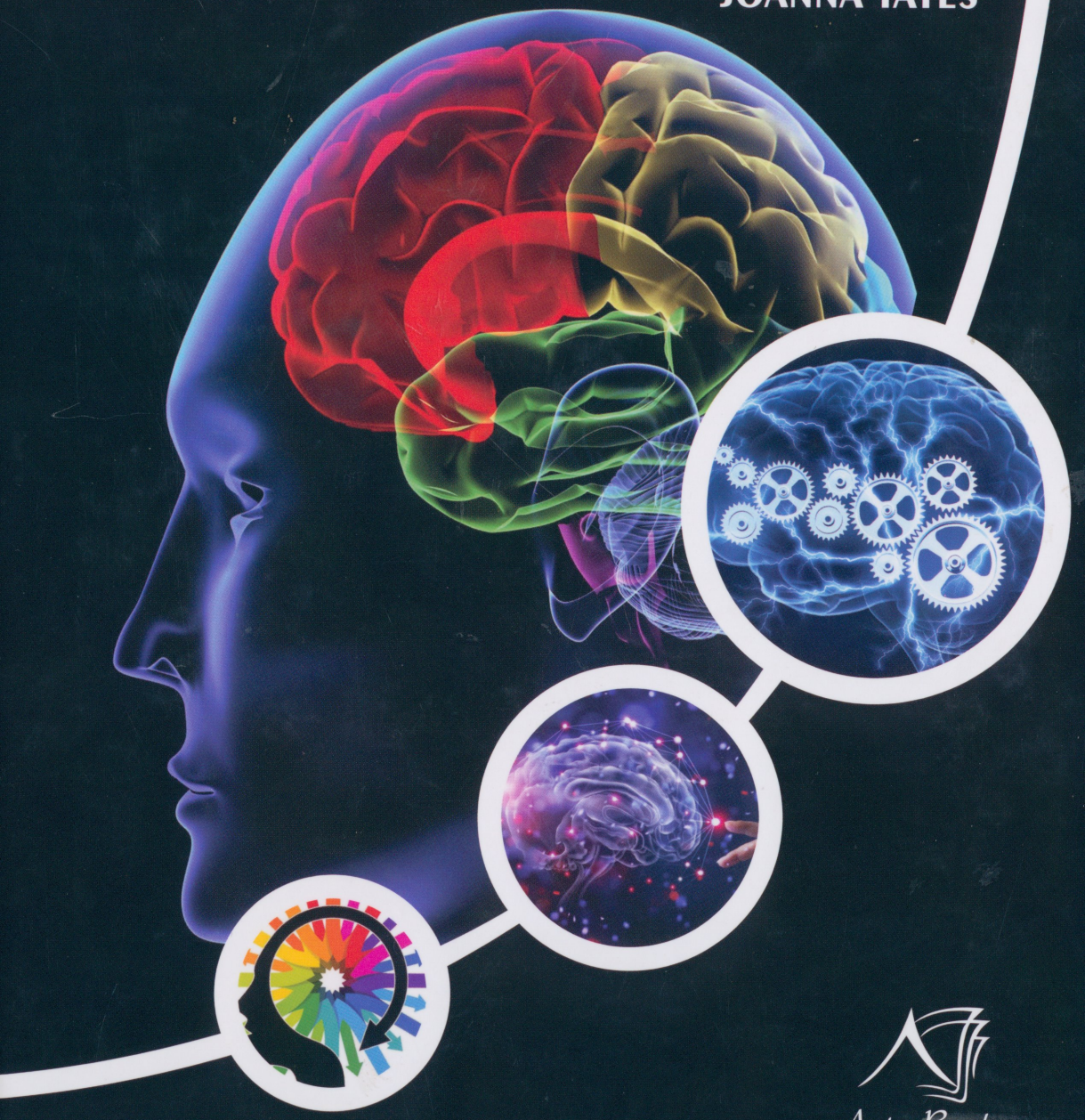
UNITEXT FOR FRESHMEN:

GENERAL PSYCHOLOGY

JOANNA YATES



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Preface

Psychology is a diverse and varied field. It involves the scientific study of mind and behavior. Psychology is a multifaceted discipline and encompasses many sub-fields. Some of the major sub-fields include study of sports, health, human development, clinical, social behavior and many others. The scope of this discipline is vast and involves application of knowledge to various spheres of human activity.

Primarily psychology is concerned with the way people act, think and the way they can improve themselves. Basically, everything a person does is connected to psychology whether it is a conversation with a friend, argument with a peer or disciplining oneself. Most people do not understand the rationale behind their behavior and decisions, psychology helps in understanding how the mind works.

Psychology has its roots in experimental research. It was a part of philosophy until it emerged as a separate branch of science towards the end of nineteenth century.

The essence of psychology may be found in various forms. There are several theories of learning in the field of psychology which have applications across various forms and verticals. These theories need to be explained to the readers so that they are well versed with the learning process in psychology.

The field of psychology also establishes the relation between the way people memorize things and also how and why they tend to forget certain other things. This has a lot of application across the field of education, where the teachers can understand the exact reason as to why their students are forgetting some things that are taught in the classrooms and what needs to be done to improve their learning and retaining capabilities.

This psychological aspect of the humans can also be used by the various organizations to help their employees remember the tasks assigned to them, so that the tasks are completed in time and with good efficiency.

Proper understanding of psychology can enable a person to help other improve their personality and thus present themselves in ways that are desired across various fields in the corporate as well as personal environments. Psychology helps the people to undertake a changeover in themselves, is required, to suit the thinking of the people they may be surrounded by.

The book introduces the readers to the various subjects related to the field of

psychology. The readers tend to get hold of the way that psychology can be applied across various fields and how it can be utilized to enhance the various attributes of the people. It also explains the manner in which psychology can help the decision makers to take important decisions regarding certain matters that can be heavily influenced by the manner in which the people think and act.

I hope that the book can provide the readers with the necessary inputs and information regarding the field of psychology and that the book can make them aware about the various aspects related to psychology in a detailed way. The book aims to enlighten the readers on psychology so that the various principles and theories can be appropriately used by them for the various constructive endeavors that may be taken by them.

Criticism of the book in a constructive manner are most welcome.

Joanna Yates

CHAPTER 1

MEANING OF PSYCHOLOGY

LEARNING OBJECTIVES

Following the completion of this chapter the reader should be able to:

- Understand the meaning of psychology
- Know about the goals of psychology
- Identify the different branches of psychology
- Explain the different research methods used in psychology
- Understand the steps involved in scientific research
- Classify the major perspectives in psychology

1.1. INTRODUCTION

The term psychology has its origins in the Greek word *psyche* and *logos* which means mind or spirit and study or knowledge respectively. According to American Psychological Association, psychology is the branch which is concerned with the human mind and behavior. This branch includes all elements of human experience and its study encompasses all aspects that explain human behavior as well as the factors that shape it.

Psychology studies the behavior, mental processes and the link between these two. It is concerned with the thinking, learning, interactions, feeling and understanding of humans as an individual and when interacting with others.

Psychology is both a natural science and a social science. A field of study qualifies as a science if it acquires knowledge through scientific methods. Psychology uses scientific procedures and use empirical data to study the innate factors and primate drives, feelings, thoughts, behaviors and the factors in the environment that has an impact on it.

The mind is extraordinarily complex and can involve conditions which are challenging to treat. This is because it is concerned with the intangible aspects like emotions, dreams, perceptions, memories etc. which cannot be seen unlike a burn in the skin or liver dysfunction .



Figure 1.1: Psychology is Concerned with Human Behavior.

Source: Image by The Blue Diamond Gallery

PROGRESS CHECK QUESTIONS 1

a. Why is psychology a science?
b. What is the origin of the term psychology?
c. Why do you think the mind is complex?

1.2. GOALS OF PSYCHOLOGY

The study of psychology has four goals namely description, explanation, prediction, and control.

1.2.1. Description

Description in psychology is different from things that one describes in his or her daily life. In psychology, the first goal is to describe an issue, behavior or problem. It helps the psychologist to differentiate between normal and abnormal behavior. This facilitates in gaining valuable insights and perspectives on behavior, thoughts and actions. Various **research methods** are used for description. Some of them are surveys, case studies, self-tests, and natural observation.

Research methods are the strategies, processes or techniques utilized in the collection of data or evidence for analysis in order to uncover new information or create better understanding of a topic.

1.2.2. Explanation

Psychology is not just concerned with describing behavior, but it also seeks to explain it. Explanation follows description. Explanation addresses questions about the way people react to different circumstances, the reason they do certain things and the factors that influences their metal well-being, personality, actions etc.

Psychologists formulate theories, both small and grand, to explain various aspects of human psychology and behavior. They do this using scientific experiments and make inferences from the results.

In the course of the history of psychology, psychologists have developed many theories to explain different aspects of human behavior. Several such theories are widely accepted



Tip

Psychology is a subject that requires active involvement. Think critically and deeply about the content and do not just memorize facts.

by scholars and scientists and are used to explain aspects of human behavior.

Theories have been formulated to explain small aspects as well the entire human behavior. For example, Pavlov's theory of classical conditioning explains how behavior is acquired by a repetitive association between the response and the stimulus. On the other hand, Erik Erickson's theory describes all eight stages of human development .

1.2.3. Prediction

The third goal of psychology is making predictions about how a person thinks and acts. Describing and explaining human behavior helps predict how it will recur in the future. Psychology is also concerned with predicting whether other people may exhibit the same behavior in similar circumstances.

The knowledge gained during describing and explaining helps psychologist gain insight about which thoughts and feelings shape human behavior. This knowledge further helps in predicting why, when and how these things might happen in the future. Thus, the psychologist can predict a pattern of behavior which is useful in understanding the underlying cause of human actions. This information is valuable to change or control undesirable behavior.

1.2.4. Change / Control

The final goal of psychology is to control, change or influence behavior in order to bring about a constructive, meaningful and lasting changes in behavior of people. The aim is to improve their life through these changes.

These four goals are similar to how a person tries to resolve an issue in the natural world. For example, if a person engages in an undesirable behavior which has an **adverse impact**, the issue can be resolved by asking the following questions:

- "What happened?" - Description
- "Why did she do that?" - Explanation

Adverse impact refers to employment practices that appear neutral but have a discriminatory effect on a protected group.

- "What would happen if she did this?" - Prediction
- "What can she do next time to have a different outcome?" - Change

Though a common man may look at this issue prima facie, a psychologist has the expertise and education to describe, explain, predict and change this behavior.

