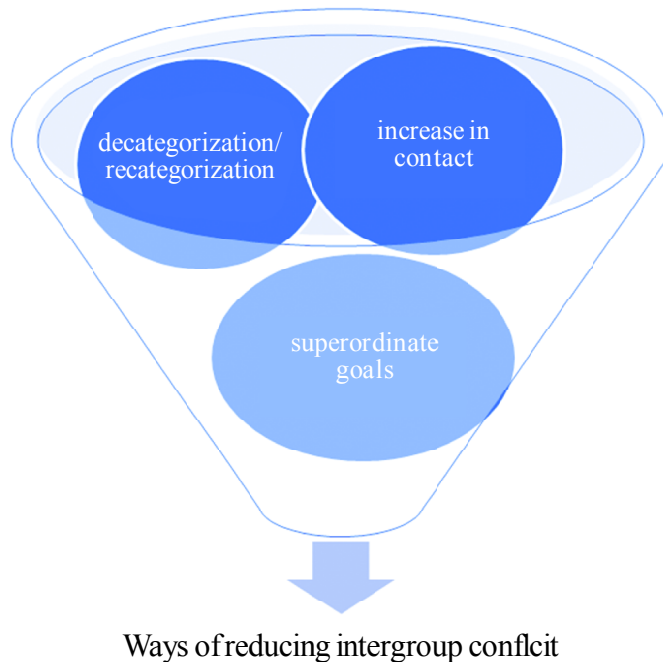
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TERMINAL QUESTIONS

1. What are the sources of attitude formation?

2. Exaplin the characteristics of source that can impact the process of attitude change?

3. How is the nature of message and the target important for attitude change?

4. How are stereotypes, prejudice and discrimination related with open another.

5. Discuss the ways of resolving intergroup conflict?

6. What are some factors that can contribute to intergroup conflict, and how do they impact the dynamics between different social groups?

7. What are some strategies that can be used to reduce prejudice and stereotypes, both in terms of controlling the sources of attitude formation and altering established patterns of thinking and behaviour?

8. What is the relationship between strong social identity and prejudice, and how does it lead to ingroup bias?

9. What are the three components of an attitude, as described in the A-B-C model?

Notes

10. How can attitude be learned or acquired through classical conditioning, operant conditioning, modelling social comparison, group and cultural norms, and exposure to information?

ANSWERS TO INTEXT QUESTIONS

20.1

1. Various sources of attitude formation are:

   a. Classical conditioning
   b. Instrumental conditioning
   c. Observational learning
   d. Social comparison
   e. Reference group

2. True and False

   a. False   b. False   c. False   d. True

20.2

1. Match the following

   1.   ii.
   2.   iii.
   3.   i.

2. The three characteristics that influence attitude change are:

   Source characteristics

   Message characteristics

   Target characteristics

20.3

1. Match the following

   1.   iii.
   2.   ii.
   3.   i.

21

PRO SOCIAL BEHAVIOR

Have you ever helped a blind person cross road? Or have you ever shared your food with a dog? Both these acts are examples of prosocial behaviours. Prosocial behaviour refers to a set of positive form of behaviours which may benefit others and facilitate greater cooperation and cohesion in society. Helping is an ethical value taught to us by our elders; it is a valued quality of an individual. Humans are social beings, living in groups, their survival depends on each other. Prosocial behaviour is an important social skill that leads to reciprocity. Just like our evolutionary ancestors – monkeys, they reciprocate to each other by scratching each other's backs; humans also live in a setup where they are dependent on each other. Prosocial behaviour also improves the chances of survival of our own species. We tend to extend help more readily to the members of our own species, and even more so to our kin.

LEARNING OUTCOMES

After studying this lesson, learner :

- describes the various forms of pro-social behavior;

- states how to develop pro-social behavior;

- understands the need to exhibit pro-environmental and pro-social behaviors;

- applies the strategies for promoting pro-environmental behavior; and

- explains the benefits of pro-social and pro-environmental behaviour for individual and society.

Notes

21.1 FORMS OF PROSOCIAL BEHAVIOUR

Prosocial behaviors is "a broad range of actions intended to benefit one or more people other than oneself—behaviors such as helping, comforting, sharing and cooperation."

Broadly, prosocial behavior requires three components: (1) the ability to take the perspective of another person and recognize that they are having a problem; (2) the ability to determine the cause of that problem; and (3) the motivation to help them overcome the problem.

There is no one way of extending help. We might indulge into various forms of helping, depending on the demand of the situation and our intentions.

Major forms of prosocial behaviour are:

1.   Helping

2.   Sharing

3.   Comforting

4.   Cooperating

5.   Volunteering

6.   Donating

21.1.1 Helping

Helping refers to assisting an individual in fulfilling his/her *instrumental need*, where an individual has difficulty completing goal directed behavior. Instrumental need refer to the need to get day to day things done and achieve short and long term goals, for example, getting information we need.

Research states that helping behaviour can begin within the first two years of life. By their second birthday, children have developed the social cognitive skills required to support the recognition of instrumental need and the ability to produce helping behaviors (Dunfield, 2014).

Helping can be further divided into two sub categories, namely, egoistic helping and altruism.

●   Egoistic helping refers to acts where people help others not solely for benefiting others but also for personal gain. We might, for example, donate money to a

charity because we want to help, but also because it makes us feel good about ourselves.

- Altruism is helping others while not expecting to have any personal benefits. For example, sharing your lunch with a classmate who forgot his/her lunch box.

Altruism is connected to empathy. Empathy is the ability to feel the plight of the another person by imagining ourselves in this person's tough situation. When we feel empathy for a particular person, we will attempt to help purely for altruistic reasons, that is, regardless of what we have to gain in the process. Empathy motivates the people to reduce other person's distress. If there is low empathy, people will reduce their own distress by escaping from the situation. If there is high empathy, the emotional response corresponds to the feelings of the other person.

21.1.2 Sharing

Sharing can be defined as offering, showing, allowing use of an object, or turn-taking. It requires the ability and willingness to fulfill other's unmet material desire. Examples of sharing include giving some food from your lunchbox to a hungry friend, giving your cricket ball to play for few days.

Research suggests that the ability to identify the need for sharing emerges over the course of the second year of development.

While sharing, a child gives up something tangible to benefit someone else. For preschool-aged children, sharing often involves a physical resource or a tangible object, such as toys, stickers, and food.

21.1.3 Comforting

Comforting requires the ability to understand other's negative emotional state. Alleviating other's emotional distress requires the ability to differentiate and identify the various emotional experiences of others.

Research suggests that necessary emotional understanding is in place in the first year of life, however the ability to explicitly identifying the particular type of distress do not emerge until later toddler hood.

In mature comforting behavior, it is not enough to simply recognize other's negative emotions. It is important to be able to identify the cause of other's emotional state so as to truly understanding their plight and comforting them.

Notes

21.1.4 Cooperating

Cooperation refers to working together to achieve goals. In a society, it is important to adjust in accordance with each other for harmonious relationships. Cooperation posits acting together for mutual benefits as opposed to competition where people act selfishly for individual benefits.

A common example of cooperation is cooperative learning where in, students help each other by explaining study material to one another, explaining class lectures, helping one another in difficult topics, mutually take turns in explaining what one has understood better. Cooperative learning is also helpful in diverse classrooms where students of different intellectual levels are taught together. In such classrooms, students learn cooperation and helping behaviour. Cooperative learning is helpful for the students as it leads to higher achievement, increased retention, positive relationships and a wider circle of friends, Greater intrinsic motivation, Higher self-esteem and Greater social support.

Cooperation is important for maintaining social order. It encourages the adherence to societal norms, so that social order is maintained. For example, not playing loud music at night is a form of cooperation.

21.1.5 Volunteering

Volunteering is an altruistic contribution of providing services without any personal gain or monetary reward. For example, getting affiliated to an NGO to help injured street animals, without receiving any payment is form of volunteering.

Volunteering has multiple benefits such as, connecting us to others, it is good for our mind and body, it can advance our career and it brings fun and fulfillment to our life. Volunteering differs from culture to culture and is more common among societies where social involvement is appreciated.

21.1.5 Donating

Donation is to give others in need. It is closely linked to the prosocial behaviour of sharing. Donation can be monetary, of clothes, food, blood, organs and so on. It eases the lives of others and helps them survive.

Donating is a noble act of sharing. It is also beneficial for the donor as it can help bring a meaning to life and also provides a feel good factor. Monetary donation also helps in tax deduction and makes one learn that every bit matters.

In India, The concept of 'Daan' is the practice of cultivating generosity which is emphasized a lot.

? **DO YOU KNOW**

Organ Donation Day is observed every year on 13th of August. Due to lack of awareness, there are myths and fears in peoples' mind about organ donation. The aim of this day is to motivate normal human beings to pledge to donate organs after death, and to spread awareness about the importance of organ donation.

Organ Donation is donating a donor's organs like heart, liver, kidneys, intestines, lungs, and pancreas, after the donor dies, for the purpose of transplanting them into another person who is in need of an organ.

According to a survey in India every year about 500,000 people die because of non-availability of organs, 200,000 people die due to liver disease, and 50,000 people die because of heart disease. Moreover, 150,000 people await a kidney transplant but only 5,000 are able to get successful transplants.

The organ donor can play a big role in saving others' life. The organ of the donor can be transplanted to the patient who needs it urgently.

Facts about Organ Donation

● Anybody can be an organ donor irrespective of their age, caste, religion, community etc

● There is no defined age for donating organs. The decision to donate organs is based on strict medical criteria, not age.

● Tissues such as cornea, heart valves, skin, and bone can be donated in case of natural death but vital organs such as heart, liver, kidneys, intestines, lungs, and pancreas can be donated only in the case of 'brain death'.

● Organs such as the heart, pancreas, liver, kidneys and lungs can be transplanted to those recipients whose organs are failing because it allows many recipients to return to a normal lifestyle.

- Anyone younger than age 18 needs to have the agreement of a parent or guardian to be a donor.

- Having a serious condition like actively spreading cancer, HIV, diabetes, kidney disease, or heart disease can prevent you from donating as a living donor.

NOTTO (National Organ Tissue Transplant Organization) has a website www.notto.nic.in where detailed information about organ donation can be obtained. Another website for the same cause is www.organindia.org

INTEXT QUESTIONS 21.1

State which of the following statements are 'true' and which are 'false?

1)   In altruistic helping we expect something in return

2)   Cooperation is important for maintaining social order.

3)   Blood donation is unhealthy.

4)   One should only help humans and not animals.

5)   Volunteering can help in choosing a career path.

ACTIVITY

Find the right volunteer work for yourself

Ask yourself the following:

- Would you like to work with adults, children, animals, or remotely from home?

- Do you prefer to work alone or as part of a team?

- Are you better behind the scenes or do you prefer to take a more visible role?

- How much time are you willing to commit?

- What skills can you bring to a volunteer job?

- What causes are important to you?

After answering these questions, you would have a clear picture about the kind of volunteer work is suitable for you.

Mahatma Gandhi once said "The best way to find yourself is to lose yourself in the service of others".

21.2 DEVELOPING PROSOCIAL BEHAVIOUR

There is no right or wrong age to learn prosocial behaviour. However, adolescence is the phase of adjustment and adaptation which is ideal to develop prosocial behaviour. Children tend to start developing prosocial understanding during school, where they learn to share and work in teams. As we grow, we develop moral behaviours and ethics based on our learning through interactions with elders and peers.

To be prosocial doesn't require effort, it is embedded in our value system. Values are basic and fundamental beliefs that guide or motivate attitudes or actions. Few ways of developing prosocial behaviour are:

1.   Encouraging prosocial behaviour in children by using techniques such as reinforcement.

2.   Experiencing a helper's high, that is, learning to pat your back whenever you indulge in a good deed. One should feel accomplished and hence euphoric after a helping act. You deserve to feel good!

3.   Teaching moral behaviours to people around us, especially children and peers.

4.   Paying attention to activities going around us. This keeps us alert to help in an emergency situation.

5.   Remember you are as responsible as anyone else to help a stranger in need.

6.   Be willing to take a chance or risk in order to help others. Government of India gives bravery award to children who have helped other in need while risking their own lives.

ACTIVITY

Tick the prosocial activities you have done from the following:

1.   Helped a blind person cross the street/write an exam etc.

2.   Helped an old person by spending time with him/her.

3.   Gave food to a hungry animal.

4.   Shared your clothes with someone.

5.   Helped a child study.

Notes

Add five more pro social actions you have ever done in life. If you are unable to recall even five past pro social behaviours, it is time to buckle up and give back to the society. And if you are able to recall, keep up the good work. Don't stop!

21.3 PRO ENVIRONMENT BEHAVIOUR

Prosocial behaviour is incomplete without being compassionate towards mother Earth. We all know about the degrading state of our environment. Be it pollution, deforestation, extinction of animals, plastic menace, oil spills or climate change, acting proactively to save the environment is the need of the hour.

21.3.1 Need to Exhibit Pro Environment Behaviour

Saving the environment will help us enhance our own survival. Currently the pace at which the nature is being destroyed by us, is a cause of concern and needs urgent attention. Seven Biggest Environmental Threats:

1) **Climate Change/ Global Warming**

   Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. The temperature of Earth is rising due to activities such as deforestation. Climate change is increasing the frequency and intensity of natural events like droughts, wildfires, heat waves, rainstorms, tropical cyclone, and hurricanes which could disrupt food production and cause famines. The industrial activities that our modern civilization depends upon have raised atmospheric carbon dioxide levels. Other causes are burning fossil fuels and intensive agriculture.

2) **Species Extinction and Biodiversity Loss**

   Intensive agriculture, unsustainable fishing, wildlife poaching, habitat degradation and destruction, acid rain, and climate change are threatening thousands of species. Humans are clearing forests for raising livestock, agriculture or establishing industries as a result of which animals are losing their home. Every species has a role to play in the environment, and extinction of even one of them disrupts the food chain and overall balance of the ecosystem.

3) **Air and Water pollution**

   There are various types of pollution, but air and water pollution have most alarming consequences. Air pollution is caused by industries, automobiles and waste burning. Water pollution is at a rise due to plastic pollution. The Global

Risks Report 2018 indicates that plastic pollution has increased so much that micro-plastics can be found in 83% of tap-water in the world. Chemical pollution is caused by industries and fertilizers used in agriculture, when these chemicals are dumped in lakes, rivers and ponds.

4)   Water Crisis

Though the Earth's surface is covered 70% by water, only 2.5% is fresh water that people, plants and animals can use to survive. Water shortage is occurring due to careless overuse. People are extracting water from groundwater-reservoirs and rivers, and demand is growing. Expanding agriculture alone uses 70% of this resource. Large lakes are drying up which impacts not just people but also vegetation and wildlife.

5)   Natural Resources Drain

Growing population places more demands on the earth's natural resources year after year. A prime example of higher consumption demands can be found in the fishery industry where 63% the world's marine life is over-fished with few to no renewable methods in place.

6)   Deforestation

Deforestation disrupts the natural balance of ecological systems. It is a major cause for extinction of various species of flora and fauna   as forests are home to 80% of animals. It increases soil erosion leading to landslides. It also is a major contributor to global warming as trees are the only source of oxygen.

7)   Soil Degradation

Soil degradation results due to soil erosion, soil compaction and application of agricultural chemicals. Erosion of soil can happen due to wind or water, when the protective cover of forests and other vegetation is removed, and the topsoil is lost. Soil compaction occurs due to over-grazing and destruction of the soil structure due to heavy tillage that is a characteristic part of industrial agriculture.

It decreases the ability of the land to absorb and hold rainfall, which can cause soil drought and a decrease in recharge of groundwater reservoirs and rivers, affecting the hydrology of an area. Further, the soil gets deposited as sediments downstream, excessive quantities of which can be polluting and harmful to fish and other aquatic life.

Notes

21.3.2 Pro Environment Behaviours and Actions

What is required is that at least all of us become aware of the need to be environment friendly and contribute in whatever ways possible.

There is only one Earth and we cannot afford to lose it. There are many ways in which we can contribute to a healthy environment. The threats to the environment, as given in section 21.3.1, can be reduced by our little actions.

1) **Plant Trees :** Planting trees reduces air pollution by releasing oxygen. Forest cover is important to protect Earth. Wherever we see a vacant land where trees can be planted, do not hesitate. Take help of an adult and plant a tree, nurture it and see it bloom.

2) **Help reduce air pollution :** Do not burst crackers – Carbon fumes that are released by burning crackers are highly hazardous for the environment. The gases released in the atmosphere harm the ozone lining of Earth, in turn causing climate change. Find a substitute to crackers for celebrations – enjoying at the expense of Earth's health should not be acceptable to you. Even the government is trying to curb pollution by policies such as odd-even traffic movement.

Notes
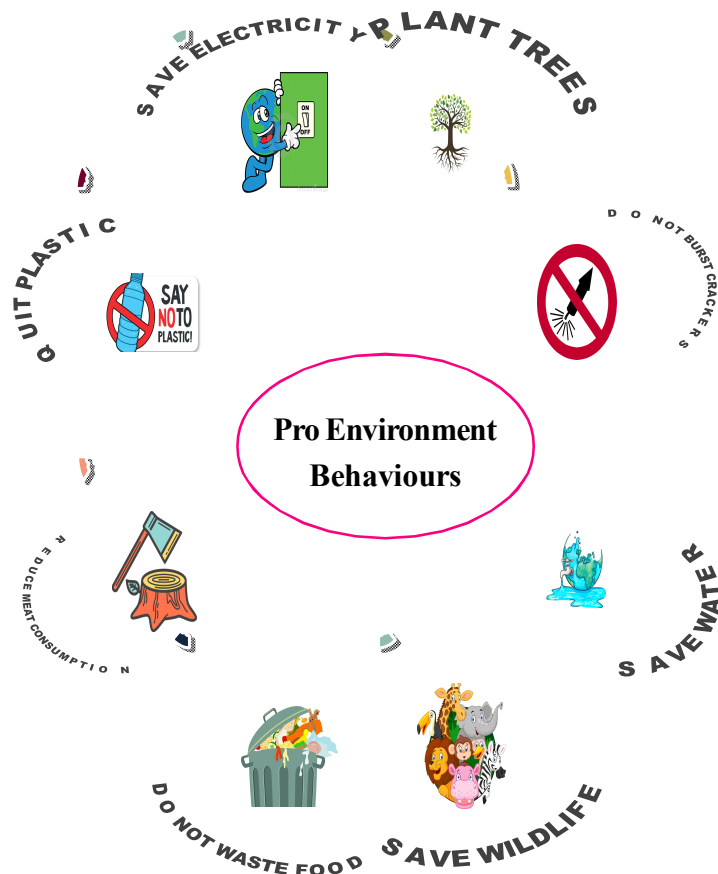
3) **Switch of the lights :** Electricity is mostly produced by burning coal, which in turn contributes to air pollution. By conserving electricity we can reduce the amount of the coal being burnt. Thus, switching of lights and fans when not required, turning off the TV button, removing phone chargers from sockets when not in use, and not leaving the refrigerator doors open for long, among other things can help curb air pollution.

4) **Save Water :** Water is a nonrenewable resource. Overuse of water can lead to depletion of the water table which can lead to water crisis. Further, water is purified for human consumption which requires a lot of resources such as coal burning. Therefore it is important to save water while bathing, brushing teeth, and cleaning utensils. We should also mind that water is not wasted in public places.

5) **Say no to Plastic :** Plastic is choking our planet. It is non bio-degradable and thus once used, stays on Earth for thousands of years. Plastic is making the entire planet a dust bin, including our oceans. It is consumed by the wildlife and results in a large number of diseases. We should avoid using disposable plates, spoons, straws, glasses made of plastic, also known as one time use plastic products. The water bottles that we often buy without giving a second thought are one of the most common form of plastic waste. Hence it is in our best interest to avoid plastic products as much as possible.

6) **Reduce meat consumption :** Meat requires raising of livestock such as goats, buffaloes and pigs which in turn requires pastures for grazing, leading to ranching, that is, clearing of forests for making pastures. Meat is one of the most common reason for deforestation. Also it requires gallons of water which impacts the water table. If the demand for meat will reduce, the supply will also reduce, as a result the meat industry will lead to lesser deforestation and lesser depletion of valuable resources like water.

7) **Don't waste food :** Just like meat, agriculture also require huge amount of space. With increasing demand for food, the land for agriculture has to be increased through deforestation, which means cutting through forests for land. We can reduce the effect of deforestation by reducing the food wastage. Food is directly proportional to clearing of forests, thus, more food we consume, more is the deforestation.

Notes

8) **Save Wildlife :** Deforestation is a common cause for habitat loss and wildlife extinction. Every species has a role to play in the ecosystem. And extinction of even one species can impact our survival on this planet. We need to be sensitive towards the wild life and their needs. Help animals, don't abuse them. They have an equal right on earth!

These are just few ways in which we can contribute to a healthy environment. There are many more ways such as using family planning methods to control population explosion, switching off the car while waiting on traffic signal and making others learn the importance of such pro-environment action.

Prosocial behaviour is not exclusively in helping fellow humans, but also in helping our planet and other species survive.

INTEXT QUESTIONS 21.2

Match the following:

i.	Cutting Trees	1.	Natural Resource Drain
ii.	Bursting Crackers	2.	Water Crisis
iii.	Over Fishing	3.	Deforestation
iv.	Leaving the tap running	4.	Species Extinction
v.	Hunting/Poaching	5.	Air Pollution

Multiple Choice Questions

Global Warming is:

a) Increase in temperature of Earth

b) Decrease in Temperature of Earth

c) No change in temperature of Earth

d) A healthy phenomenon

ACTIVITY

First activity - Among the Pro environment behaviours and actions explained in section 21.3.2, select at least 2 actions you find most important. Explain their importance to a close friend. You have to convince your friend!

Second Activity – Time to Practice what we preach. Practice the 2 actions selected for the above activity for atleast a week's time. For instance, if you choose water conservation, close any running tap you notice, do not keep the tap running while brushing or washing utensils, do not waste drinking water and so on.

Let's contribute to a healthy environment!

DO YOU KNOW

There are three Rs of sustainability.

- **Reduce:** To use fewer resources in the first place. It takes resources to manufacture, transport, and dispose of products, so reduction minimizes the use of new resources.

- **Reuse:** Use materials more than once in their original form instead of throwing them away after each use. Reuse keeps new resources from being used for a while longer, and old resources from entering the waste stream.

- **Recycle:** Converting waste materials into new products, changing them from their original form by physical and chemical processes. Although recycling uses energy, it helps to prevent new resources from being used and old materials from entering the waste stream.
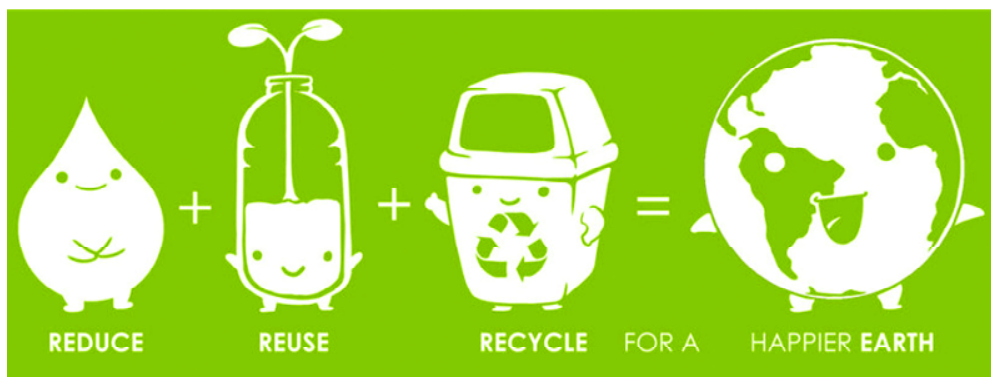
For example, Plastic Menace can be partially handled by the three Rs.

- We should REDUCE buying plastic products such as disposable utensils and mineral water bottles.

- Once bought, the plastic products should be REUSED rather than being thrown immediately.

- At the time of disposing the plastic products, one should be careful to throw them in dustbins where they have a chance of being RECYCLED. If littered around, these harmful plastic products get mixed with soil or get dumped in water bodies.

21.4 BENEFITS OF PRO SOCIAL AND PRO ENVIRONMENT BEHAVIOR

Humans are social creatures, spending much of their lives in the company of others and these social connections are the greatest sources of human well-being.

Prosocial behaviours have both individual and social benefits. The act of helping can give us immediate happiness (individual benefit) as well as improve our social relationships in various realms of life (social benefits).

21.4.1 Individual Benefits

A large body of research has found that prosocial actions and pro-environment actions improve wellbeing of the giver. Some of the research findings are stated below:

- People who volunteer more frequently are both healthier and happier than those who do not volunteer.

- Individuals who volunteer report higher life satisfaction and lower depression than those who do not volunteer

- Individuals who donate money to charity report higher levels of life satisfaction, than those who do not

- Pro environment behaviour improves present and future subjective wellbeing of the individual.

21.4.2 Social Benefits

Prosocial behaviours help us develop social connections, also known as social capital. Likewise, Pro-environment behaviours bring like-minded people, seeking better environment, together. Research has proven that the resulting social capital helps us lead a smooth life. Some of the research findings are stated below:

- Meaningful connections with others lead to happiness.

- Individuals with larger and more widely used networks provide more positive life evaluations.

- Communities with high social capital have been documented to recover more quickly from natural disasters, such as the Tokyo earthquake of 1923 and the 2004 tsunami in southern India.