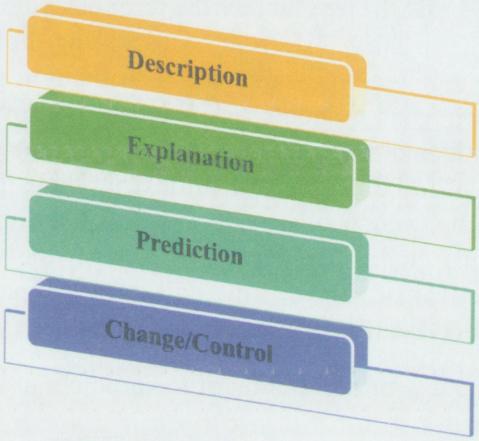

Figure 1.2: Goals of Psychology.

ACTIVITIES 1.1

1.1.1. Describe What You See and Feel

Describing things is not something new and we do this on a daily basis. In psychology the term describe denotes something slightly different. Describing helps make more sense of feelings, behaviors and thought processes. Write down your thoughts and feelings on any subject which could include relationship and personal goals. It is important to be as granular in description as possible. For example, you may be nervous about the upcoming exams. This could include a fear of what the test may entail, the fear of failure. This will have symptoms like anxiety, increased heart rate etc.

Read out your description of the problem to the class.

1.1.2. Explain Your Behavior

After describing the behavior explain what is going on. This could include exploring the qualitative data further. For example, an individual's past experience which has many potential explanations for the behavior. The aim of this activity is to understand 'why?'. For example, exams anxiety could be due to a failure in a previous examination. Would the repercussions be serious to deal with? Write down the explanations and discuss it with the class.

1.1.3. Predicting Behavior

Predicting behavior needs hard evidence which qualitative data can provide. Prediction of behavior should be based on the observation made in the first to goals. For example, you may be able to predict in advance how anxious you will feel before the exam based on factors like the level of preparations, previous experience etc.

1.3. BRANCHES OF PSYCHOLOGY

There is no fixed way of classifying psychology. It can be classified on the basis of the purpose it serves. Some common types of psychology are:

1.3.1. Cognitive Psychology

This branch is concerned with memory, problem solving, language, learning and other internal **mental process** . It investigates the thought process of people, their perception, the ability to learn, remember and communicate. Basically, it is concerned with how people acquire information and process and store it.

This branch is associated with philosophy, neuroscience and linguistics. Some of the areas where it is applies are in memory retention, improving efficiency in decision making, establishing educational programs which can make learning more effective.

1.3.2. Developmental Psychology

This branch is concerned with the changes that occur in the course of human development. An individual experience many psychological changes over the lifetime and developmental psychology is concerned with studying those changes.

It focusses on all stages covering infancy, early years, teenage, adulthood and old age. It is also concerned with the how inherent mental structures are shaped by learnings gained through experience. In other words, the manner in which a person's traits interacts with the environment and the impact of this on their development. Some aspects of this branch overlap other fields like linguistics.

1.3.3. Evolutionary Psychology

Evolutionary psychology studies how psychological adjustments during evolution shapes **human behavior** . For example, language has evolved considerable overtime.

Mental process are terms often used interchangeably for all the things that individuals can do with their minds.



Tip

Relate psychological concepts to your personal experiences. Things which have a personal relevance are more easier to remember.

The evolutionary psychologists believe that the human characteristics have adapted with changes that have occurred overtime. This has helped them survive over centuries.

1.3.4. Forensic Psychology

This has branch has its applications in issues related to psychology and law. Forensic psychologist applies the principles of psychology to criminal investigation. This encompasses investigating the causes behind criminal behavior, their treatment and also working directly in the court system. It is basically practiced within the criminal justice system and civil courts. Forensic psychologists assess the psychological factors which has a bearing on the case and presenting the same in the court.

Human behavior is the response of individuals or groups of humans to internal and external stimuli.

1.3.5. Health Psychology

This branch is also referred to as behavioral medicine or medical psychology . It is concerned with investigating the impact of biology, behavior and social context on illness and health.

While a doctor investigates at the biological reasons which cause diseases, but a health psychologist is concerned with the whole person and the factors that affect their health. These factors include education, socio-economic status, behavior, background and others. Healthy psychology is related to medical profession and the experts from the two fields work together in clinical settings.

CASE STUDY

Role of Health Psychology in Primary Care

John first presented at the GP practice with symptoms of breathlessness and panic in March 2017. He attended twice in September 2017 to see the nurse for a review of his COPD and panic was identified as a contributory factor to his breathlessness symptoms, which had worsened in the previous weeks. John then saw his GP in early October to discuss further. He wanted to avoid medications if possible, so the GP booked him into see the Health Psychologist the next day. John discussed experiencing panic symptoms at night in particular. Since March, these had been happening at least monthly, and more recently every day. He had experienced two bereavements recently and was feeling it was a particularly stressful time, which may have exacerbated some of the worries relating to the panic. When he experienced these symptoms, he had a shortness of breath and it was particularly difficult for him to get catch his breath, which fed into the panic.

When the symptoms happened, John would attempt to relax and eventually would find the feelings subsided and would no longer be breathless. The Health Psychologist discussed the distinction between COPD symptoms and panic, along with some information about panic, why the body has the ability to have a panic response, and the effects of panic, including that panic symptoms can't kill people. Although John was able to separate the symptoms he experiences from COPD from the symptoms of panic, the COPD remained a factor, given the added difficulty that he has in catching his breath. Together, John and the Health Psychologist developed a plan for what John would do when he experienced these symptoms.

This involved John getting up out of bed and going into a different room, looking at the plan we developed together, reminding himself that he has always regained his breath/control previously, and reminding himself that the panic won't kill him.

A few weeks later, John and the Health Psychologist had a review over the phone. John reported having not experienced any panic symptoms since their original appointment, he felt able to control his symptoms and if he started to feel any symptoms coming on, he was now able to put any worries out of his mind and stop them developing. John also discussed feeling less breathless in general, not just an alleviation of the specific panic symptoms at night. He reported an overall improvement of his quality of life at that he was no longer frightened to get out of bed, as he had been at times.

Both John and the Health Psychologist agreed that his symptoms had very much improved and that no further appointments were needed. In January 2018, John phoned the GP practice as he was experiencing shortness of breath again. The nurse assessment, along with John, agreed that this was related to feelings of panic. The Health Psychologist saw John on the same day and the trigger had been his dog dying 2 weeks previously. Since the trigger the previous year had been bereavements, this helped explain why this had been a trigger, particularly since John had worries about not being able to catch his breath. We revisited the things that had helped previously and developed a new plan that included reminding himself that the panic won't kill him.

We met again two weeks later, and the symptoms were under control again. To help support management of these symptoms if they occurred again, we wrote a plan that he or his wife could 11 refer to should he get similar symptoms again. This could be used at any point in the future to help John to manage symptoms of breathlessness and panic.

- Patient received quick access to support and was able to attend within the GP surgery, possibly reducing stigma and stress.
- Integrated health psychology theory and expertise into formulation and treatment, addressing the similarities and differences between physical and psychological symptoms in a way that was easily understood by the patient.
- After a period of improvement when some symptoms returned within a four month period quick access to the same Health Psychologist prevented a worsening of the patients mental health and reduced possible negative consequences for him.

1.3.6. Neuropsychology

This branch is concerned with the structure and function of the brain and how it shapes behavior and psychological processes. It has its applications in conditions like lesion in the brain and assessment of electrical activity in the brain.

A neuropsychologist investigates whether diagnose and suspected injury to brain for reasons like stroke can cause behavioral problems. This information helps a doctor in using appropriate treatment which can help a person who has experienced cognitive damage to improve his condition.

1.3.7. Occupational Psychology

Occupational or organization psychology is concerned with making recommendations about the performance of people at work and their behavior. It not only seeks to improve efficiency of the employees but also maximize their well-being. It investigates various factors that affect productivity such as employee behavior, worker attitude, leadership and others.

It aims to solve the real-world problems and is an applied research field which improves job satisfaction and employee retention.

1.3.8. Social Psychology

This branch is concerned with studying the impact of social influences on human behavior. Human behavior, feelings and thoughts are influenced by actual, imagined or implied presence of other people. Social psychology seeks to explain how this happens.

A social psychologist studies social perception, aggression, **group behavior** , conformity, non-verbal behavior, prejudice, and leadership. Social interaction and perception are vital to understand social behavior of humans and social psychology seeks to explain that.

These are some important branches of psychology. The branches continue to grow. Other branches include military,

Group behavior can be stated as a course of action a group takes as a family.



Tip

When taking class notes write down information in a way which is compre-hendible to you. You can put key terms in your own words which can help in memorizing and .reviewing it

consumer, cross-cultural, educational, and environmental psychology.

1.3.9. Clinical Psychology

Clinical psychology encompasses theory, science and practice. It is concerned with understanding, predicting and reliving problems. It facilitates adjustment, adaption and personal development.

This branch is concerned with the emotional, intellectual, psychological, biological behavioral and social aspects of human performance. It also studies the impact of factors like culture, economic status and society.

The main aim is to promote mental well-being and personal development. It is helps to comprehend, prevent and relieve psychological conditions like dysfunction, distress and sufferings.

Clinical psychology mainly relies on psychological assessment and psychotherapy. However, it also includes other areas like research, trainings and forensic testimony .

PROGRESS CHECK QUESTIONS 2

a. What are the primary goals of psychology?

b. What is cognitive psychology concerned with?

c. Which branch of psychology is concerned with psychological adjustments during evolution?

1.4. RESEARCH METHODS IN PSY-CHOLOGY

There are three research methods which help psychologists study behavior.

1.4.1. Descriptive Research

In this method, the psychologist does not use experimental testing, rather relies on observation to record behavior and attributes. It does not test specific relationship between variables. Descriptive research is used to describe general or specific traits and behaviors which are observed and measured. Descriptive method is applied in cases where there is no existing literature. It will be difficult to form a hypothesis in these cases. The hypothesis does not contain a clear description of the interests. Therefore, it would be premature to design an experiment in these cases.
Descriptive methods are a non-experimental approach which helps in gathering more information and helps in designing an experiment which helps in addressing a specific hypothesis.

Descriptive research facilitates in acquiring a vast amount of information, though they may often be inconclusive. The advantage of this method is that its studies individuals in their natural environment independently minus the impact of artificial environmental factors. Hence it is useful to record rare events or conditions which can be replicated in controlled environments.

There are three types of descriptive research namely case studies, surveys, and observations.

Case Study: Case studies are research based on a small group of individuals or even one person. It contains descriptive records of their experiences and behaviors. It may sometimes be conducted on ordinary individuals, but mostly involves those who have unusual experiences. It helps gain an understanding of human behavior.

Survey: Survey involves questions through written questionnaire or interview. This helps gain insight into the belief and behavior of the people who are the subject of the research.

Observations: This method involves naturalistic observation in everyday settings to record their behavior. In laboratory observations, the researcher can control more aspects of the situation in a setting created by him.

1.4.2. Correlational Research

Correlational method is used to show the relation between two variables. Predictions are made on the basis of this relationship. It can only demonstrate that two variables are related. It does not involve determining the cause, like which variable brings about the change.

This study is concerned only with prediction or description of a behavior. It cannot explain the behavior. In **psychological research** , correlation between two variables does not mean that one has caused the other. In order to prove the causal relationship further research is necessary.

Psychological research refers to research that psychologists conduct for systematic study and for analysis of the experiences and behaviours of individuals or groups.

Types of Correlational Research

There are three types of correlational research:

- **Positive Correlation:** This refers to a correlation in which an increase in one variable is followed by an increase in the other and decrease leads to a decrease. For example, the wealth a person possess might positively correlate to the number of houses he owns.
- **Negative correlation:** This is the opposite of positive correlation, where the increase in one variable leads to a decrease in the other. For example, an increase in education can lead to a decrease in crime rates.
- **No correlation:** In this case the change in one variable does not lead to a change in another. For example, the wealth and health may not be correlated.

1.4.3. Experimental Research

In this method, the researcher uses independent and dependent variables in a controlled environment to test a hypothesis and determine the causes. In psychology, experimental research is useful in achieving the four goals. Using experimental research, a psychologist can measure and manipulate

variables to test a hypothesis. The researcher can create a controlled environment to test how the independent variable impacts the dependent variables.

For example, psychologist may be interested in studying how violent video games can lead to aggressive behavior in children. To conduct an experimental research, he may form two groups of children. One play violent video game for an hour and the other may play non-violent games for an hour.

In this example, the video game group is the independent variable. The dependent variable is the aggression which the researcher aims to measure by observing both the groups socialize.

Control groups are used to determine whether the dependent variable is affected by the independent variable. It helps in explaining what happens when the independent variable is not applied. In this example, the group playing non-violent video games is the control group .

Correlational research is concerned with testing whether a two or more variables are related and is distinct from descriptive research which mainly relies on observation. Experimental research is step further from descriptive and correlational research. It uses hypothesis testing to make inferences about how different conditions affect behavior. Both correlational and experimental research uses hypothesis testing, while descriptive research does not make use of it.

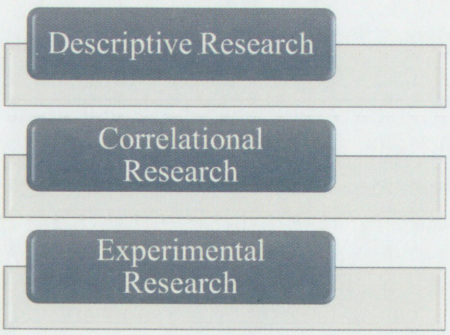

Figure 1.3: Research Methods in Psychology.

ACTIVITIES 1.2

1.2.1. Can you Guess it?

This is a team game to improve the understanding of concepts in psychology. Chits would be provided with key psychology terms from the chapters. One student from the team picks a chit and gives it to the team members. The teammates give clues to help identify the term. Each student gets a turn to become a guesser. As students come up with different ways to describe the term, it helps both the guesser and the clue giver to understand the term better.

1.2.2. Impact of Personal Space

The students are divided into groups and each of them use different version of personal spaces. For example, one group stands close to each other, another maintains some distance, while the other stands apart. Students interact with each other and have conversations. They are required to observe each other and understand how personal space affect the way people interact with each other.

1.2.3. Mock Health Check Up

There are different branches of psychology that addresses different health issue. This activity aims at helping the student understand various psychological conditions that the different branches are concerned with. Form small groups of four to five students.

In each group one student acts as a patient and exhibits symptoms while the other groups interview the patient. The students fill out a diagnostic report and refer to their textbook to identify which branch of psychology would be dealing with the problem.

1.5. STEPS IN A SCIENTIFIC RESEARCH

The scientific method of research uses a systematic approach of learning and answering questions. Scientific method involves formulation of hypothesis and then testing it with an experiment. This differentiates scientific methods and other ways of acquiring knowledge.

The following is a standard list of steps that are followed in scientific method. The number of steps can vary from one description to another.

1.5.1. Purpose

The first step is to ask a question or defining the problem for which research is needed.

1.5.2. Research

The second step is to conduct background research. The sources that are used for the research should be cited. In the age of internet, a lot information is available online. Gathering more information facilitates the investigation.

1.5.3. Hypothesis

The third step is to purpose a hypothesis. This involves an educated guess and presenting it in the form of statement to evaluate it. In a hypothesis the cause and effect are written or the relation between two phenomena is described.

An example of a hypothesis is the null hypothesis or the no-difference hypothesis. The assumption of this hypothesis is that changing a variable has no impact on the outcome.

1.5.4. Experiment

This step involves designing a test and performing it to assess the hypothesis. A researcher accepts or rejects the

hypothesis by collecting enough information and using suitable research methods.

Hypothesis is a proposed explanation for a phenomenon.

Testing the **hypothesis** involves an independent and dependent variable. The researcher controls or changes the independent variable and records its impact on the dependent variable.

An experiment should generally involve a change in only one variable for an experiment and not combine the effects of more than one variable in an experiment. For example, if one wants to study the impact of fertilizer concentration and crop development one has to conduct two separate experiments to understand the impact of each of the variable.

1.5.5. Data/Analysis

The next step is to record the observations and analyze the meaning of the data. This can be done by preparing a graph or a table of the data. The data points which support the predictions are only included. Once the required data is gathered one may have to perform a mathematical analysis to support or refute the hypothesis.

1.5.6. Conclusion

This is the final step in which the researcher has to conclude whether he accepts or rejects the hypothesis. In an experiment, no outcome is right or wrong, so it is fine to accept or reject the hypothesis.



Tip

When taking class notes write down information in a way which is comprehendible to you. You can put key terms in your own words which can help in memorizing and reviewing it.

Accepting a hypothesis does not necessarily establish that it is correct. Sometimes, when a researcher repeats an experiment, he may often get a different result. In other cases, though the hypothesis may predict an outcome, the researcher may not be able to draw the correct conclusion.

The results have to be communicated. This may be formally submitted as a paper or complied into a lab report. Whether the hypothesis is accepted or rejected, one does acquire knowledge about the subject. This can help in

revising the original hypothesis or formulate a new one for future experiment.

PROGRESS CHECK QUESTIONS 3

a. What are the primary goals of psychology?
b. What is cognitive psychology concerned with?
c. Which branch of psychology is concerned with psychological adjustments during evolution?

1.6. MAJOR PERSPECTIVES IN PSYCHOLOGY

There are many psychological perspectives and the question arises which is the best approach, whether one perspective is correct. Most psychologists agree on the fact that one perspective cannot be called correct. Though the in the contemporary perspectives, behaviorist would have claimed that behaviorism was the only perspective with a scientific approach.

Each perspective has its strengths and weaknesses and contributes different viewpoints to the understanding of the human mind. Therefore, all perspectives have a significance for studying the mind and behavior of humans and animals.

The emergence of psychology as a separate discipline can be attributed to Wilhelm Wundt. In his book "Principles of Physiological Psychology," published in 1874, he explained how the science of psychology and the study of human and thought and behavior were connected. In 1879, he established the first psychology lab at the University of Leipzig. This event marked the emergence of psychology as a separate discipline.



Tip

Getting an overview of the topic prior to the lecture can enhance the learning experience. It becomes easier to grasp the concepts and ideas that the professor is trying to explain.

The Historical Perspective

There are primarily five early perspectives or school of thought.

1.6.1. Structuralism

Structuralism was the first school of thought which emerged in psychology. Edward Titchener was the founder of the school of thought known as structuralism. He was a student of Wilhelm Wundt, who is credited with establishing the first psychology lab in Leipzig, Germany in1879.

The objective was to identify the basic elements or "structures" of psychological experience. Structuralism focused on the nature of consciousness.

Consciousness refers to your individual awareness of your unique thoughts, memories, feelings, sensations, and environment.

According to Wundt, science can help analyze basic elements of the mind and classify conscious experiences scientifically. Structuralists aimed to create a periodic table containing elements of sensations, similar to the one that had been created in chemistry recently.

They used introspection to create a map of the elements of **consciousness** . This method involves asking participants to describe their experience when they participate in mental tasks like reading a book, viewing color or solving a mathematics problem.



Figure 1.4: Edward Titchener: An English psychologist who described the structure of mind: Structuralism.

Source: Image by Wikimedia

The structuralist also conducted other studies using a newly invented reaction time instrument. This helped them to systematically assess the thought process of the participants and also the time it took for them to do so. For example, Wundt discovered that people responded to the sounds they heard earlier than the time they took to report what they had just heard.

It was through these studies that the researchers realized that there a difference exists between the sensation of the stimulus and its perception. Cognitive psychology now uses the reaction times extensively to study mental events.

Titchener and his students asserted that they were able to identify more than 40,000 sensations such as hearing, vision, taste etc. The structuralists were the first to use a scientific approach to science. They not only proved that the mental events could be quantified, but also discovered the limitations of using introspection method.

The structuralist also recognized the significance of unconscious process. Hence, the realized that the research participants may not be able to accurately report all their experiences. Hence a new school of thought called Functionalism emerged to study the functional value of human mind-functionalism.

While structuralism emphasized on **scientific research** , the methods were considered unreliable and limiting. In 1927, structuralism declined after the death of Titchener.

Scientific research is the systematic investigation of scientific theories and hypotheses.

1.6.2. Functionalism

William James was one of the most renowned functionalists. The main objective of this school of thought was to comprehend the reason behind the mental thought process of humans and animals that they currently possess (Hunt, 1993).

The functionalists were influenced by Charles Darwin's (1809–1882) theory of natural selection, which explained the evolution of physical traits in living beings. The functionalist believed that this theory applied to psychological

characteristics too. They thought the human brain has also evolved to adapt to a particular function which has helped them survive. James is credited with the development of many research methods such as questionnaires, mental tests and objective descriptions of behavior.

Psychologists realized that the human mind is complex and examining it in terms of structural elements and functions was too simple. Human mind cannot be explained through sensations and adaptive functions alone. A new school of thought Gestalt Psychology emerged which sought to examine the human mind in a holistic manner.

Though functionalism is no more a school of psychology, its principles continue to influence modern psychology in several ways.