- Strong social connections are also related to good physical health. Researches state that building social ties helps people achieve better health status, or speedier recovery times.

INTEXT QUESTIONS 21.3

1) Outline two individual and social benefits of Pro social and Pro environment behavior.

ACTIVITY

Make a diary, on each page make two columns, one for activity and the other for feelings. While doing activity 2 among activities 21.3, at the end of each day fill the columns of the diary stating all the environment friendly actions you undertook on that day and how it felt.

The beautiful emotions that you will experience after indulging into pro-environment actions would be a wonderful and help you achieve positive mood.

WHAT YOU HAVE LEARNT

Fig 1: Types of Prosocial Behaviours

Notes

Among Children
- Reinforcing good deeds
- Teaching Moral behaviour
- Learning to experience Helper's high

Among Adults
- Being alert to emergency situations
- Be willing to take risk to help others
- Being a responsible person
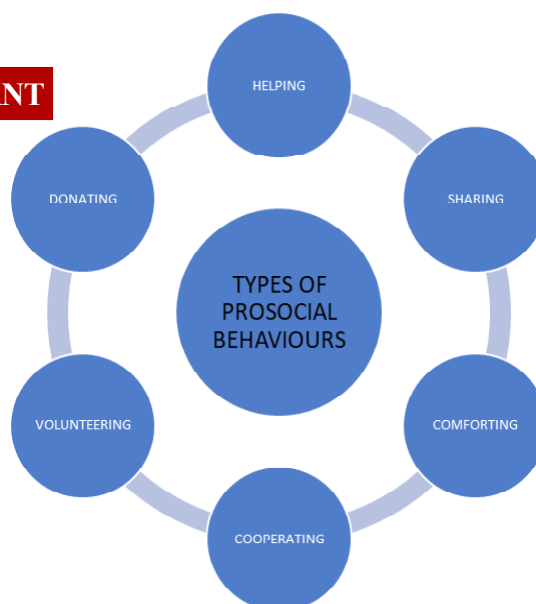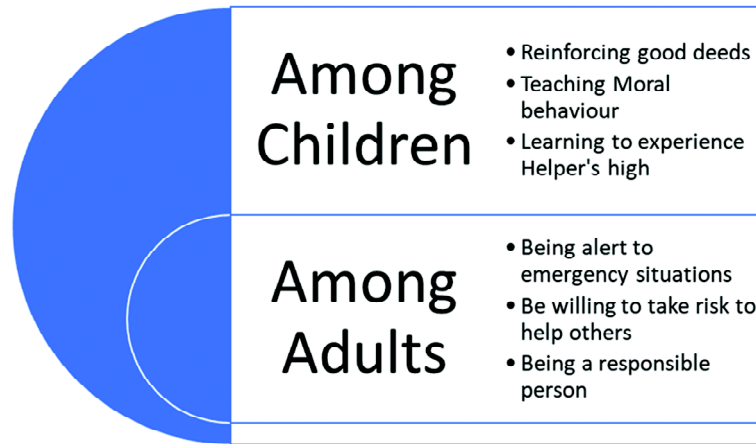
Fig. 2 Developing Prosocial Behaviour among children and adults

Global Warming

Biodiversity Loss and Natural Resource Drain

Air and Water Pollution

Water Crisis

Deforestation and Soil Degradation

Threats to Environment
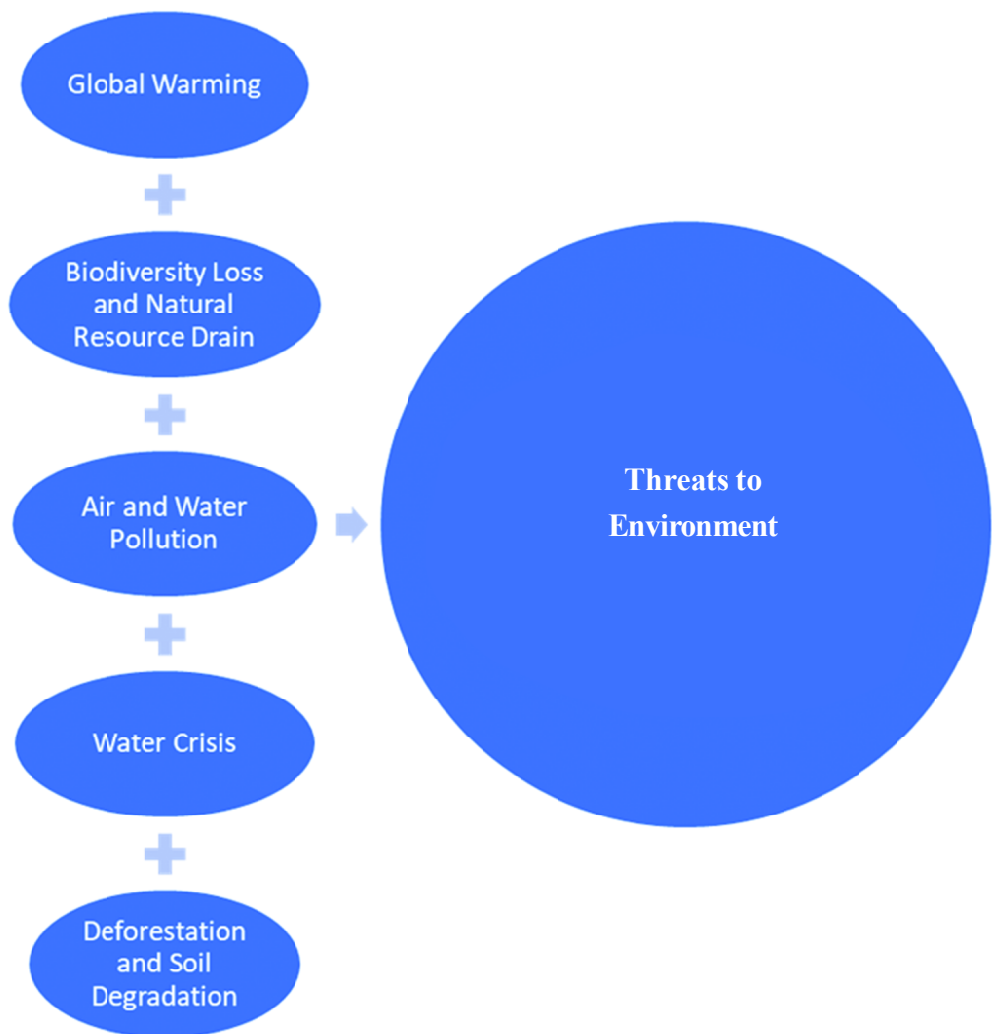
Fig. 3 Biggest Environmental Threats
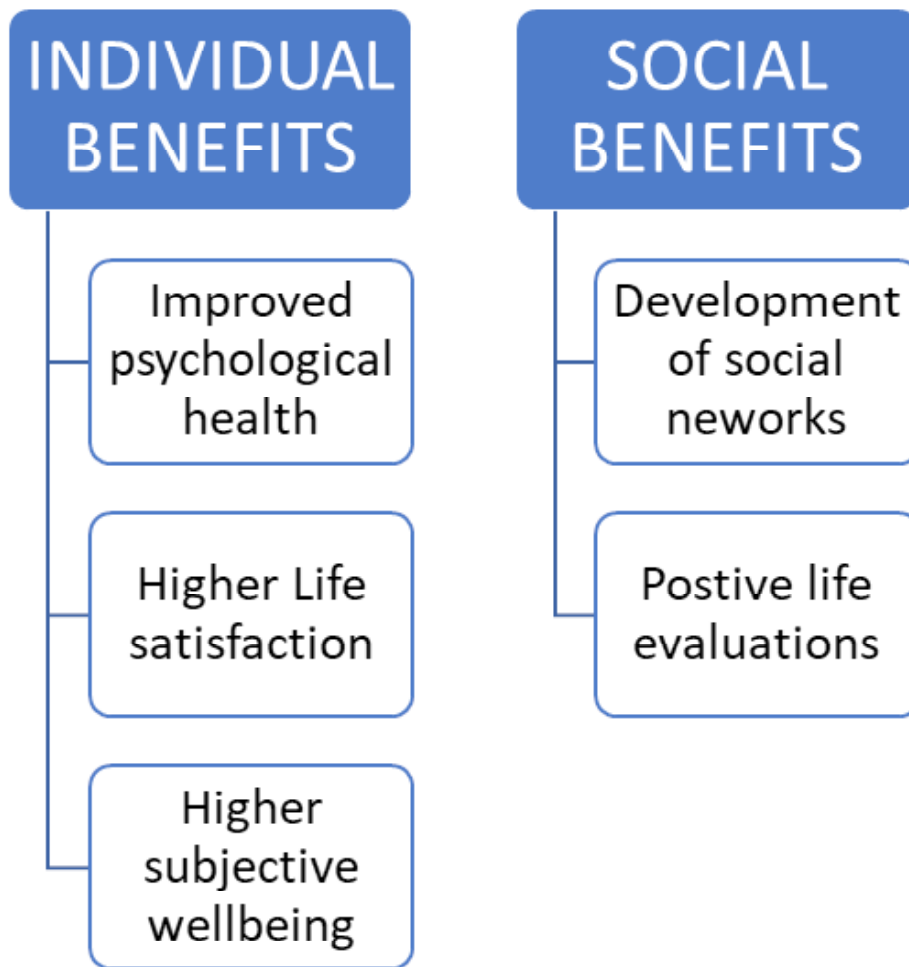
Notes

Fig. 4 Benefits for us of Prosocial behaviours and Pro-environment behaviours

TERMINAL QUESTIONS

1) Define prosocial behaviour.

2) What are the various types of prosocial behaviours?

3) Can we develop pro social behaviour? If yes, how?

4) Why is there a need for pro-environment behaviours?

5) How can we contribute to a healthy environment? Explain with examples.

Notes

6) What are the benefits of pro social and pro-environment behaviours for an individual?

7) Outline the three Rs of sustainability.

8) Identify the different environmental threats.

9) How does pro social behaviour of cooperating is important for maintaining social order.

10) What will happen to the society and environment if no one develops and acquire prosocial behaviour?

ANSWERS TO INTEXT QUESTIONS

21.1

1) False

2) True

2) False

2) False

2) True

21.2

I   Match the following

i)   3

ii)   5

iii)   1

iv)   2

and v) 4

II   Global warming is

a)   Increase in temperature of Earth

21.3

INDIVIDUAL BENEFITS

● Individuals who volunteer report higher life satisfaction and lower depression than those who do not volunteer

● Individuals who donate money to charity report higher levels of life satisfaction, than those who do not

SOCIAL BENEFITS

● Individuals with larger and more widely used networks provide more positive life evaluations.

● Communities with high social capital have been documented to recover more quickly from natural disasters, such as the Tokyo earthquake of 1923 and the 2004 tsunami in southern India

Notes

MODULE -6

Health and Well-being

This module aims at developing and understanding about the concepts of health and well being. It explains the barriers in the achievement of positive mental health and well being leading to holistic development. It also explains the concepts of stress, how to cope with it, mental health problems and concerns and positive interventions for health and well being.

22.   Coping with Stress

23.   Mental Health Problems

24.   Psychology for holistic development

22

COPING WITH STRESS

Sneha's class 12 examinations were scheduled on 4th of April. She went to her home town to attend her cousin's wedding on 28th February. On returning back her friend told her that the examinations have been preponed to 15th of March. At first she was very worried but she realized that worrying will only lead to a waste of time. Without wasting time she worked so hard that she passed the exams with the top grades in the class.

Have you ever come across a situation where you performed well under stress? Many of us might have undergone various situations in life where we were surprised to perform much better than what we expected. It can be anything extending from passing a difficult examination with good grades, winning a tough competition, cracking competitive examination or accomplishing targets in the job. However, this is not true for everyone. A lot of people find it difficult to deal with stressful situations on a day today basis. For example, although in the above example Sneha could perform better in the examination but she might find it difficult to deal with some other life situation.

There are many other examples from our daily life where different situations like managing home and office, completing an important assignment , competing in the examination, dealing with a strict boss in the office, facing traffic, dealing with people in the family/ neighbourhood and many other situations become a source of stress. Stress can hamper an individual's normal functioning. It is generally seen that something which is stressful for one person might act as a motivator for the other person. The difference in the effects of stress depends upon the nature and kind of situation as well as upon a person's ability to look up at the stress provoking situations in a positive or negative manner. In this lesson we shall learn about the nature of stress and the various ways to deal with stress.

Notes

🎯 LEARNING OUTCOMES

After studying this lesson, learner :

● describes the meaning and nature of stress;

● recognizes the physical, mental, emotional and behavioural signs and symptoms of stress;

● analyses the various factors leading to stress;

● elucidates the effects of stress on physical and mental health; and

● Applies the ways and strategies to cope with stress.

22.1 MEANING AND NATURE OF STRESS

Hans Seyle has defined stress as "the non-specific response of the body to any demand for change". Stress is an indispensable part of human life. It makes life challenging and interesting.