1.6.3. Psychoanalysis

The emphasis of early psychology was on conscious human experience. The theory of personality proposed by Sigmund Freud played a key role in changing the face of psychology. The central idea of psychoanalysis was that unconscious mind had a significant impact on behavior. This is the core idea of psychoanalysis which believes that the all people have unconscious feelings, thoughts, memories and desires.

The psychoanalytic theory of Freud influenced the 20 th century thought process in a significant way. The impact was visible in other fields like art, literature and popular culture besides mental health. Today, though many of the ideas are viewed with skepticism, the influence of Freud on psychology is significant.

1.6.4. Behaviorism

Behaviorism emerged as a prominent school of thought during the 1950s. Eminent psychologists belonging to this school of thought were John B. Watson, Ivan Pavlov, and B. F. Skinner. They believed that environmental factors can explain human behavior. It is not dependent on internal forces. This perspective emphasizes on observable behavior.

Behavioral psychologists argue that the external stimuli play a role in shaping behavior and humans can be taught to act in a certain manner. B.F Skinner refuted the concept of free will. They believed in learning through a system of punishments and reinforcements.

The behavioral psychologists concentrated on theories of learning like operant conditioning and classical conditioning in their work.

This perspective was dominant in the early twentieth century, however it started losing importance during the 1950s. However, it is still applied to understand how behavior is learned and reinforced. It is useful in the field of mental health settings, where it helps medical practitioner to understand and treat many mental illnesses.

1.6.5. Gestalt Psychology

Gestalt psychology is based on the premise that humans experience things as a unified whole. This school of through emerged in the late 19th century in order to counter the molecular approach of structuralism. According to these psychologists, whole is greater than sum of parts. Therefore, instead of dividing thoughts and behavior into their smallest elements, it is important to view the whole experience. Analyzing the parts cannot help in identifying the attributes of the whole. This school of thought provided a framework for the study of perception.

There were many researchers who contributed to the development of gestalt psychology like Max Wertheimer, Wolfgang Köhler, Kurt Goldstein, and Fritz Perls, Kurt Lewin, and Hans Wallach.

The gestalt researchers proposed the laws of perpetual organization which comprises of laws of inclusiveness, similarity, closure, continuity. These laws seek to provide information on how the brains group things to help humans perceive the world.

PROGRESS CHECK QUESTIONS 4

a. Which are the historical perspectives in psychology?

b. Who founded structuralism? What is this branch concerned with?

c. What is the premise of Gestalt psychology ?

Major Perspectives in Modern Psychology

As psychology grew as a field, psychologists started investigating more diverse topics. More school of thoughts emerged which are known as the contemporary perspectives.

There are six major perspectives in modern psychology which are discussed below:

1.6.6. The Psychodynamic Perspective

The origin of this perspective can be traced to the works of Sigmund Freud. However, it was also influenced by other psychodynamic theories. The psychodynamic perspective recognizes the role of unconscious mind as playing a central role in influencing human behavior or psychology. Various factors like experiences in early years, interpersonal relationships are studied to decode human behavior as well as threat those who have some mental ailment.

One of the objectives of this theory is to understand what shapes conscious and unconscious motivation and the interaction between the two, which in turn influences human behavior and decision.

This branch emerged as one of the earliest forces within psychology which can be majorly attributed to the work of Freud. His theory of psychoanalysis made a significant contribution. There are many other psychodynamic theories as well which tries to dig below the surface of a person's behavior to understand the unconscious motives.

Though this perspective is not as dominant today, it is still considered a useful psychotherapeutic tool.

1.6.7. The Cognitive Perspective

In 1960s the cognitive perspective started gaining importance. This school focused on mental processes like language, decision making, problem-solving, memory and thinking. Jean Piaget and Albert Bandura made significant contribution to this perspective and it grew tremendously in the recent times.



Figure 1.5: Albert Bandura: A proponent of Social Learning Theory.

Source: Image by Wikimedia

Cognitive psychologists employ the information-processing model to comprehend how the brain gathers, processes, stores, retrieves and uses information. They view the human mind as being similar to computers in the way it processes information.

Cognitive psychologists proposed that memory comprises of three stages:

- Encoding: In this stage information is acquired and attended to

Tip

Learning is an ongoing process. In order to become more effective learner, keep practicing and rehearsing what you have learnt.

- Storage: In this stage memory is retained
- Retrieval: This stage refers recalling of information

This school of thought makes use of lab experiments to study human behavior and adopts an extremely scientific approach. This approach has several applications like eyewitness testimony and cognitive therapy.

1.6.8. The Biological Perspective

The study of physiology had a significant role in development of psychology and can be attributed for the emergence of psychology as a separate science. This is referred to as the biological psychology also known as biopsychology or physiological psychology. This school of thought is concerned with the physical and biological bases of behavior.

This school of thought is concerned with the impact of genetics on human behavior and also how damage to certain parts of brain can alter the behavior and personality of a person. It is also concerned with the biological factors like the hormones, chromosomes and others which have an impact on behavior.

Neurology is a branch of medicine dealing with disorders of the nervous system.

The biological psychologists believe that humans inherit most of their behavior traits and it evolves over time. They also explain behavior in terms of **neurology**. For example, the physiology and structure of brain and its impact on human behavior.

This perspective has gained significant importance in last few decades. As science has advanced, it has facilitated in gaining valuable insight into the human brain and nervous system. Technology such as magnetic resonance imaging (MRI) scans and positron emission tomography (PET) enable researchers to examine the brain under various conditions. This has helped in gaining valuable information about brain damage, diseases and drugs.

1.6.9. The Cross-Cultural Perspective

This is a fairly new school which has gained importance in the last two decades. It is concerned with the human behavior across various cultures. These differences help in

understanding how culture influences human behavior and thought process.

Culture is an integral part of humans and hence they play a significant role in shaping human behavior. These researchers are concerned with how social behavior varies in individualistic and collectivistic cultures. For example, in US, which has an individualistic culture, people tend to exert less efforts when in a group. In a country like China which has collectivistic cultures people work harder in groups.



Tip

Active listening is important. This helps in taking quality notes in the class and asking the right questions which provide valuable insight .about the subject

1.6.10. The Humanistic Perspective

Humanistic perspective emerged during the 1950s. Eminent humanists Carl Rogers and Abraham Maslow made significant contributions which led to the advancement of this school of thought. It emphasizes on concepts like self-actualization. The humanists are concerned with the ways that humans evolve and develop their personal potential. Positive psychology is a branch which has emerged from humanist perspective. It focusses on helping people lead a healthy and happy life. Humanistic psychologists emphasize on inner feelings and self-image as the factors that influence induvial behavior. It views every individual as a unique person possessing free will to change at any point they want.

The humanistic perspective believes that every individual is responsible for their own happiness and well-being. Every individual is born with the capacity for self-actualization. It refers to unique desire to achieve their highest potential.

Humanists argue that the scientific methods are not suitable for studying behavior as they focus on the person and their personal experiences and have a subjective perception of the world. It is important to remember that every topic in psychology can be analysed from multiple perspectives. For example, a psychologist who uses biological perspective the role of brain and nervous system in shaping aggressive behavior. A behavioralist would analyze the environmental variables which can impact the aggressive behavior. A psychologist who stresses on cross cultural approach would consider the impact of culture and social influences on aggressive behavior.

ACTIVITY 1.3

1.3.1 Answer these Questions on Psychological Perspectives

For each of the statement indicate which psychological perspectives and views they agree to:

a. The mind is similar to an information processing system.

b. Unconscious conflict and anxiety are the factors that shape behavior.

c. Many traits in humans are adaptations which have helped the human survive over the millennium.

d. Self-actualization and the promise of human potential are factors which motivate behavior.

e. Psychology is concerned with behavior that can be observed and measured.

1.3.2. Learn More About Perspectives

This is a group activity which reinforces the understanding of various perspectives in psychology. Form small groups and choose a school of thought. Each of you read about the opinion and views of one psychologist belonging to that school. Discuss it amongst your team members about how the views can be traced back to their perspective. Collate all your points and present the information in the class.

1.3.3. Come up With More Examples

Based on the two activities described above, come up with more additional statements which represent different schools of thoughts.

PROGRESS CHECK QUESTIONS 5

a. What was the focus of cognitive perspective?

b. What was the belief of the biological psychologists?

c. Name two eminent proponents of Humanist Perspective



ROLE MODEL

WILLIAM JAMES: AN ORIGINAL THINKER AND INFLUENTIAL PSYCHOLOGIST

William James was an influential psychologist and philosopher and is credited with establishing Harvard's psychology department. This was first associated with the department of philosophy. Initially James was not convinced that psychology was a distinct discipline. He wrote in his 1892 survey, Psychology: Briefer Course "This is no science; it is only the hope of a science". Though James himself was sceptic about the scope of this field, his hope was fully realized in the Harvard's psychology department.

In 1861, James enrolled in Harvard to study chemistry and anatomy. Post-graduation, he became interested in gaining more insight about the mind and body. In 1872 James joined Harvard as lecturer to teach vertebrate physiology. In 1875, he taught the course "The Relations between Physiology and Psychology" which was Harvard's first course on psychology. He established the first experimental psychology demonstration laboratory for this purpose.

In 1878, G Stanley Hall earned the first doctorate in psychology in Harvard. Hall observed that the course designed by James was up to the present time the only course in the country where students can be made familiar with the methods and results of recent German researches in physiological psychology" (Hall, 1879).

He also conducted research on sensation and perception in the early stages of his career. He believed that the mind and body was connected. This idea developed into the theory which came to be known as the James-Lange Theory of emotion.

This theory suggests that emotions that arise in human can be attributed to the external events. It is basically a response to the external factors. James was inspired by Darwin's theory of evolution. The school of thought he was associated with came to be known as functionalism which was concerned with establishing relationship internal process and

external behavior. In 1890 James published the *Principles of Psychology. It was a* two-volume synthesis comprising of a summary of psychology. This book was highly acclaimed and was even praised by Sigmund Freud and Carl Jung. Later James shifted his focus to teaching philosophical work. He however, continued teaching psychology in Harvard and retried from there in 1907.

James had a significant influence on his students and was a strong guidance to many prominent psychologists like Mary Whiton Calkins, and E.L. Thorndike and G Stanley Hall. The American Psychological Association listed William James in the 14th number in the list of 100 most eminent psychologists of the 20 th century.

CHAPTER SUMMARY

Psychology is a branch of science which is concerned with the human mind and behavior. It uses scientific procedures and use empirical data to study the various aspects of the mind like innate factors and primate drives, feelings, thoughts, and behaviors. It also studies the environmental factor that influences the mental processes.