Stress can be understood with an example of elasticity. It happens that the magnitude of the external force or stress makes proportional amount of deformation or strain in a malleable metal. The malleable metal as a result of its property resumes its property after having been compressed. In the same manner stress can be defined as a psychological pain where small amounts of stress is necessary to improve performance, whereas, negative stress can hamper one's day to day functioning. The experience of stress depends upon an individual's ability to perceive the situation as challenging or threatening depending upon the resources available to deal with the situation. Stress can be caused by a number of reasons which can be internal or external to an individual. Such stimulus or an event that causes stress in an individual is known as a stressor. Let us know about these stressors.

22.1.1 Daily Hassles Stress

This kind of stress results from too many minor sources of stress. It can range from making meals to reaching the office on time, dealing with traffic; attending guests at home, shopping and so on. These daily hassles take a toll on an individual's mental and physical health and affects the psychological well being.

22.1.2 Major Life Events Stress

Apart from the daily hassles there are major life events that cause stress to the individuals. Such stresses can be related to the death of a loved one, divorce, and transfer from one place to another, losing a job etc. Major life events exert adverse effects on the health of an individual.

22.1.3 Job Stress

The stress related to the working environment adversely affects the physical and mental wellbeing of an individual. Job stress can be related to the work pressure, salary structure, and relationship with colleagues, working conditions, relationship with boss, leave policy and many more.

22.1.4 Catastrophic Events

This refers to those situations that are beyond the control of a person. Such stressors might include devastation after wars, earthquakes, tsunamis etc. causing individuals to lose and would have devastating effects on individuals.

These are some of the different stressors that disrupt the physical and mental well being of an individual.

Everyone experiences stress at one or the other point in life. As life goes on we try to adjust ourselves.

However, stress need not be negative always. There are basically two types of stress:-

i)   **Positive stress**

Just like Sneha who passed her examination with good grades despite less time for preparation, it happens that sometimes stress leads to unexpected outcomes. This occurs when we take charge of the stressful situation and take it as a challenge. This further motivates us to counter the situation effectively. It is also known as **Eustress**.

ii)   **Negative stress or Distress**

Rahul has joined a new job; however, he is finding it difficult to manage with the work pressure. Workload is hampering his performance at work. He also remains irritated with people around him.

This kind of stress is also known as **Negative stress or Distress.** This occurs when we lose our strength to work on stressful situations or face the challenge. Such stress adversely affects the physical and mental wellbeing of an individual.

ACTIVITY

Think about a stressful situation in your life where you enjoyed working over the task. Write about your experience of dealing with the situation in 250 words.

INTEXT QUESTIONS 22.1

1.   Briefly discuss the different types of stressors.

2.   Positive aspect of stress is called _____ and the negative aspect of stress is called _____ .

3.   What are catastrophic life events and how can they create stress among individuals?

22.2 EFFECTS OF STRESS ON AN INDIVIDUAL

22.2.1 Physiological Reactions

Priyanka had severe toothache. Her dentist advised her for tooth extraction. On the previous day of surgery she reported of having severe headache. The medical examination revealed no signs of physical cause behind headache.

Stress can cause many physiological reactions such as

● Dryness of throat or mouth

● Low energy level

● Indigestion

● Rapid pounding of heart

● Lack of sleep

● Tense muscles frequent cold

These responses may result from the weakened immune system due to continuous exposure to stress.

22.2.2 Cognitive Reactions

Piyush has to appear for his final board examination of class 12. However, as the date of examinations is approaching he is not able to concentrate on his studies, he seems unable to remember what he has learnt.

Stress can also lead to some of the cognitive symptoms.

- Poor concentration

- Forgetfulness

- Confusion

- Poor judgement

- Negativity in thoughts

- Racing thoughts

22.2.3 Behavioural Reactions

Shreyas's parents compares him with his elder brother and puts pressure on him to be as good as his elder brother is in sports and studies. He often complains with his friends of being under pressure always to match up with his brother's standards. Recently he has started being abusive to his brother.

Many of the stressors in the environment affect the way the person behaves

- Procrastination

- Unhealthy eating habits

- Substance abuse

- Crying

- Hitting

- Suicidal talk or behaviour

- Anti-social behaviour

- Avoidance behaviour

After completing her studies Kirti has been applying for jobs continuously. She has always been a competent student throughout her life and everyone praises her for her behaviour with others too. However, she is not able to get an appropriate job for her. Her parents are observing that she has started getting angry over small little things. She also remains very nervous and anxious whenever she gets an interview call.

22.2.4 Affective Reactions

- Anxiety

- Depression

- Irritability

- Frustration

- Nervousness

- Hopelessness

22.3 FACTORS LEADING TO STRESS

Ruhi is a confident and intelligent girl and has been a top scorer in her class. However, to everyone's surprise she is finding it really difficult to face class 10 Board examination. Her teacher found that she is feeling stressed because her mother is hospitalized and she has to take care of her younger sister and manage things at home.

There are various factors in the life of a person that can lead to stress. These factors can be categorized into **internal and external** pressures or situation that mount upon an individual and results in stress.

22.3.1 External factors

i) **Catastrophic events** like earthquake, tsunami, cyclone, war etc.,

ii) **Prevailing situations** around an individual like poor health of family members, financial problems, unhealthy family environment, divorce, death of a loved one etc.

iii) **Environment of an individual** like background noise, pollution, overcrowding, job related factors such as workload or work underload, relationship with colleagues and boss, unhealthy relationship with the neighbours etc.

iv) **Culture stress:** this may refer to the culture shock that one may experience as a result of adapting to new cultures, for example, when a person from rural background has to make an adjustment in the

22.3.2 Internal factors

i) **Personality factors of an individual**

Arnab is a renowned chef and runs his own restaurant. Still he is not able to retain his employees for a long time. His team members often complains that in order to present a perfect dish he himself comes under so much stress that he starts yelling and insulting his employees for small little things. People who are highly motivated, competitive and perfectionists are more prone to stress.

ii) **Locus of control**

Priya and Rashmi appeared for competitive examination after class 12. Although both of them were unable to clear the exam in the first attempt, Priya believed that since the paper was quite tough and out of syllabus, she got stressed and lost all her hopes. On the other hand Rashmi realized that she needs to put in extra effort and change her strategy towards preparation. As a result she qualified the examination in the next chance.

Experience of stress also depends upon the degree to which people believe that they have control over the situations around them. People who have an internal locus of control take charge of the events and situations happening around them and believe in a sense of control. However, those with external locus of control believe that such events and situations are beyond their control. Such individuals are likely to feel more stress as compared to the ones with internal locus of control.

iii) **Attitude**

After losing his job Arpit never lost hope and kept working on finding better jobs. After waiting for six months he got a job in a very good organization. Individuals with an optimistic attitude believe that good things will happen to them as compared to those with pessimists' feelings. This is mainly because

optimism is related with dedication and determination which help to adapt with stressors more effectively as compared to pessimists.

iv)   Poor health

Think of a situation in your life where your health became a reason for your stress. If an individual is not in a good mental or physical health then it also leads to the experience of stress of an individual.

INTEXT QUESTIONS 22.2

1.   Match the following

(a)	Physiological response to stress	(i)	impaired decision making
(b)	Cognitive response to stress	(ii)	crying
(c)	Affective response to stress	(iii)	irritability and anxiety
(d)	Behavioural response to stress	(iv)	trembling and tense muscles

2.   How can noise acts as a stressor to an individual?

3.   a)   Highly motivated people are more prone to stress. True/False

   b)   People with internal locus of control are likely to experience more stress as compared to people with external locus of control. True/False

4.   How can poor health of family member create stress?

5.   Discuss how the attitude of an individual contributes to the experience of stress.

22.3 EFFECTS OF STRESS ON PHYSICAL AND MENTAL HEALTH OF AN INDIVIDUAL

Up till now you may be able to understand the effects of stress on an individual. However, stress can have far reaching effects on individuals at physical and mental levels. In this section we will discuss the effects of stress on the physical and mental level of an individual.

Hans Seyle proposed a three stage model of stress to explain the physiological changes that take place in the body as a result of stress. It was popularly known as **General Adaptation Syndrome(GAS).**

General Adaption Syndrome
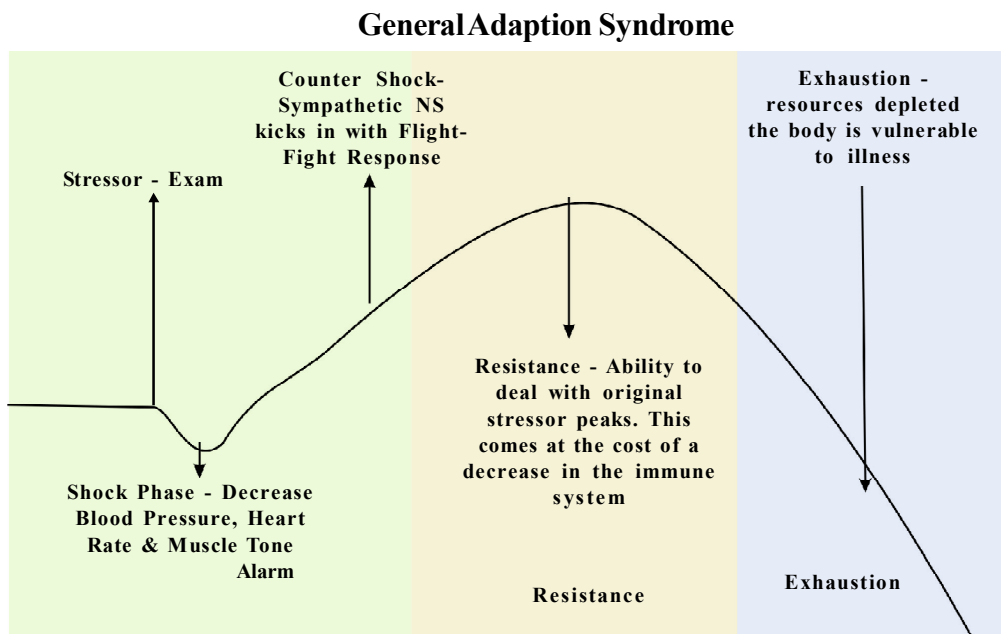
Figure 22.1 General Adaption Syndrome

On looking at the figure you will find that there are three stages of the physiological response to stress.

Let us take up the case of a learner whose term end examinations are approaching and the learner is not prepared. So there will be three stages of reaction to stress due to lack of preparation.

Stage 1

Alarm:-This means that the stressor which is 'term end examination' will ring an alarm in the body or come as a shock to the learner. During this phase the blood pressure, heart rate and muscle tone of the learner may be affected. This is a natural reaction to stress provoking situations and prepares the learner to either flee or fight the situation. Can you think how this happens? Let us go back to lesson number 2 and try to understand the role of ANS in alarm reaction. During the alarm reaction the sympathetic branch of the ANS is activated and releases adrenaline and produces cortisol to prepare the body for action (flee or fight).

Autonomic Nervous System

1. **Sympathetic Division** (Mobilises body system during activity 'fight or flight'

2. **Parasympathetic division**(Calm body to conserve and maintain energy)
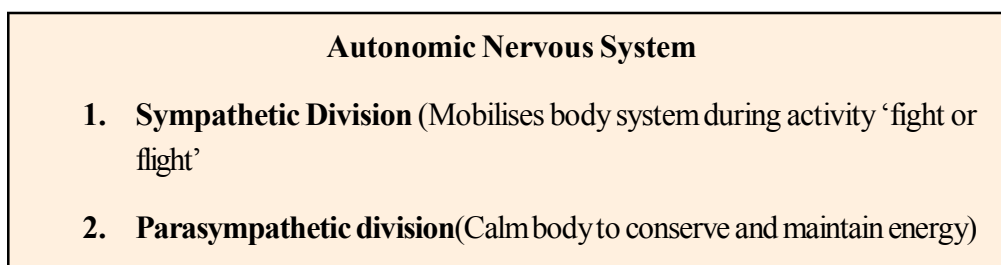
Figure 22.2

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Stage 2

Resistance: After fight or flight responses the body begins to repair itself with the help of parasympathetic system and tries to maintain homeostasis.

Stage 3

Exhaustion stage: If the stressor continues to be present even after the resistance stage then this leads to exhaustion stage. The continuous effort of the body's ability to deal with stress provoking situation depletes its ability to fight stress. This is regarded as dangerous to one's health as it weakens the immune system and the organism becomes more vulnerable to stress induced illness.

Think about the last time during a stressed situation you caught cough, cold or a disturbed stomach

INTEXT QUESTIONS 22.3

1.   Prolonged stress adversely affects the immune system of the body. True/False

2.   Parasympathetic division is related to the fight or flight response to stress.True/False

3.   Sympathetic division conserves and maintains energy.True/False

22.4 STRATEGIES TO DEAL WITH STRESS

In the previous sections we discussed the various factors that are responsible for stress. We also talked about the various stress provoking factors and their effect on the physical and psychological wellbeing of an individual.