There are four major goals in psychology namely description, explanation, prediction, and control. There are several branches of psychology and classification varies. Some common types of psychology are clinical, cognitive, developmental, occupational and many others. There are three research methods which help psychologists study behavior namely descriptive, correlational and experimental.

Since the emergence of philosophy as a separate field in 1879, it has witnessed various schools of thoughts and the perspectives on human behavior kept evolving. The major perspectives were structuralism, functionalism, psychoanalysis, behaviorism, Gestalt psychology, psychodynamic and cognitive perspectives.

MULTIPLE CHOICE QUESTIONS

1. **Which branch of psychology is useful in criminal investigations?**
   a. Forensic psychology
   b. Cognitive psychology
   c. Health psychology
   d. Clinical psychology
2. **Which branch of psychology uses psychotherapy?**
   a. Healthy psychology
   b. Social psychology
   c. Clinical psychology
   d. Developmental psychology
3. **What is the main component of experimental psychology?**
   a. Observation
   b. Control group
   c. Questionnaire
   d. Literature
4. **Which is not a step in a scientific research**
   a. Hypothesis
   b. Experiment
   c. Description
   d. Data analysis
5. **Who wrote the book Principles of Physiological Psychology**
   a. Wilhelm Wundt
   b. Edward Titchener
   c. Ivan Pavlov
   d. William James

REVIEW QUESTIONS

1. What is psychology concerned with?
2. Name any five branches of psychology
3. What are the three research methods in psychology?
4. What are the steps in a scientific research?
5. What did you understand about cross-cultural perspective?

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CHAPTER 2

SENSATION AND PERCEPTION: IMPORTANT DIMENSIONS OF INTELLIGENT LIFE

LEARNING OBJECTIVES

Following the completion of this chapter the reader should be able to:

- Understand the concepts of sensation and perception
- Differentiate between sensation and perception
- Explain the concepts of sensory laws
- Define and differentiate different sensory thresholds
- Describe the processes of sensory adaption and sensitization
- Explain the relationship between perception and attention
- Mention the concepts of depth perception
- Describe the concepts of perceptual illusion and perceptual constancy

2.1. INTRODUCTION TO SENSATION AND PERCEPTION

Sensation and perception are two different processes that are closely related to one another. Sensation refers to an input that is generated regarding the physical world and this input is obtained by our sensory receptors whereas perception is the process through which the human brain selects, organizes, and interprets the inputs from sensations.

Perception is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information, or the environment.

In a broader sense, senses are the physiological basis of perception . However, the **perception** of the same senses would differ from one person to another person because every person's brain would interpret the stimuli in a different way. These perceptions are dependent on the persons learning, memory, emotions, and expectations.

2.1.1. What is Sensation ?

Sensory receptors refer to those specialized neurons that respond to certain types of stimuli from the environment. The sensory information when recognized by the sensory receptor the sensation occurs.

For instance, the light which enters the eye is known to cause chemical changes in the cells that line the back of the eye. These cells would transmit messages in the form of action potentials to the central nervous system. This process of conversion of the energy from the sensory stimulus to action potential is known as transduction .

There are five senses in a human being, and they are:

- vision,
- hearing (audition),
- smell (olfaction),
- taste (gustation),
- touch (somatosensation)

The concept of these five senses is extremely simple and the human body has important sensory systems along with the senses that provide information regarding balance (the vestibular sense), body position and movement

(proprioception and kinesthesia), pain (nociception), and temperature (thermoception).

The sensitivity of a particular sensory system is mostly related to the stimuli that is generated from the physical environment and this is expressed as an absolute threshold of the sensitivity. Absolute threshold refers to the minimum amount of energy that must be provided to correctly detect the stimulus 50% of the time.

The sensitivity of the sensory receptors is extraordinary and it has been detected that on a clear night the sensitive sensory cells that are present in the back of the eye would be able to see a candle light which is present nearly 30 miles away(Okawa & Sampath, 2007).Similarly the ear cells in the ear would be able to detect the tick tock sound of clock that is present nearly twenty feet away(Galanter, 1962).

However, human beings would be able to receive messages that are present a lot below the threshold of conscious awareness and these messages that are present below the threshold are called as the subliminal messages. A stimulus would be able to reach the physiological threshold of human perception only when the stimulus is strong enough to excite the sensory receptors and then this stimulus is transmitted to the nerve impulses in the brain.

A strong stimulus which is transmitted to the nerve impulses of the brain is called as the absolute threshold . A stimulus which is below the absolute threshold is called as subliminal because the human brain receives the threshold but would not be aware of the stimuli. This indicates that this message is sensed but it could not be processes for a number of reasons and this stimulus was not selected for processing in working or short-term memory.

In the recent times, there has been a lot of conjecture about the utilization of subliminal messages in advertising, self-help audio programs, rock music and other fields. The evidence from research indicates that in the environment of a laboratory when an experiment is being conducted human beings are capable of processing and responding to the information which is beyond their **conscious awareness** . However, these messages have extraordinarily little impact on the behavior of human beings in real life.

Conscious awareness describes a mental state of being truly aware of the events and situations in one›s life.

2.1.2. Perception

The sensory receptors would continuously receive information from the environment and the ability to perceive or interpret the information determine the method by which people interact with the world. Perception refers to the methodology by which the sensory information is organized, interpreted and consciously experienced.

Perception comprises of both top-up and bottom -up processing. Bottom-up processing refers to the fact that the perceptions are mostly developed based on the sensory inputs that are received. Similarly, the method these sensations are interpreted and processed is largely dependent on the available knowledge, experiences and thoughts of a person. This process is called as the top-down processing .

2.1.3. Attention and Perception

An important aspect which has an impact on the sensation and perception of a person is attention. Attention is known to play an important role in determining the difference between the information that is sense and the information that is perceived.

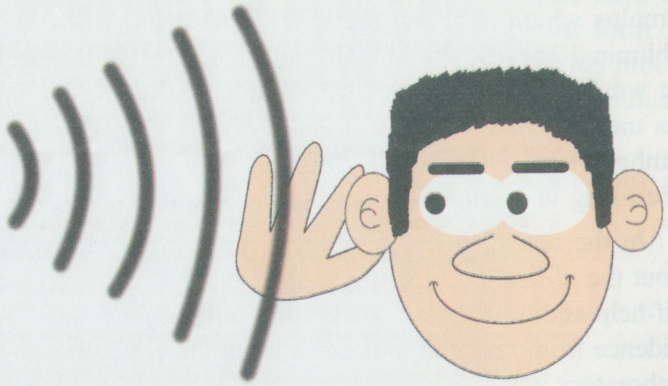

Figure 2.1: Image of a Person Hearing Sound.

Source: Image by Needpix

For instance, if a person is a part of a party which is completely full of music, chatter, and laughter and suddenly

he/she meet a childhood friend, then this person would have an interesting conversation with their friend by forgetting all the background noise.

If this person is questioned about the background music or song that was being played then this person might not be able to answer the question, this indicates that the person could not concentrate on the background music and as the person did not pay attention he/she was not able to recollect the song. This indicated that sensation and perception are largely influenced by attention. This type of perception is called as selective attention which affects perception.



Tip

Be caring and empathetic to your class-fellows as they would help your classmates go a long way

2.1.4. Motivations, Expectations, and Perception

Perception is largely influenced by motivation. For instance, a person who is expecting an important phone call while taking shower might assume that their phone is ringing though the phone is not ringing. This indicates that a person has received a motivation to detect a meaningful stimulus that has brought a change in our ability to differentiate between the true sensory stimulus and the background noise.

This ability of a person to identify a stimulus even in the presence of a distracting background is called as signal detection theory. A woman would not wake up to even huge sounds that occur during her sleep but would suddenly wake up even to the smallest sound that is made by their baby.

The signal detection theory has a number of practical applications which are used in improving the air traffic controller accuracy. Controllers must have the capacity to detect those aeroplanes among the different signals that might appear on the radar screen and must be able to follow these planes as they move through the sky. The actual research work of the scientist who developed the signal detection theory has focused on enhancing the sensitivity of the air traffic controllers to plane blips (Swets,1964).

The perceptions of an individual are largely influenced by the beliefs, values, prejudices, expectation and life experiences. The common experiences of people who belong to the same cultural context are known to have significant

effects on the perception of the perception . For instance, a study conducted by, Marshall Segall, Donald Campbell, and Melville Herskovits (1963) has published their findings in a multinational study among which they demonstrated that those individuals who are a part of different western cultures were known to be more prone to experience the different types of visual illusions when compared to those individuals who belong to non-Western Cultures and vice-versa.

PROGRESS CHECK QUESTIONS 1

a. What is Sensation?
b. Explain Perception
c. State the relationship between attention and perception
d. How do motivations influence perception?

ACTIVITIES 2.1

2.1.1. Know Yourself

Try to examine the visual portion of your eyes:

- Study the iris by closely looking at the iris of the eye with a magnifying glass
- Use a flashlight to quickly flash on your eyes
- Stay in a dark room and try to see your surroundings, notice how quickly your eyes start seeing things in darkness

2.1.2. Identify Your Dominant Eye

Create a small opening between your hands and try to focus on an object that is far and try to bring your hands closer by keeping the object in view the entire time. Bring your hands closer and see to which eye your hands come closer and repeat the same process. Record your observation.

2.1.3. Visual Activity

Try to stand 15 feet away from the Snellen eye chart and cover one eye and then attempt to read as much as you can. Repeat with the other eye, record your observations.

2.2. DEPTH PERCEPTION

Depth perception refers to the ability to visualize things in three dimensions (length, width and depth and the ability to judge how far is the object. An accurate analysis of depth perception is possible only for those people who have binocular vision. While seeing an object both the eyes would see the objects in slightly different angles and the brain compares and processes the two sets of information to form a single image. The condition where both the eyes see clearly, and the brain processes a single image effectively is called as stereopsis.

Depth perception might cause problems in people who are dependent on vision in one eye. However, those people who have good vision in one eye for long period of time may find that depth perception is satisfactory. This is majorly because the brain has adjusted in different ways to make up for the limited visual input from one eye.

Some circumstance that might cause depth perception problems are as follows:

- Blurry Vision (Which occurs mostly in one eye)
- Strabismus
- Amblyopia
- Nerve problems in one eye
- Trauma to one eye

2.3. ABSOLUTE THRESHOLDS

Absolute thresholds are generally measured only under incredibly controlled conditions in certain contexts that are appropriate for their sensitivity . However, in certain situation there is no need to understand the exact difference in stimuli but it might be essential to understand the amount of difference that must be present between the two stimuli in order to the detect the exact difference between both the stimuli.