However, most of the people in the world try to find out solutions to their problems. Nobody wants to be under stress and go through its after effects. Do you ever realize that when you are under stress you try to relieve yourself by talking to others? We try a lot of coping strategies to deal with stress. Let us discuss a few of the coping strategies with examples.

22.4.1 Problem Focused Coping

Ramesh had to sit in the final board examination and he realized that he was not able to do well in one of his courses and he was feeling stressed. However, he decided to find

out and make use of the available resources like video lectures, internet resources, books and extra help from the tutor to prepare for the course. To everyone's surprise he was able to score the highest marks in that course after such a preparation.

This kind of coping strategy which Ramesh used in the above example is known as **Problem Focused Coping** strategy in which an individual tries to work on the problem to find a solution and get relieved.

ACTIVITY

Create a scenario where you find that your friend is not able to continue with her studies because of financial constraints. Develop a problem focused coping strategy that can be helpful in such a situation.

22.4.2 Emotion Focused Coping

Pratigya spent a lot of time preparing to get selected for the women's hockey team. However, she was not selected. After the result was declared she decided to go out for a vacation and spend some time at her grandmother's place in Shimla.

Do you think it is possible for anyone to be the winner every time? It might be for some but not for all. In such situations when as individuals we find that the situations or circumstances are not under our control we tend to take breaks from the situations. This is what Pratigya did in the above example. This kind of coping strategy is known as **Emotion Focused** coping.

Sometimes in emotion focused coping people may delay the process of resolving the issue at hand.

For example, people may delay the root canal treatment because of the pain associated with it.

This kind of emotion focused coping is not beneficial for anyone to deal with the stress provoking situations.

22.4.3 Cognitive Response to Stress

Mohan was diagnosed with Asthma at a very young age. He was under stress realizing that asthma might refrain him from doing a lot of things that he used to do. However, he decided to seek information about the disease through different resources like case

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studies, clinical reports, doctors and through available online resources. This provided him with rich information about the dos and don'ts of the disease. He now feels less stressed as he knows how to effectively live with it.

Do you sometimes look for information to deal with the problem which you are facing?

If we try to gather information about our problems then it generally gives us a clear picture of the problem and also tells us the strategies that helps in effective dealing. This is also known as information seeking approach of stress reduction. If you are facing any problem at a given moment try to help yourself by gathering information about it. The problems may range from daily hassles to examination stress to major issues in life but gaining knowledge helps to empower the individual in effective dealing.

22.4.4 Social Support

Geeta hails from an economically backward family. She always wanted to financially support her family. She did a cutting and tailoring course from distance learning. Now she wants to open her own boutique. She realized that she lacks funds for the purpose and is under stress. Her tutor told her that she can approach various government organizations to financially support her in setting up her boutique. She also sought help from her relatives in finding a proper place for her boutique.

Do you also share your problems with your family, friends or with anyone whom you trust will be supportive? The coping strategy which is discussed in the above example is known as seeking **Social Support.** This is another coping strategy where an individual tries to seek help from the immediate environment to deal with stressful situations.

22.5 TECHNIQUES OF STRESS MANAGEMENT

Have you ever noticed that when under stress lots of negative thoughts starts coming in our mind? For example, what will happen if I fail in the examination, what will happen if I lose my job etc. In such situations when negative thoughts start pouring in our mind it is good to use cognitive strategies to alter the stress provoking thoughts.

There are various ways in which this alteration of thoughts can be done and **Thought Stopping** is one among them.

22.5.1 Thought Stopping

means that whenever unnecessary thoughts creeps in mind just **strongly** say say **'STOP'.** This helps in getting the thought out of the mind of an individual. However, this technique has to be practiced repeatedly to keep the stress provoking thought away from the mind of the individual.

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Another cognitive technique to alter the stress provoking thought is to modify the stress provoking thought and rate it on a 100 point scale with.Let us do one exercise to understand this technique.In the below given example there are two different thoughts for the same situation. The situation is '**I am late for the interview'**

The thoughts can be;-

1. **I will not be allowed to sit for the interview. I will lose the opportunity to get this job and my one year will be wasted on what I will do.**

Rate your thoughts on a 1-100 point scale for this thought.

I will not be allowed to face the interview. So what I will try to convince them is that due to unexpected traffic jams, the roads were closed and I could not reach on time. I may or may not be allowed to appear for the interview. However, feeling sad about it will not be the solution. This is not the end of my life. I will work even harder and will have better opportunities.

Rate your thought on a 1-100 point scale.Considering the above example, what do you think is relaxing? Apparently the second.There are times when we are faced with a lot of negative situations in our lives but how we think about the situation changes the way we feel about it.

22.5.2 Time Management

There are 24 hours in a day for everyone. Some individuals are able to effectively manage their time. The history tells examples of great leaders who could succeed in their lives because they knew how to effectively manage and utilize these 24 hours in a day. It happens with many of us when under stress we feel that time is running too fast.

The biggest hurdle to time management is procrastination. It happens when we delay important assignments and waste on less important things. You might have come across a situation where you know that submitting an assignment is more important than going out with friends, however, you still chose to go out with friends and that results in

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feeling helpless when you know that not submitting might end up you with losing grades in examination. We may procrastinate for a number of reasons like keep on thinking and planning and never execute the plan to finish the task, or we may procrastinate because we feel that we might not be able to perform the task and thus we do not make an effort, or we procrastinate because we think that we will do it perfectly. There can be endless reasons for procrastination but it results in stress when we are required to face the situation that we have been delaying. Effective time management requires planning and prioritizing. Let us understand how?

i) Planning: It is very important to plan ahead for what is to be done. Make a list of activities to be done for the day. Every single day and each moment in the day counts. It is important to set short term goals of the day to achieve the big targets in life. Those who are successful in life, plan and manage their time effectively

ii) Prioritizing: It is very important to prioritize what is to be done first while planning for the activities. Prioritizing is the key to successful time management. You must differentiate between the tasks that demand the urgent attention over all others. Sometimes we spend our time on things that are not very important and realize that even after spending time working on tasks we are still not able to achieve targets.

22.5.3 Physical Exercise and Nutrition

The lifestyle of a person has an important role to play in the overall wellbeing of an individual. When we are under stress we often resort to unhealthy eating habits and refrain ourselves from keeping up a healthy lifestyle. However, physical exercise on a regular basis and healthy eating habits boosts self confidence and also brings in discipline in life. Physical exercise has been associated with bringing in positivity in individuals. It has proven to be beneficial in reducing stress. Physical activity helps in releasing endorphins from the brain which are the feel good neurotransmitters of the brain. Endorphin release has been associated with producing a positive feeling in the body. Physical exercise does not always mean going for a rigorous exercise every day. Walking, jogging, skipping can also work well for the individual. Physical exercise combined with yoga and meditation is an age old technique in the Indian tradition that reduces stress and is effective in calming mind of the individuals. Apart from physical exercise, healthy nutrition also contributes to reducing stress in an individual. When under stress the body needs more energy, oxygen, circulation, and therefore more metabolic

cofactors are needed (e.g. vitamins and minerals).When under stress individuals often resorts to unhealthy foods like sugary and fatty foods. Stress makes us eat an imbalanced amount of food sometimes less sometimes more. This disturbs the nutritional intake that is required by an individual. So it is very important that a good diet must be taken during difficult times.

However, stress is detrimental to adopting any kind of healthy behaviours. Nevertheless as already discussed in cognitive strategy that if one has clarity about the crux of the problem the problem can be halved. So a healthy lifestyle must be adopted to reduce stress.

Notes

Skills to cope with stress

Take time out for yourself:- If you think that the daily hassles have taken a toll on you then you must find leisure time for yourself. It can be anything that you like doing, for example, going for a walk, going out with friends, spending time doing nothing at home etc.

Physical exercise:- As already discussed in the previous section any kind of physical exercise is positively related to the wellbeing of an individual. Spending at least 20 minutes a day can act as a stress buster for the individuals.

Watching movies: Watching comedy series or movies helps in relieving stress of an individual as when you watch such movies you just enjoy and do not give stress to your brain for thinking over anything else. Such movies relieve stress. Funny content also makes you laugh which relieves stress and loosens your brain allowing you to think without stress blocking the way of your thoughts. Laughing is good medicine for preventing stress, so funny movies are a good choice.

Social support: A problem shared is a problem halved. Sharing problems with people who really care helps in relieving stress. It helps in ventilating emotions. Also if sometimes because of stress we are not able to find out solutions to our problems then others can suggest better ways to deal with the situations.

Learn to say ' NO': It is not possible for anyone to do everything all at once. It is good to set priorities and say NO to some activities if you think that you are not ready for a task.

Notes

WHAT YOU HAVE LEARNT

1 Types — ♦ Eustress ♦ Distress

2 Factors
- ♦ External Factors
  - Catastrophic life events
  - Prevailing situations
  - Environment of an individual
- ♦ Internal Factors
  - Personality
  - Locus of control
  - Attitude
  - Poor health

3 General Adaptation Syndrome
- Alarm reaction
- Resistance
- Exhaustion

4 Coping Strategies
- Problem focused
- Emotion focused
- Thought stopping
- Time management
- Cognitive responses
- Physical exercise and Nutrition
- Social support

TERMINAL EXERCISE

1. What do you understand by stress and its types?

2. How stress affects the physiological and psychological wellbeing of an individual?

3. What are the different strategies that are helpful in coping with stress?

4. What is the role of physical exercise and nutrition in enhancing the wellbeing of an individual?

5. Discuss in detail about the role of cognitive strategy in dealing with stress.

6. What are the different factors leading to stress?

7. Describe General Adaptation Syndrome (GAS) and how does it impacts the individual.

8. Effective time management helps in planning and prioritizing of work, how does it helps the individual in dealing with stress?

9. Outline the different general skills to cope up with stress.

10. Attitude plays an important role in our life, how does an optimistic attitude and pessimistic attitude impacts the individual.

ANSWERS TO INTEXT QUESTIONS

Notes

22.1

1. **Daily hassles stress:-**This kind of stress results from too many minor sources of stress. It can range from making meals to reaching office on time etc.

2. **Major life events stress:** Death of a loved one, divorce, transfer from one place to another, losing a job etc.

3. **Job stress:-**The stress related to the working environment more.

4. **Catastrophic events:** Devastation after wars, earthquakes ,tsunamis etc. This refers to those stressors that are beyond the control of a person. Such stressors might include devastation after wars, earthquakes ,tsunamis etc. These might land up individuals losing all the assets they have. Therefore, these have devastating effects on the psychological wellbeing of individuals.

5. **Eustress, Distress**

22.2

1. a iv

   b i

   c iii,

   d ii

2. Environment of an individual like background noise can create stress among individuals. It disrupts, distracts, or detracts from regular functioning.

3. (a) T

   (b) F

4. Caregiving to a family member often results in stress, affecting caregiver's physical and psychological wellbeing.

Notes

5. Individuals with an optimistic attitude believe that good things will happen to them as compared to those with pessimist's feelings. This is mainly because is optimism is related with dedication and determination which help to adapt with stressors more effectively as compared to pessimists.

22.3

1. T

2. F

3. F

23

MENTAL HEALTH PROBLEMS

Umang is a 26 year old young trainee in a multinational firm. This has been a dream job for her; however, she has been allotted the USA Project due to which most of the work is to be undertaken during late night hours. Alongwith, she has recently been engaged to her childhood friend. She is quite keen on meeting for dinners and party, but she is unable to undertake the same. Also, the burden at work is increasing. All of this is making her feel extremely low, and at time she feels nauseous also. She is losing interest in the job of her dreams and also at times does not feel like getting married. She is being guided to take care of her mental health by her friends and seek help of a psychologist. The mentioned example highlights the importance of taking care of mental health for overall wellbeing. Human beings are the most unique creatures of the universe. One of the major things that differentiate human beings from others is their capacity to think and feel. Healthy living is essential for every human being and mental health is an important precursor to happy healthy life.

LEARNING OUTCOMES

After studying this lesson, learner :

- defines and describes mental health;

- identifies the various factors that can lead to poor mental health;

- enumerates the symptoms and causes of dealing with Anxiety, Depression, and Obsessive Compulsive Behaviour;

- delineates the ways to deal with Mental Health Issues; and

- effective strategies for maintaining health and well being.

Psychology (328)

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23.1 MENTAL HEALTH: AN ESSENTIAL ENTITY

Mental health is a state of balance between the individual and the surrounding world, a state of harmony between oneself and others, a co-existence between the realities of the self and that of other people and the environment.

World Health Organization defines mental health as a "state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community".

23.1.1 Characteristics of A Mentally Healthy Person

- He/She has an ability to make adjustments.

- He/She has a sense of personal worth, feels worthwhile and important.