This difference that is present to understand the difference in threshold is called as just noticeable difference (jnd) or difference threshold. In contrast to the absolute

threshold the difference threshold is known to change based on the intensity of the stimuli.

For instance, imagine that your standing in a dark movie theater and if a person from the audience member receives a message and their screen lights up the chances of a person who would notice the illumination in the phone are known to be a lot higher than observing the phone of a person light up in the broad day light of a basket-ball court. This indicates that the brightness of the cellphone does not change but the ability to respond to the stimulus changes significantly in both these situations.

2.3.1. Weber's Law

The theory of "change in difference threshold" was proposed by Ernst Weber in 1830s and this theory was popularly called the Weber's law. According to the Weber's threshold, "The difference **threshold** is a constant fraction of the original stimulus."

Threshold is an amount, level, or limit on a scale.

This gives the concept that bigger stimuli would need larger differences to notice the changes. For instance, it would be extremely difficult for you sister to exactly tell the difference between 10 and 11lbs (or 5 and 5.5kgs) when compared to the difference between 1 and 2 lbs.

2.3.2. Types of Sensory Absolute Threshold

The term threshold refers to the minimum level that is needed for any event to occur. In the concept of psychophysics or neuroscience, the threshold can be of various types and they are:

- The Recognition Threshold: The minimum level or limit of threshold in which the stimuli might not be detected but could be recognized as well.
- The Differential Threshold: : This refers to the difference that is identified in the stimulus which can be easily recognized or perceived.
- The Terminal Threshold: The threshold limit is

the limit above which the stimulus might not be recognized or perceivable.

- The Sensory Absolute Threshold: This refers to the minutest detectable limit for a sensory stimulus. This refers to the lowest intensity at which a stimulus would be recognized or detected. For instance, the example of describing the absolute threshold could be with the odor test in which a particular fragrance is released into the atmosphere and in this particular situation absolute threshold is the minimum quantity of the fragrance that will be sufficient for a human being to recognize or detect the odor.



Tip

Be positive and maintain positive environment in the classroom which would improve the atmosphere of the classroom and enhance the learning process

2.4. FACTORS THAT INFLUENCE THE ABSOLUTE THRESHOLD

There are a number of factors that would influence the sensory **absolute** threshold stimulus, sensory adaption and individual expectations or motivation of a person.

Absolute is something that is free from any restriction or condition.

2.4.1. Sensory Adaptation

Sensory adaptations take place when the sensory receptors are unable to perceive the stimulus because of the presence of a constant communication between our senses and stimulus. For instance, when a person touches the warm water in a bowl and keeps their finger in the bowl then they would no longer be able to realize the warmth of the water as the senses of a human being are adapted to this stimulus.

Sensory adaptation might occur to any of our senses similar to the thresholds. This process of adaptation of sensory systems to the human beings is called as the sensory adaption or neural adaptation. This can be described as a steady decline or reduction of the sensory response of the human being to certain stimuli because they were continuously exposed to this stimulus over a period of time.

This type of sensory adaptation may either have a positive or negative impact on the human being, however,

they do not involve ignoring of the stimulus completely. One important example of the sensory adaptation process is that people would no longer feel that they are wearing clothes once they are dressed or they would forget the sounds of tv or radio while focusing on some important work.

2.4.2. Sensitization

Sensitization refers to the process of gradual rise in the behavioral response of a person over a period of time because of the regular exposure to the stimulus that is given.

In contrast to the sensory adaptation to a process where the exposure of a given stimulus is needed in huge quantities to obtain a proper response or a change in behavior, in the case of the sensitization, a small quantity of exposure is needed to trigger a response or to obtain a noticeable behavioural change .

2.4.3. Cognitive Processes

The motivation or expectation of a person plays an important role in deciding whether the stimulus that is given can be recognized or perceived at a minimum threshold level.

Sensory adaptation and sensitization are two important phenomenon that are an integral part of the life and personality of any human being. A human being would come across the different forms of stimuli on a day to day basis in the life of a human being and some of these stimuli are recognized and perceived while some stimuli are gradually forgotten or ignored which would comprise of specific sounds, smell or image exposures.

2.4.4. Sensory Difference Thresholds

As defined, just noticeable difference is the minimum possible change that is present in the sensory stimulus which would influence the method by which a person would recognize the difference that occurs in both these stimuluses. The minutest difference in the stimulus which would enable a

person to identify the difference between the start and the secondary level of the stimulus is called as the differential threshold or difference limen. The experimental psychologist and physiologist Ernst Weber and Gustav Fechner described differential threshold improved the theory proposed by Weber.

The concept of Just Noticeable Difference can be applied to a wide range of senses such as hearing, smell, taste and touching. This concept can be applied to different situations or things such as noisiness, brightness, sweetness, weight, pressure, and many others.

However, it is important to understand the Just Noticeable Difference and Absolute Threshold are two different phenomena. Differential stimuli explain the perceivable difference that is present in the stimulus exposure while the Absolute Threshold concentrates on the smallest detectable stimulation.

For instance, in the case of perception of sound by a human being, the absolute threshold refers to the lowest sound volume that a person would be able to detect and Just Noticeable difference will be the difference in the volume of the sound that a person would be able to detect or recognize.

PROGRESS CHECK QUESTIONS 2

a. What is Depth Perception?
b. State the Weber's Law
c. Mention the different types of Sensory Thresholds
d. Differentiate between Sensory adaptation and Sensitization

ACTIVITIES 2.2

2.2.1 Adaptation of the Eye

Draw a capital "G" on the pad of one of your index fingers. Standing 20 feet from a Snellen eye chart, shift your focus from the G on your finger to the G on the chart. You should feel your muscles working. Record your observations as your eye accommodates to the different distances to bring each letter "G" into focus.

2.2.2. Peripheral Vision

Stare directly ahead at some focus spot on the wall. Ask your friend to hold a card with colored side facing you at nearly 12 inches away from your head. Ask your friend to start from the back edge of your eye and slowly move the card forward.

Without moving your eyes try to indicate when you can detect that the card is present vs when you can detect the color of the card. Say the color your think the card is as your partner can keep track of number of correct and incorrect responses. Write your inferences from the activity.

2.2.3. Aging Activity

Try to observe your grand-parents and write the differences you find in their sensory skills when compared to your parent's sensory perception .

2.5. PERCEPTUAL CONSTANCIES

Perceptual constancy is a tendency to visualize familiar objects with same shape, size, color, or location, irrespective of the changes that would occur in their orientation, angle of perception , distance, or lighting.

The impression tends to correspond the object as it was assumed to be, rather than the exact **stimulus** present by the eye. Perceptual constancy is responsible for the ability to identify the objects under various circumstances by considering these conditions during mental reconstitution of the image.

Stimulus is a detectable change in the physical or chemical structure of an organism's internal or external environment.

There are different types of visual and perceptual constancies that are experienced during the perception process. The different types of perceptual constancies are explained below, and they are:

- Size Constancy
- Shape Constancy
- Distance Constancy
- Checker-Shadow Illusion

2.5.1. Size Constancy

Given a certain range, the people's perception of a particular objects' size will not change irrespective of the changes in distance or size change in the retina. The perception of the object is largely dependent on the actual size of the perceptual characteristics. The visual perception of size constancy is led to the arrival of many optical illusions.

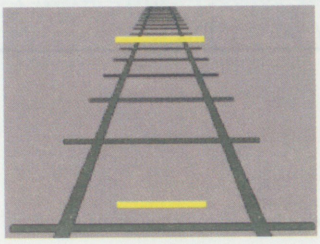

Figure 2.2: Ponzo Illusion.

Source: Image by wikimedia

One of the most famous optimal illusion called as the Ponzo **Illusion** uses the size constancy. This illusion tricks the human mind into thinking that the top yellow line is longer than the bottom line. However, the fact is that both these lines are of same length.

Illusion is a distortion of the senses, which can reveal how the human brain normally organizes and interprets sensory stimulation.

2.5.2. Shape Constancy

Irrespective of the orientation of an object the shape of the object is mostly constant. In fact, the exact shape of the objected as sensed by the eye may be changing but then it could be perceived by the brain as the same.

This mostly occurs when the door opens, the exact image on the retina of our eyes is different every time the door swings in each direction, but that human brain perceives is that the same door being made of same shapes. This type of perceptual constancy would allow the brain to perceive that the door is made of similar shapes irrespective of the images being transmitted by the retina of our eye.

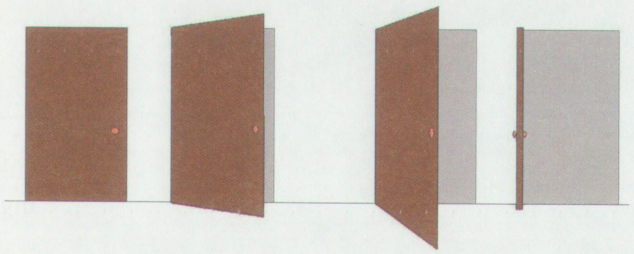

Figure 2.3: Shape Constancy.

Source: Image by Wikipedia

2.5.3. Distance Constancy

Distance constancy refers to the relationship that is present between the apparent distance and physical distance. A popular example for this illusion is the moon. The distance to the moon is perceived as less when it is near the horizon when compared to the horizon which is directly overhead.

2.5.4. Colour Constancy

Colour constancy is the feature of the human colour perception system which ensures that the colour of an object would remain the same under changing circumstances. Colour constancy is the feature which tricks our brains into seeing two squares A and B as two different colors, though they are the same shade of grey.

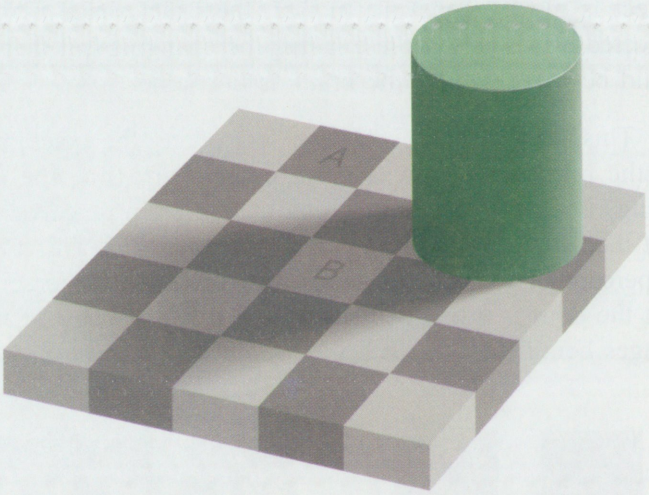

Figure 2.4: Color Constancy.