- He/She solves his problems largely by his own effort and makes his own decisions.

- He/She has a sense of personal security and feels secure in a group, shows understanding of other people's problems and motives.

- He/She has a sense of responsibility.

- He/She can give and accept love.

- He/She lives in a world of reality rather than fantasy.

- He/She shows emotional maturity in his behavior, and develops a capacity to tolerate frustration and disappointments in his daily life.

- He/She has developed a philosophy of life that gives meaning and purpose to his daily activities.

- He/She has a variety of interests and generally lives a well-balanced life of work, rest and recreation.

23.1.2 Signs of Poor Mental Health

- Confused thinking

- Prolonged depression (sadness or irritability)

- Feelings of extreme highs and lows

- Excessive fears, worries and anxieties

- Social withdrawal

- Dramatic changes in eating or sleeping habits

- Strong feelings of anger

- Strange thoughts (delusions)

- Seeing or hearing things that aren't there (hallucinations)

- Growing inability to cope with daily problems and activities

- Suicidal thoughts

- Numerous unexplained physical ailments

- Irritability and short temper

- Aggression

- Substance use

- Poor concentration

- Being easily distracted

- Worrying more

- Finding it hard to make decisions

- Feeling less interested in day-to-day activities

- Frequent mood swings

- Feeling overwhelmed by things

- Tearfulness

- Tiredness and lack of energy

- Sleeping more or less

- Talking less and avoiding social activities

- Talking more or talking very fast, jumping between topics and ideas

- Finding it difficult to control your emotions

- Excessive Drinking
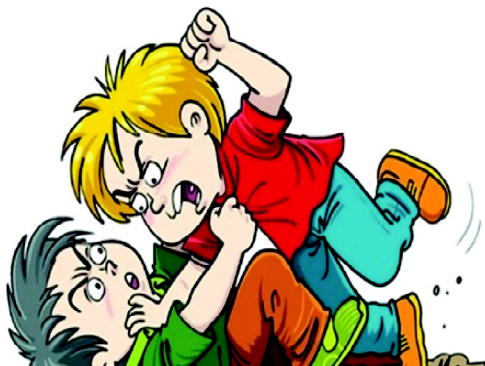
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INTEXT QUESTIONS 23.1

1. What do you understand by the mental health?

2. State common signs of Poor Mental Health.

3. State true or false

   a. Mentally health person is able to solve his problems largely by his own effort and makes his own decisions. True/False

   b. Individuals with Poor Mental health are able to adapt easily in social situations. True/False

23.2 FACTORS THAT CAN LEAD TO POOR MENTAL HEALTH

Many factors are responsible for the causation of mental illness. These factors may predispose an individual to mental illness, precipitate or perpetuate the mental illness.

23.2.1 Predisposing Factors

These factors determine an individual's susceptibility to mental illness. They interact with precipitating factors resulting in mental illness.

● Genetic make up

● Physical damage to the central nervous system

● Adverse psychosocial influence

23.2.2 Precipitating Factors

These are events that occur shortly before the onset of a disorder and appear to have induced it.

● Physical stress

● Psychosocial stress

23.2.3 Perpetuating Factors

These factors are responsible for aggravating or prolonging the diseases already existing

in an individual. Psychosocial stress is an example. Thus, etiological factors of mental illness can be:

- Biological factors
- Physiological changes
- Psychological factors
- Social factors

23.2.4 Biological Factors

- **Heredity-** What one inherits is not the illness or its symptoms, but a predisposition to the illness, which is determined by genes that we inherit directly. Studies have shown that three-fourths of mental defectives and one-third of psychotic individuals have unfavorable heredity.

- **Biochemical Factors-** Biochemical abnormalities in the brain are considered to be the cause of some psychological disorders. Disturbance in neurotransmitters in the brain is found to play an important role in the development of certain mental disorders.

- **Brain Damage-** Any damage to the structure and functioning of the brain can give rise to mental illness. Damage to the structure of the brain may be due to one of the following causes: E.g. Infection of brain, injury of brain tissue, disturbance in blood glucose levels, lack of oxygen, and fluid and electrolyte imbalance, brain tumor.

23.2.5 Physiological Changes

It has been observed that mental disorders are more likely to occur at certain critical periods of life namely-puberty, menstruation, pregnancy, delivery, period after birth. These periods are marked not only by physiological (hormonal) changes, but also by psychological issues that reduce the adjustment capacity of the individual. Thus, the individual becomes more susceptible to mental illness during this period.

23.2.6 Psychological Factors

- It is observed that some specific personality types are more prone to develop certain psychological disorders. For example, those who are unsocial and

reserved (schizoid) are vulnerable to schizophrenia when they face adverse situations and psychosocial stresses.

● Psychological factors like strained interpersonal relationships at home, place of work, school or college, bereavement, loss of prestige, loss of job, etc.

● Childhood insecurities due to parents with problematic personalities, wrongful attitude of parents (over-strictness, over leniency), abnormal parent-child relationship overprotection, rejection, unhealthy comparisons), deprivation of child's essential psychological and social needs, etc.

● Social and recreational deprivations resulting in boredom, and isolation.

● Marriage problems like forced bachelorhood, disharmony due to physical, emotional, social, educational or financial incompatibility, childlessness, too many children, etc.

● Sexual difficulties arising out of improper sex education, unhealthy attitudes towards sexual functions, guilt feelings about masturbation, pre and extra-marital sex relations, worries about sexual perversions.

● Stress, frustration and seasonal variations are sometimes noted in the occurrence of mental diseases.

23.2.7 Social Factors

● Poverty, unemployment, injustice, insecurity, migration, urbanization

● Alcoholism, gambling, multiple sexual partner, broken homes, divorce, very big family, religion, traditions, political turmoil and other social crises.

INTEXT QUESTIONS 23.2

1. Enumurate predisposing factor responsible for poor mental health?

   ....

 2. Enumerate psychological factors leading to mental illnesses?

   ....

3.   What are social factors affecting mental health of person?

....

23.3 SYMPTOMS CAUSES AND WAYS OF DEALING WITH ANXIETY, DEPRESSION, AND OBSESSIVE COMPULSIVE BEHAVIOUR

Mental and behavioral disorders are understood as clinically significant conditions which are characterized by alterations in thinking, mood (emotions) or behavior associated with personal distress and/ or impaired functioning.

23.3.1 Mood Disorder

The person who suffers from a mood disorder experiences these emotions for a long period of time in a restricted way, remains fixed at one emotion or fluctuates on the ranges of these emotions. For example, a person can be sad for days together or he/ she can be sad one day and happy the other day regardless of the situation.

Thus, depending on the behavioural symptoms of the person mood disorders are of two types:

(i)   Depression and

(ii)   Bipolar disorder.

Mood disorders are characterized by disturbances in mood or prolonged emotional state. The main types of mood disorders include depression, mania and bipolar disorders. The most common mood disorder is depression, which covers a variety of negative moods and behavioural changes. In day-to-day life, we often use the term depression to refer to normal feelings after a significant loss, such as the break-up of a relationship, or the failure to attain a significant goal. People may experience the depression in different ways. It may interfere with your lifestyle, leading to impairment of function in various tasks and activity of your routine life. It can also influence relationships and some chronic health conditions. Major depressive disorder is defined as a period of depressed mood and/or loss of interest or pleasure in most activities, together with other symptoms which may include change in body weight, constant sleep problems, tiredness, inability to think clearly,

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agitation, greatly slowed behaviour, and thoughts of death and suicide. Other symptoms include excessive guilt or feelings of worthlessness. Factors predisposing towards depression: Genetic make-up, or heredity is an important risk factor for major depression and bipolar disorders. Age is also a risk factor. For example, women are particularly at risk during early adulthood, while for men the risk is highest in early middle age and old age people are likely to experience more depression. Similarly gender also plays a great role in this differential risk addition. For example, women in comparison to men are more likely to report a depressive disorder. Other risk factors are experiencing negative life events, loneliness and lack of social support.

23.3.2 Mania

People suffering from mania become euphoric or experience 'high', can be extremely active, excessively talkative, and are easily distractible. Manic episodes rarely appear by themselves; they usually alternate with depression which means after an episode of depression, an individual is likely to experience episode of mania. Such a mood disorder, in which both mania and depression are alternately present, is sometimes interrupted by periods of normal mood. This is known as bipolar mood disorder. Where two different mood episodes occur in the same patient but during different time period. In rare cases both the symptoms occur simultaneously which is known as mixed disorder. Bipolar mood disorders were earlier referred to as manic-depressive disorders. Among the mood disorders and severe depression, the lifetime risk of a suicide attempt is highest in case of bipolar mood disorders. Several risk factors in addition to mental health status of a person predict the likelihood of suicide. These include age, gender, ethnicity, or race and recent occurrence of negative life event.

23.3.3 Anxiety Disorder

You might have experienced fear and apprehension in your life. However, if somebody persistently becomes fearful, apprehensive, and anxious without any specific reason you may call this person as having anxiety disorders.

There are different kinds of anxiety disorders in which the feeling of anxiety manifest in different forms. They include generalised anxiety disorder, which consists of prolonged, excessive, unexplained and intense worry that is not attached to any particular object. The symptoms must prolong for at least six months for the diagnosis. The symptoms include worry and apprehensive feelings about the future; hypervigilance, which involves constantly scanning the environment for dangers. It is marked by motor

tension, as a result of which the person is unable to relax, is restless, and visibly shaky and tense. Another type of anxiety disorder is panic disorder, which consists of recurrent attacks of anxiety in which the person experiences intense terror. A panic attack denotes an abrupt surge of intense anxiety rising to a peak when thoughts of particular stimuli are present. Such thoughts occur in an unpredictable manner. The clinical features include shortness of breath, dizziness, trembling, palpitations, choking, nausea, chest pain or discomfort, fear of going crazy, losing control or dying. You might have met or heard of someone who was afraid to travel in a lift or climb to the tenth floor of a building, or refused to enter a room if s/he saw a lizard. You may have also felt it yourself or seen a friend unable to speak a word of a well-memorized and rehearsed speech before an audience. These kinds of fears are termed as phobias. People who have phobias have irrational fears related to specific objects, people, or situations. Phobias often develop gradually or begin with a generalized anxiety disorder. Phobias can be grouped into three main types, i.e. specific phobias, social phobias, and agoraphobia. Specific phobias are the most commonly occurring type of phobia. This group includes irrational fears such as intense fear of a certain type of animal, or of being in an enclosed space. Intense, incapacitating fear and embarrassment when dealing with others characterizes social phobias.
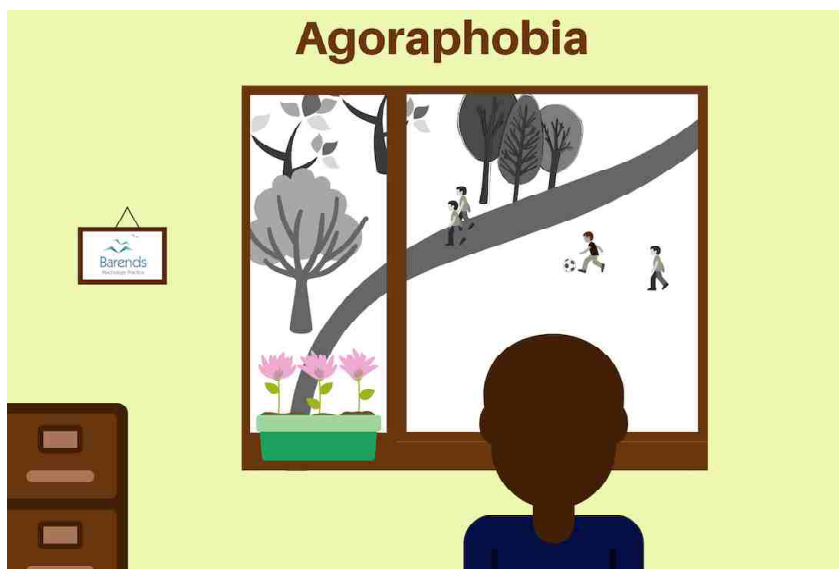
Agoraphobia is the term used when people develop a fear of entering unfamiliar situations. Many agoraphobics are afraid of leaving their home. So their ability to carry out normal life activities is severely limited. Have you ever noticed someone washing their hands every time they touch something, or washing even things like

Notes

coins, or stepping only within the patterns on the floor or road while walking? People affected by obsessive-compulsive disorder are unable to control their preoccupation with specific ideas or are unable to prevent themselves from repeatedly carrying out a particular act or series of acts that affect their ability to carry out normal activities. Obsessive behaviour is the inability to stop thinking about a particular idea or topic. The person involved, often finds these thoughts to be unpleasant and shameful. Compulsive behaviour is the need to perform certain behaviour over and over again. Many compulsions deal with counting, ordering, checking, touching and washing. Very often people who have been caught in a natural disaster (such as tsunami) or have been victims of bomb blasts by terrorists, or been in a serious accident or in a war-related situation, experience post traumatic stress disorder (PTSD). PTSD symptoms vary widely but may include recurrent dreams, flashbacks, impaired concentration, and emotional numbing.