Source: Image by Wikipedia

2.5.5. Auditory Perceptual Constancies

Eyes are not the only sensory organs that would trick us into the perceptual constancy along with the eyes ears also trick us into a perceptual constancy. For instance, when we listen to a song a guitar can be identified as guitar throughout the song irrespective of the change in timbre, pitch, volume or environment.

While perceiving speech vowels and consonants are perceived as constant irrespective of the speaker's age, sex or dialect. For instance, the word "apple" might sound a lot different when a two-year-old boy and a 30-year-old woman say it, as the voices are at varied frequencies and their

mouths form the words differently. However, irrespective of these differences we perceive the words similarly which is because of auditory **perceptual constancy** .

Perceptual constancy refers to the tendency to perceive an object you are familiar with as having a constant shape, size, and brightness despite the stimuli changes that occur.

2.6. PERCEPTUAL ILLUSION

Perceptual Illusion refers to the "perception of something that is objectively existing in such a way as to cause the misinterpretation of the actual nature of the illusion." An illusion is a phenomenon which convinces that the real version of an object could be untrue or false, but it is not necessarily a mis interpretation.

An important aspect in relation to an object is that no different interpretations of an object of picture could be given at a particular moment. One important factor is to remember that no two different interpretation of an object or picture could be given at a particular moment. There are three different types of illusions in the context of sensory illusions such as the literal, physiological and cognitive illusions.

There are several sensory receptors that are used to perceive light, sound, temperature, and other emotions. There are several internal receptors which are used to register pain. Irrespective of the type, every receptor is known to detect its own form of energy that is used to transmit signals from different regions in the brain.

The brain would receive these signals and a majority of times would interpret these signals correctly, however, when the brain does not interpret the signal received correctly it is called as sensory illusion

2.6.1. Literal Illusion

A literal illusion refers to an image that is created out of several smaller images which are in no way related to the larger overall image that is created. This is a simple form of optical illusion which is frequently studied in psychology.

2.6.2. Physiological Illusion

A physiological illusion is a type of illusion which would occur after prolonged visual stimulation. The theorist in the field of physiological illusion state that a perception of a viewer is often changed because of the physiological imbalance.

This type of imbalance is generally caused because of overactive or over stimulated nerve paths that would cause competition between the light and dark receptors in the retina. This type of competition between the light and dark receptors is something that would lead to physiological imbalance.

2.6.3. Cognitive Illusion

A cognitive illusion refers to the viewers understanding, experience and assumptions about the world by making certain unconscious inferences. The cognitive illusions can be broadly classified into three categories and they are:

- Ambiguous Illusions
- Distorting Illusions
- Paradox or Fictious Illusions

Ambiguous Illusions

Ambiguous illusion are images or objects that would allow the viewer to have two types of valid interpretations regarding the actual object and what exactly the object represents. The person who is seeing the illusion would be able to mentally visualize one interpretation the right way, followed by the second and so one.

Both these illusions cannot be seen at the same time as they would interfere with perception of one another or in simpler terms the brain does not allow this. The best example of the ambiguous illusion is the Necker cube which is a line frame drawing of cube which has all sides parallel to one another. In this Necker cube it is difficult to understand whether the corner is coming out or going into the page.

This is the reason that makes this an ambiguous figure.

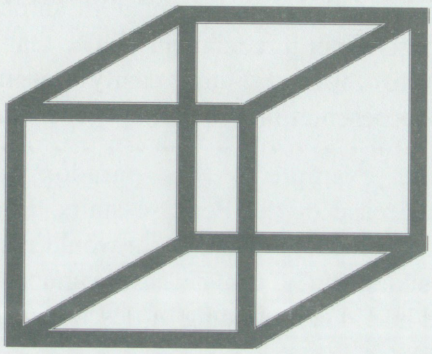

Figure 2.5: Necker Cube.

Source: Image by Public Domain Vectors

Distorting Illusions

Distorting illusions refer to the images or objects that are either distorted in their geometrical make such as size, length, position, or **curvature**.

Curvature is the amount by which a curve deviates from being a straight line, or a surface deviates from being a plane.

A popular example of the distortion illusion is the Muller-Lyer illusion in which there are two separate lines with arrows at either end of each line which look like they are different lengths because they are present in one line bad these arrows point out when the arrows point inside.

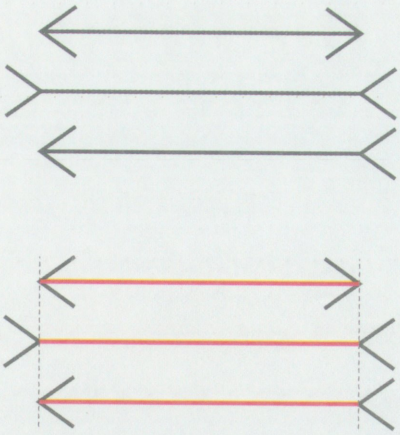

Figure 2.6: Muller-Lyer Illusion.

Source: Image by WikiMedia

Paradox or Fiction illusion

Paradox or fiction illusion is the image of an object which is almost impossible in three dimensions or real life. These illusions would look real and easily possible in two-dimensional representations, but they never happen.

A popular example of the paradox illusions the impossible staircase or the Penrose stairs. Looking at the two-dimensional pictures of the stairs would make it looks like regular stairs, but it can be easily understood that a person would be either ascending or descending but getting nowhere.

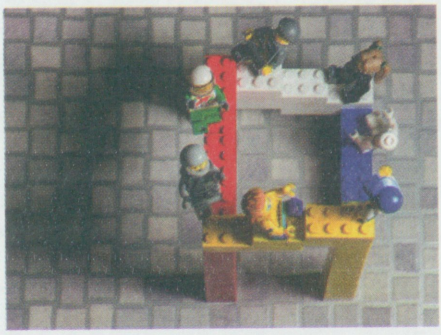

Figure 2.7: Penrose Stairs.

Source: Image by Flickr

Tip

Creativity is like muscle (use it or lose it), so get creative with your learning methodologies to increase the .learning spirit

ACTIVITY 2.3

2.3.1. Test your Olfaction

Visit a perfume store and stay there for a while. Explain about your reactions when you entered the store, when you stayed there and when you came out.

2.3.2. Read a Book

Try to find out the best books regarding perception and read the book. Discuss the topics of interest with your friends.

2.3.3. Answer the Following

Go on the Internet and find at least two articles about crime which had eyewitnesses to the event. Print out these activities, and after reading them answer the following questions:

- Where was the eyewitness from the crime scene?
- What time of the day did this incident occur
- Did the eyewitness know the victim personally?
- Was the accused person convicted?
- Is there a friendly relation relationship or a bitter one between the accused or victim and the eyewitness?
- What is your perception of the entire scenario?

2.3.4. Can You See it?

Show the picture below to your friends and all of you try answering the following questions:

- What exactly do you see in the image provided below?



PROGRESS CHECK QUESTIONS 3

a. Define Illusion
b. State the definition of Perceptual Constancy
c. Differentiate between perceptual illusion and perceptual constancy

Chapter Summary

Sensation and perception are two different processes that are closely related to one another. Sensation refers to an input that is generated regarding the physical world and this input is obtained by our sensory receptors whereas perception is the process through which the human brain selects, organizes, and interprets the inputs from sensations. The different aspects related to sensation and perception along with the perceptual constancy and illusion are explained in this chapter.



ROLE MODEL

ERNST HEINRICH WEBER: AN INFLUENTIAL EXPERIMENTAL PSYCHOLOGIST

Ernst Heinrich Weber (June 24, 1795 – January 26, 1878) is an eminent German Physician who is one of the founders of experimental psychology. Weber graduated in Medicine at Wittenberg University, after his graduation he was appointed as the associate professor of comparative anatomy at the Leipzig University. He was appointed as a fellow professor of anatomy and physiology in 1821.

In the 1820s or 1830s Weber started researching about the tactile senses, the two-point threshold and the weight perception. Weber had some interesting findings in the field of psychology and found that the just noticeable difference (jnd) of the change in the magnitude of a stimulus is directly proportional to the magnitude of a stimulus (viz., small weights held in the hand) is proportional to the magnitude of the stimulus (e.g., 5%), rather than being an absolute value (e.g., 5 grams).

Gustav Fechner developed the works and theories proposed by Weber was by and they named this the Weber's Law. Weber has made significant discoveries in anatomy and his work about the existence of a rudimentary uterus in male mammals is incredibly famous. Though, he has made significant discoveries in the field of medicine his pioneering work in the exploration of the sense organs particularly stands out.

The studies of Weber upon the ear and other cutaneous senses such as pressure, temperature, and the concept of "common sense" has led to the development of a new method in experimental psychology. There is an important law in psychophysics which is named after Weber and is called as the Weber's Law and it is known as the first general law in psychophysics. Weber retired as professor of physiology in 1866 and retired as professor of anatomy in 1871.

MULTIPLE CHOICE QUESTIONS

1. **Ponzo illusion is an example for which constancy?**
   a. Size
   b. Shape
   c. Distance
   d. Color
2. **Which is a type of Absolute Threshold?**
   a. The Differential Threshold
   b. The Sensory Absolute Threshold
   c. The Recognition Threshold
   d. All of the above
3. **Which of the following is not a perceptual constancy?**
   a. Size Constancy
   b. Shape Constancy
   c. Distance Constancy
   d. Weight Constancy
4. **Which is not a Perpetual Illusion?**
   a. Muller-Lyer Illusion
   b. Cognitive Illusion
   c. Physiological Illusion
   d. None
5. **Who among the following is the famous German Physician and experimental psychologist?**
   a. Wilhelm Wundt
   b. Clive Wearing
   c. Ivan Pavlov
   d. Ernst Heinrich Weber

REVIEW QUESTIONS

1. What is sensation?
2. Differentiate between sensation and perception
3. State the Weber's Law
4. List the different types of sensory difference thresholds
5. Write about Penrose stairs and describe the context they are used

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CHAPTER 3

MEANING AND THEORIES OF LEARNING

LEARNING OBJECTIVES

Following the completion of this chapter the reader should be able to:

- Understand the meaning, characteristics and principles of learning
- Identify the factors that have an influence on learning
- Gain knowledge about some theories which explain the learning process

3.1. INTRODUCTION

Learning is an integral part of human behavior. The impact of learning can be clearly seen in the **complex behavior** which adults exhibit, his skills, thoughts and habits compared to the crude behavior in children.

A human is constantly interacting with his surroundings which changes his behavior which enables him to deal with it effectively. The most important definition of learning is "any relatively permanent change in behavior that occurs as a result of practice and experience".