INTEXT QUESTIONS 23.3

1.   What are the type of mood disorder?

    ....

2.   What are different types of anxiety disorder?

    ....

3.   What are different types of phobia?

    ....

23.4 MENTAL DISORDERS AND THEIR TREATMENT

●   **Preparation of case history**

    The history of the particular disorder is prepared targeting the adjustment pattern of the client with family, friends, social and occupational set up.

●   **Determination of the problem**

    After preparing case history the psychotherapist identifies certain key problems which require urgent attention. This is achieved through administration of clinical tests and interview.

● **Therapeutic Session**

Depending on the nature and severity of the problem the psychotherapist conducts session with the client with a focused treatment plan. Progress after each session is monitored and assessed, and further interventions are modified if necessary.

● **Termination of Therapeutic Intervention**

Once it is confirmed that the sessions have yielded the desired outcome set by the psychotherapist then it is terminated. The client and the family members are asked to follow the suggestions at home and if required the client is asked to visit the psychotherapist again.

INTEXT QUESTIONS 23.4

1.   Explain different steps of treating mental disorder?

23.5 EFFECTIVE STRATEGIES FOR MAINTAINING HEALTH AND WELL BEING

Specific ways to promote mental health include according to WHO (World Health Organization)

● Early childhood interventions (e.g. Providing a stable environment that is sensitive to children's health and nutritional needs, with protection from threats, opportunities for early learning, and interactions that are responsive, emotionally supportive and developmentally stimulating).

● Support to children (e.g. Life skills programmes, child and youth development programmes).

● Socio-economic empowerment of women (e.g. improving access to education and microcredit schemes).

● Social support for elderly populations (e.g. Befriending initiatives, community and day centres for the aged).

● Programmes targeted at vulnerable people, including minorities, indigenous people, migrants and people affected by conflicts and disasters (e.g. Psycho-social interventions after disasters).

● Mental health promotional activities in schools (e.g. Programmes involving supportive ecological changes in schools).

- Mental health interventions at work (e.g. Stress prevention programmes).

- Housing policies (e.g. Housing improvement).

- Violence prevention programmes (e.g. Reducing availability of alcohol and access to arms).

- Community development programmes (e.g. integrated rural development).

- Poverty reduction and social protection for the poor.

- Anti-discrimination laws and campaigns.
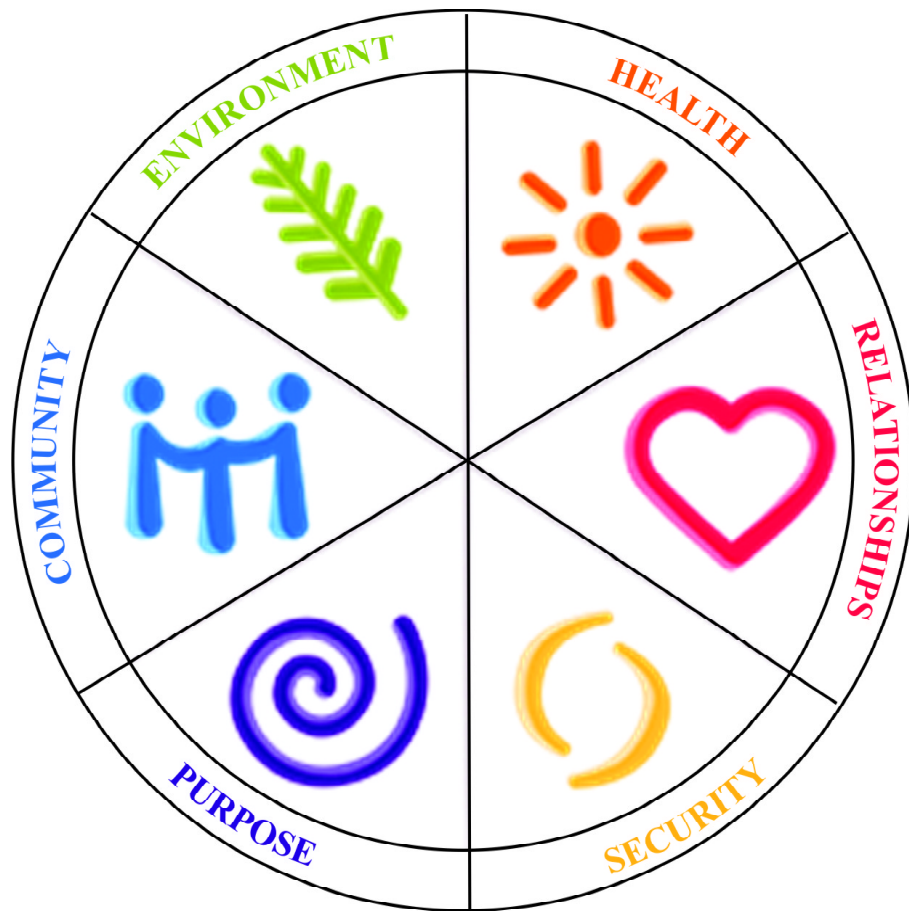
Promotion of the rights, opportunities and care of individuals with mental disorders.

ACTIVITY

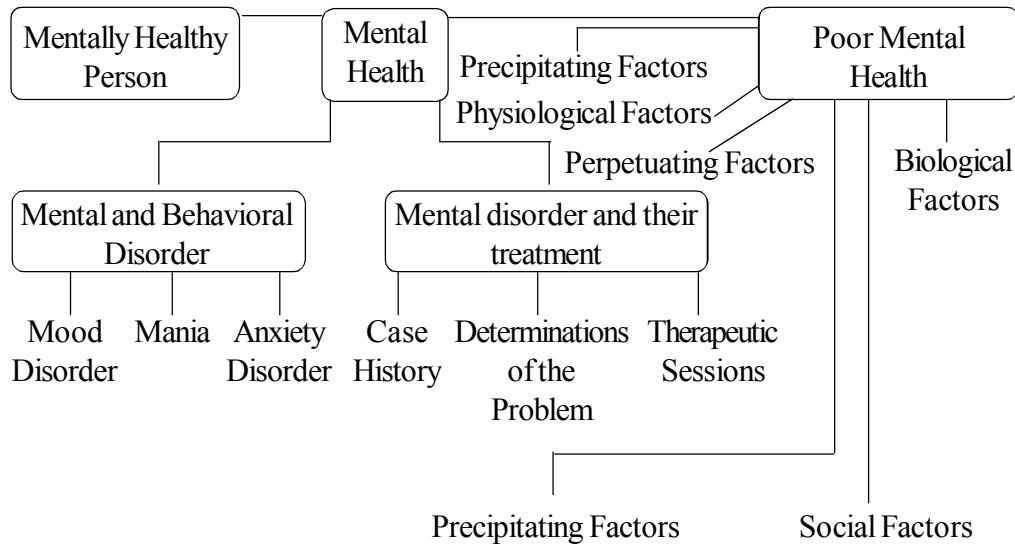Carry out a campaign in your society to promote mental health?

WHAT YOU HAVE LEARNT

Notes

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Mentally Healthy          Mental                              Poor Mental
    Person                Health    Precipitating Factors        Health

                                    Physiological Factors

                                              Perpetuating Factors        Biological
                                                                            Factors

   Mental and Behavioral           Mental disorder and their
         Disorder                         treatment

   Mood    Mania   Anxiety      Case   Determinations   Therapeutic
 Disorder         Disorder    History     of the         Sessions
                                          Problem

                              Precipitating Factors          Social Factors
```

TERMINAL QUESTIONS

1.   Define Mental Health

2.   Explain various characteristics of a Mentally Healthy Person.

3.   Briefly discuss the Mental Disorders and their treatment.

4.   Enumerate some effective strategies for maintaining Health and Well Being.

5.   Identify the various factors that can lead to Poor Mental Health.

6.   What are the different types of anxiety disorders and their clinical features?

7.   Explain any two types of mood disorder and their characteristics as well as risk factors?

8.   What are the steps involved in the process of psychotherapeutic intervention?

9.   What are the different signs of poor mental health?

10. What are some of the psychological and social factors that can contribute to the development of mental disorders?

ANSWERS TO INTEXT QUESTIONS

23.1

1. Mental Health is a state of balance between the individual and the surrounding world, a state of harmony between oneself and others, a co-existence between the realities of the self and that of other people and the environment.

2. Some common signs of poor mental health are using Substance use, Poor concentration, Worrying more, Finding it hard to make decisions, Feeling less interested in day-to-day activities, Low mood, Feeling overwhelmed by things, Tearfulness etc.

3. (a) True

   (b) False

23.2

1. Predisposing factors

   ● Genetic make up

   ● Physical damage to the central nervous system

   ● Adverse psychosocial influence

2. Personality type, Interpersonal relationship, childhood issues and social problems.

3. Poverty, unemployment, injustice, insecurity, migration, urbanization ,alcoholism, gambling, multiple sexual partner, broken homes, divorce, very big family, religion, traditions, political turmoil.

23.3

4. Depression and Bipolar disorder.

5. Generalized anxiety disorder, Panic disorder and Phobia.

6. Specific phobia, social phobia and agoraphobia.

23.4

1. Phase of therapy

   a Preparation of case history

   b Determination of the problem

   c Therapeutic Session

   d Termination of Therapeutic Intervention

24

PSYCHOLOGY FOR HOLISTIC DEVELOPMENT

Asha is a 30 year old woman with two children. She has never worked professionally earlier. However, after the recent demise of her husband, she had to start working to sustain her family. But, it is becoming extremely difficult for her to cope with everyday issues of life. The same is also making her feel weak physically and mentally. This makes her quite sad at times, but seeing her young kids she decided to carry on with her life and also make others happy. The mentioned example highlights the importance of dealing with all kinds of uncertainties and be resilient during adverse situations.

Holistic Development refers to human development that is meant to involve all over development of an individual especially during the childhood of a person. It accommodates physical development, mental growth, emotional development and social development.

LEARNING OUTCOMES

After studying this lesson, learner :

● defines and describes holistic development;

● identifies health and positive emotions (Happiness, life satisfaction, resilience);

● defines and describes happiness and its constructs;

● understands the concept of Life Satisfaction and Subjective Well being; and

l● understands resilience and strategies to build Resilience.

24.1 MEANING OF HOLISTIC DEVELOPMENT

Notes

Holistic development is overall development of an individual which includes individual's Physical, Mental, Social, Emotional and Spiritual Growth. Holistic approach involves studying different factors which affect the development of a person/individual, how one factor affect the other factor and how it affect the individual as whole. In Psychology, Holistic means looking how they are influencing persons psychology as whole.

It is based on the assumption that an individual finds purpose and meaning in life through connections to the world outside, nature, community and value of humanitarian ground.

The holistic viewpoint is based on the premise that the system as a whole will determine how its individual component acts.

A humanistic psychologist, for example, might consider an individual's environment (including where they live and work), their social connections (including friends, family, and co-workers), their background (including childhood experiences and educational level), and physical health (including current wellness and stress levels).

For example, a psychologist might consider person's Environment (the surrounding where he live or work) social relationship (which includes friends family, colleague), Physical (Health, wellness) and Mental Health (stress or anxiety) how these are affecting individual well-being.

24.1.1. Components of Holistic Development

1. Physiological- this attribute include the sensory organs (five sense organs- skin, ear, nose, tongue and eyes).

2. Cognitive- the intellectual functions of the mind: thinking, recognizing, reasoning, analysing, projecting, synthesizing, recalling, and assessing.

3. Psychological- this component depicts how thinking, feeling, and behaving interact and happen in a person

4. Social- the manner by which an individual interacts with other individuals or groups of individuals.

5. Spiritual- the attribute of a person's consciousness and beliefs, including the values and virtues that guide and put meaning into a person's life

24.1.2. Health and Positive emotions (Happiness, life satisfaction, resilience)

Health is of prime importance of individual. It is very important to recognize your health problems. Whenever you recognize any symptom in your body it need to be address as soon as possible as the problem may progress fast whether it is mental problem or physical. You should proceed to take the necessary corrective steps at the earliest as per his/her consultation and guidance. Research suggests, having a positive mindset might help to improve your physical health as well.

24.1.3. Positive Emotions

It is often said that a smiling face indicates happiness and mental health. It is true but it misses one important information- that experiencing positive emotions like love, affection, interest, empathy, forgiveness, gratitude etc. contribute to one's state of health and well being. Recent studies indicate that the experiences of various positive emotions enhance the status of one's health. It is, therefore, important to discover, identify and create opportunities for experiencing positive emotions in every possible time and moment .If u face a problem, positive attitudes help us to look at the situation more realistically and finding alternative to problem and better way to solve it.

All emotions-whether positive or negative-are adaptive in the right circumstances. The key seems to be finding a balance between the two. Having positive outlook does not mean you never feel negative emotions, People need positive and negative emotions as well. Positive emotions expand our awareness and open up for the new ideas and creativity and negative emotions are required move through difficult situations and respond to them appropriately in the short term. Negative emotions can get us into trouble, though, if they are used excessively, and if they are causing problems like worry and anxiety.

Experts say that people who are emotionally well, have fewer negative emotions and are able to bounce back from difficulties faster. This quality is called "Resilience". Another sign of emotional wellness is being able to hold onto positive emotions longer and appreciate the good times. Developing a sense of meaning and purpose in life and focusing on what's important to you also contributes to Emotional Wellness.

INTEXT QUESTIONS 24.1

1. Explain the importance of Resilience.

2. Elaborate on the components of Holistic Development.

24.2. HAPPINESS

According to psychology, happiness is about more than simply the experience of a positive mood. In order to describe happiness, psychologists commonly refer to as subjective well-being (Kesebir & Diener, 2008). In other words, happiness is "people's evaluations of their lives and encompasses both cognitive judgments of satisfaction and affective appraisals of moods and emotions" (Kesebir & Diener, 2008, p. 118).

There are three ways that psychologists study happiness:

1. **Need and Goal Satisfaction Theories**

   These theories suggest that happiness results from striving to achieve appropriate goals and meeting one's fundamental human needs (Nelson, Kurtz &Lyubomirsky, in press). Deci and Ryan (2000) for example, proposed Self-determination Theory, which stipulates that wellbeing is achieved when one meets their basic human needs including autonomy, competence, and relatedness.

2. **Genetic and Personality Predisposition Theories**

   These propose that wellbeing is influenced by genes and is associated with the personality traits of extraversion and neuroticism (Nelson et al., in press).

3. Process/activity theories

Process/activity theories argue that wellbeing may be improved by participating in activities that are engaging and require effort (Nelson et al., in press).

Psychologists ask the question, 'Is it possible to increase one's happiness?'. Some psychologists claim that making an attempt to enhance happiness is pointless because happiness levels are predetermined and stable over time (Norrish & Vella-Brodrick, 2008).

INTEXT QUESTIONS 24.2

True and False

1) According to psychologists, happiness is only about experiencing positive moods- True/False

2) Process/activity theories suggest that happiness can be improved by engaging in activities that are challenging and require effort- True/False

3) According to Norrish & Vella-Brodrick (2008), attempting to enhance happiness is pointless because happiness levels are predetermined and stable over time- True/False

24.3. LIFE-SATISFACTION

Life satisfaction is a multidimensional concept related to psychological and environmental life conditions. The term life satisfaction can be split into two words- life and satisfaction. Life is the state of functional activity peculiar to organized matter and especially to the portion of it such as, constituting an animal or plant before death (Oxford Dictionary, 1990). Satisfaction is a Latin word that means to make or do enough.

24.3.1. Definitions of Life Satisfaction

According to Hamilton (1995) in the Dictionary of Developmental Psychology, life satisfaction is the degree of contentment with one's own life style. Life satisfaction is referred as an assessment of the overall conditions of existence as derived from a comparison of one's aspiration to one's actual achievement (Cribb, 2000).

Notes

Life satisfaction gives meaning to one's life and it can be source of a feeling or self-worth. In the Indian context, most of the elderly review their past life in terms of self fulfillment (Butler 1976)

Life Satisfaction is the central aspect of human welfare. It is the ultimate goal and every human being strives to achieve this goal throughout the life. Humans are always striving toward achieving life satisfaction by establish few goals and ultimately achieving those goals, Perhaps, it can be said that the final aspiration of every human being is to attain his goals and desires and this attainment leads to life satisfaction.

In Indian Philosophy, satisfaction includes the capacity for enjoyment i.e. more enjoyment leads to more happiness. A satisfied and meaningful life involves both subjective thinking and objective component. The three foundations of a satisfied life are-

● The establishment of depth relationships;

● The commitment to projects and goals; and

● The use of stories that place life in genuinely ultimate context.

Therefore, life satisfaction is a complex index of one's adjustments, attitudes towards life and events, perception and experience of problems and interactional events.

So, to be truly satisfied and stimulated by life, a person needs to be intrinsically satisfied. It is thus apparent that a person can be happy only when he has a realistic appraisal of his abilities and potentials to develop realistic aspirations and expectations.

24.3.2. Factors Affecting Life Satisfaction

● Personal

● Environmental

24.3.2a. Personal Factors:

Satisfaction of needs - our needs or urges always creates tensions and worries in our mind. As result, we become restless and dissatisfied. The various needs are as follows-

Physiological - needs include food, clothing, dwelling & sex.

Psychological - needs include self-esteem, attitude, social intelligence, mental health, anxiety, frustration, life skills, emotional stability.

Social - needs include strong family support (satisfaction with spouse, with children and with rest of family), social participation, social support social cognitive skills, family relationships, social status and other social outlets and affiliations.

Education - It has been realized that education plays a pivotal role in the life satisfaction of an individual. Education is very much important for everyone. It dispels mental illusions and its place cultivates good thinking, knowledge, attitudes, values etc, which helps in bringing life satisfaction.

Nature of Job - Man, being a social animal needs social recognition which is marked by his status and position in the society. Job is an important factor to upgrade the social status and position of a man. Hence, suitable job gives satisfaction in life.

Economic Status - Satisfaction with housing and living conditions, with income's purchasing power and with financial solvency

Others factors includes

- Leisure Activities
- Marital Status
- Sports Participation
- Mental and Physical Health
- Positivity of Emotions
- Coping Abilities
- Ego Identity

24.3.2b. Environmental Factors

Environment includes everything that surrounds us. It is one of the important factors which influence not only the various psychological traits but also our good social behaviour. If the environment is peaceful and congenial, it helps to facilitate balanced life. Good social relationships with neighbors, collogues and participation in social activities also provide life satisfaction for example, social circle friendship, place to live, occupational and professional opportunity to develop, congenial environment of

the family , community full with all the basic facilities such as transport, safety, trust in local neighborhood.

24.4. RESILIENCE

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress - such as family and relationship problems, serious health problems or workplace and financial stressors. It means "bouncing back" from difficult experiences.

People commonly demonstrate resilience. Being resilient does not mean that a person doesn't experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, the road to resilience is likely to involve considerable emotional distress.

Resilience is not a trait that people either have or do not have. It involves behaviors, thoughts and actions that can be learned and developed in anyone.

24.4.1. Factors affecting Resilience

A combination of factors contributes to resilience. Many studies show that the primary factor in resilience is having caring and supportive relationships within and outside the family. Relationships that create love and trust, provide role models and offer encouragement and reassurance help bolster a person's resilience.

Several additional factors are associated with resilience, including:

● Positive attitude

● High Self esteem

● The capacity to manage strong feelings and impulses.

24.4.2. Strategies for Building Resilience

Developing resilience is a personal journey. All people do not react in a similar names to traumatic and stressful life events. An approach to building resilience that works for one person might not work for another. People adopt varying strategies to develop reiliences

Some variation may reflect cultural differences. A person's culture might have an impact on how he or she communicates feelings and deals with adversity - for example,

whether and how a person connects with significant others, including extended family members and community resources.

24.4.3. Ways to build resilience

Creating Connections- Good relationships with close family members, friends or others are important. Accepting help and support from individuals strengthens resilience. Eg, Being active in civic groups, faith-based organizations, or other local groups providing social support.

Dealing with challenging problems- Interpret and Response to difficult events can be changed. Looking beyond the present is necessary.

Acceptance of change- Accepting circumstances that cannot be changed can help in focusing on circumstances that can be altered.

Making goals- Developing some realistic goals. SMART (Specific, Measurable, Attainable, Relevant, Time Bound) goals can be created that are attainable.

Decisive actions - Acting on adverse situations and taking decisive actions, rather than detaching completely from problems and stresses and wishing they would just go away.

Nurturing a positive view- Developing confidence in an individual's ability to solve problems and trusting their instincts helps build resilience.

Keeping things in perspective- Even when facing very painful events, trying to consider the stressful situation in a broader context and keeping a long-term perspective.

Maintaining an optimistic outlook- An optimistic outlook enables to expect that good things will happen in life.

Introspection and caring for oneself- Paying attention to own needs and feelings. Engaging in activities that are enjoyable and relaxing. Meditation and spiritual practices help individuals build connections and restore hope.

24.5. INTERVENTIONS FOR HEALTH AND WELL-BEING

Health and well-being are significant aspects of human existence. The various interventions that be utilized are:

Notes

1. **Diet & Life style**

    Healthy Diet can help in maintaining a Positive Lifestyle. A healthy lifestyle includes eating balanced diet as well as healthy habits such as not taking Alcohols, drugs etc.

2. **Exercise**

    Exercising regularly can help an individual to keep oneself physically healthy. Proper exercise can maintain good health.

3. **Yoga and Meditation**

    Yoga and Meditation can be the healthy positive alternatives that can help an individual maintain Positive Well-being. Current research also suggests that meditating and doing yoga can boost overall well-being and resilience to stress factors. The potential health benefits of yoga include: Stress reduction. A number of studies have shown that yoga may help reduce stress and anxiety. It can also enhance mood and overall sense of well-being.

Meditation can improve wellbeing and quality of life. There is also evidence that it can help people manage insomnia, depression and anxiety. Some research suggests that meditation physically changes the brain and could help: increase ability to process information, control the brain's response to pain.

4. **Developing Positive emotions**

    Developing Positive Emotions can help an individual to practice Resilience and also deal with day to day issues. Increased positive emotion can build physical, intellectual, social and psychological resources (B. L. Fredrickson, Tugade, Waugh, & Larkin, 2003).Positive emotion is more than just 'happiness'. There are a range of positive emotions, including amusement, hope, interest, joy, love, compassion, gratitude, and pride. They can be developed by:

    ● Practicing to be grateful

    ● Spending time with people

    ● Doing activities that are enjoyable, such as hobbies or pastimes

    ● Playing with children, pets or friends

    ● Listening to music

    ● Exercising.

WHAT YOU HAVE LEARNT

Physiological

Social ← Components of Holistic Development → Cognitive

Spiritual   Psychological

Need and Goal Satisfactions Theories ← Three ways that Psychologists Study Happiness → Process/ activity Theories

Genetic and Personality Predispositions theories

Personal Factors ← Life Satisfactions → Environmental

Resilience

Satisfactions of needs

↓

Physiological

↓   Positive attitude   High Self-esteem   Capacity to manage strong feelings and impulses

Psychological

↓

Social

↓

Education

↓

Nature if Job

↓

Economic Status

Notes

INTEXT QUESTIONS

1. Explain about Holistic Development.

2. What are the factors affecting life satisfaction?

3. Describe the importance of Resilience.

4. Explain the Strategies For Building Resilience.

5. Describe certain ways to build Resilience.

6. Discuss the interventions for health and well-being.

7. How can positive emotions be developed to improve an individual's overall sense of resilience and ability to cope with day-to-day issues?

8. How does a humanistic psychologist consider different factors, such as environment, social connections, background, and physical health, when examining an individual's overall well-being?

9. What are the components of holistic development, and how do positive emotions contribute to an individual's state of health and well-being?

10. What are the three ways that psychologists study happiness and what do they propose about the factors that influence happiness?

ANSWERS TO INTEXT QUESTIONS

24.1

1) Resilience is an essential quality for emotional wellness as it enables individuals to cope with and bounce back from difficult situations or challenges. Life is full of ups and downs, and everyone experiences setbacks and hardships at some point in their lives. Resilience is the ability to adapt to such challenges, maintain a positive attitude, and recover from adversity.

2) Physiological- this attribute include the sensory organs (five sense organs- skin, ear, nose, tongue and eyes).

Cognitive- the intellectual functions of the mind: thinking, recognizing, reasoning, analysing, projecting, synthesizing, recalling, and assessing.

Psychological- this component depicts how thinking, feeling, and behaving interact and happen in a person

Social- the manner by which an individual interacts with other individuals or groups of individuals.

Spiritual- the attribute of a person's consciousness and beliefs, including the values and virtues that guide and put meaning into a person's life

Notes

24.2

1) False. Psychologists refer to happiness as subjective well-being, which encompasses both cognitive judgments of satisfaction and affective appraisals of moods and emotions.

2) True. Process/activity theories argue that engaging in activities that are challenging and require effort can improve well-being.

3) True. Norrish & Vella-Brodrick (2008) claimed that attempting to enhance happiness is pointless because happiness levels are predetermined and stable over time.

Feed back on Lesson 1-24

Lesson No.	Lesson Name	Was the content				Was the language		Were the Illustrations		What you have learnt is		
		Easy	Difficult	Interesting	Confusing	Simple	Complex	Useful	Not Useful	Very helpful	Somewhat helpful	Not helpful
16.												
17.												
18.												
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