Complex behavior is the one in which there is much more responsible for your action, like mental condition etc.

This definition highlights three important aspects:

a. Learning brings about a change in behavior, which could be for the better or worse
b. It happens due to a change in practice or experience but does not include changes that occur due to growth or maturation.
c. This change must be permanent in nature and have a long-lasting impact

3.2. CHARACTERISTICS OF LEARNING

The important characteristics of learning are:

- Learning is considered to be unitary. This means the learner responds as a whole person, emotionally, physically, intellectually and spiritually at the same time.
- Learning is social. It takes place while interacting with the elements of environment comprising of individuals and physical things.
- Learning is self-active which means a learner learns through their own activities. It includes listening, recalling, reasoning, visualizing, use of judgment and others.
- Learning is purposive. It has an end objective or goal. It becomes more meaningful when the learner is interested in it.

- Learning is creative. It not only comprises of previous experiences and knowledge but also includes creatively combining all the knowledge and experience of the learner.
- Learning is transferable. This means that the learning in one context or situation can be applied to another context and situation as well.

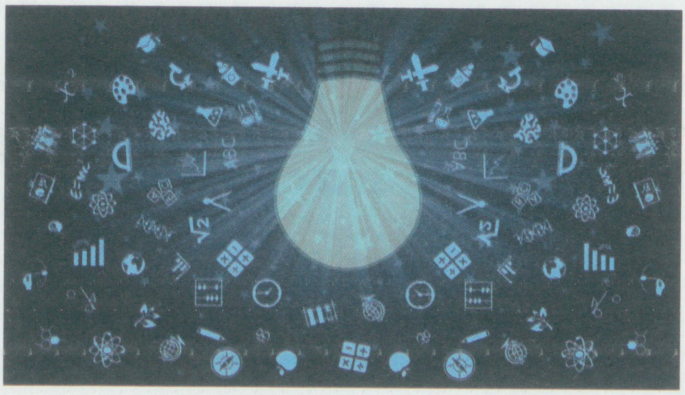

Figure 3.1: Representation of Learning.

Source: Image by Pixabay

3.3. PRINCIPLES OF LEARNING

The principles of learning are also known as laws of learning comprise of readiness, exercise, effect, primacy, recency, intensity and **freedom**. These principles are discussed below:

Freedom is having the ability to act or change without constraint.

3.3.1. Readiness

It refers to the willingness or eagerness of an individual in acquiring new knowledge. The individuals have to be ready physically, emotionally, mentally and physically to learn.

3.3.2. Exercise

This principle states that repetition helps in remembering things. Meaningful practice and repetition help retain learning longer. Practice has to be followed by positive feedback to

improve learning. The human mind is forgetful. It is not capable of retaining and evaluating new concepts after a single exposure. This is especially important for complex tasks. Learning continues with every practice.

3.3.3. Effect

The principle of effect states that learning is reinforced when it is accompanied by a satisfying feeling. On the other hand, learning is weakened when it is associated with an unpleasant feeling.

3.3.4. Primacy

This refers to the state of being first. Things that are learnt first, create a strong impression . This remains etched in the memory for long. It is difficult to erase things that are learnt first. Hence it is important for learner's experience to be positive and functional as it lays the foundation for the subsequent process.

3.3.5. Recency

According to this principle, things that are recently learned are best remembered. Lapse of time makes it more difficult to remember something. Frequent review and summarizing the topics also helps in enhancing learning.

3.3.6. Intensity

The intensity of the material is proportional to how likely it is to be retained. An interesting, sharp, clear and dramatic lesson will give the learners an exciting experience. On the other hand, routine or boring lessons will not be a good learning experience .

3.3.7. Freedom

This principle states that things learned freely are learned best. Forcing to learn something does not have the desired effect. Motivation is the key and learners should be educated about the need to learn something rather than forcing them choose.



Tip

People tend to remember their last experience with you. So, end on a .high note

ACTIVITIES 3.1

3.1.1. Share Your Trick

Come up with ideas and tips that have helped you learn better. This could include various techniques like visualizing, coming up with acronyms and other such ways to make learning more interesting. Share this with the rest of the class.

3.1.2. Peer Review

The process of peer review is an old practice in academics. In this activity you have to swap your class assignments, essays and come up with questions for each other. This will help you improve your cognitive abilities as you critically review the work of your peer. It also reinforces your own learning process as you come across different perspectives and ideas.

3.1.3 Sketch your Ideas

You have to draw a sketch which represents what you have learnt in the class. Do not concentrate on what the quality of drawing, it is about understanding how drawing helps you visualize your understanding. It will help you look at learning from a different perspective.

3.1.4. Questioning

This is a group activity comprising of small teams. Select a topic of discussion, for example principles of learning. Start discussing, but only in the form of questions. If someone slips, he or she loses a point. This is an interesting way of discussing a topic to enforce learning.

3.1.5. Did it Affect Your Learning?

Form small groups and discuss the factors that improve your learning. For example, the quality of learning material, the methods of learning, personal motivation. Try to identify which factors are common in the group. Discuss the findings with the class.

3.3. FACTORS THAT INFLUENCE LEARNING

The factors that affect learning can be categorized into two types:

- Factors Associated with Leaner
- Factors Related to Learning Process

3.3.1. Factors Associated with Learner

Motivation

Motivation has a huge impact on the learner. Higher the level of **motivation** , better the learning process. Force cannot substitute motivation and an individual should be inspired to learn.

Motivation is the word derived from the word ‹motive› which means needs, desires, wants or drives within the individuals.

Will Power

If a learner is motivated, he will also possess the will power to learn. It will help in overcoming challenges and issues. It will help the learner develop a positive attitude.

Intelligence

It refers to the abilities of an individual, their aptitude, creativity and similar abilities which facilitates learning. Intelligence is an important quality and includes both general and specific intelligence.

Level of Aspiration and Achievement

Aspiration refers to the ambition of the learner. A learner with high level of aspiration will work harder in order to achieve his or her goals.

The aspirations of learner should match his abilities. High aspiration levels with low abilities can lead to disappointment. Similarly, a learner may not realize his ability to learn and maintain low level of aspiration resulting in low achievement which is not desirable.

Attention

Attention refers to the ability to concentrate. It helps in grasping learning materials faster. Distraction negatively affects the learning process.

General Health Condition

It refers to the overall health of the learner, both physical and mental. Disabilities like myopia, deafness, mutism, blindness will hinder their ability to learn. In case of chronic illness, the learner may experience fatigue and lack of interest. Besides physical health problems, mental problems like stress, anxiety, worry also affect learning.

Maturation

Maturation is integral to learning. The maturity of the body influences the ability to learn. For example, one-year old child cannot learn mathematics, because it requires cognitive abilities which an individual lack at that age.



Tip

Identify the factors that motivate you to learn. Ensure to leverage these factors to enhance your .learning experience

Learning Material

If the material is meaningful the learner can grasp more quickly. The learner should be able to understand the lessons in order to retain interest. Moreover, material which is easy to comprehend can be learnt better than complex material.

3.3.2. Factors Related to Learning Process

Methods of Learning

Method of learning greatly influences the effectiveness of learning. Some methods are more economic in the sense it saves energy and time. There are different types of learning methods:

Part v/s whole method: If the lessons are short, it may be learnt at a stretch. This is called as whole method. Part in method is one in which lengthy materials are divided to make it easy for learning.

Space v/s un-spaced method: Spaced method is more preferred because learning continuously without a break can lead to memory inhibition. Hence, small intervals between each learning is desirable.

Recitation v/s Repetition

In repetition rote learning is emphasized, which increases the chances of forgetting. While in recitation, the emphasis is more on weak points which will help in overcoming missing points from the memory.

Over Learning

Studies indicate that over learning facilitates effective learning and memory building.

Knowledge of Results

It refers to acquisition of feedback based on testing, interview, examination etc.

Good Physical Atmosphere

Conducive learning atmosphere comprising of enough light and ventilation, comfortable temperature aids the learning process.

PROGRESS CHECK QUESTIONS 1

a. Why is learning considered unitary
b. Name the laws of learning
c. What are the different types of learning methods

Theories of Learning

There are many theories of learning, four important theories namely Classical conditioning theory, Operant (instrumental) conditioning, Social learning theory and Cognitive learning theory are discussed in this chapter.

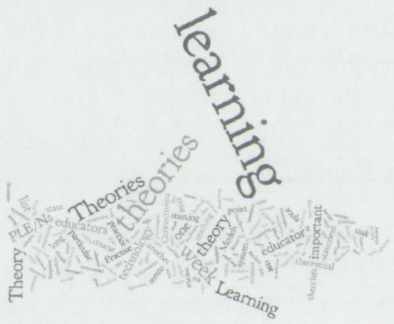

Figure 3.2: Representation of Theories of Learning.

Source: Image by Flickr

3.4. CLASSICAL CONDITIONING THEORY

Classical conditioning theory had a great influence on psychological perspective of behaviorism. It was propounded by Ivan Pavlov and assumes that learning takes places due to the interaction between environmental stimulus and naturally occurring stimulus.

3.4.1. Elements of Classical Conditioning Theory

This theory describes four elements:

- Neutral Stimulus: A stimulus that which does not trigger the desired response
- Unconditioned Stimulus **(US)** : A stimulus that causes a response and which is not learned.
- Unconditioned Response **(UR) :** This is a natural response which occurs when US is presented
- Conditioned Stimulus **(CS) :** It is a stimulus that does not cause the desired response and has to be paired with the US for the same.
- Conditioned Response **(CR) :** It is a response of an organism when CS is presented

In classical conditioning, a neutral signal is placed before a naturally occurring reflex. Pavlov conducted an experiment with dogs where sound of a tone was a neutral signal which was placed before the naturally occurring reflex of salivating when food was presented. He associated **neutral stimulus** with the environmental stimulus which in this case was presenting food, thereby producing salvation response.

Neutral stimulus is a stimulus which initially produces no specific response other than focusing attention. In classical conditioning, when used together with an unconditioned stimulus, the neutral stimulus becomes a conditioned stimulus.

3.4.2. Processes

The three basic principles of the process help in understanding how classical conditioning works:

Phase 1: Before Conditioning

The first part consists of a naturally occurring stimulus which triggers a response naturally. In this process the unconditioned stimulus causes an unconditioned response. The neutral stimulus does not elicit the desired response at this point and has to be paired with the US for this purpose. For example, the smell of food can make a person salivate.

Phase 2: During Conditioning

In this phase, the neutral stimulus is paired with the unconditioned stimulus at which point it becomes a conditioned stimulus as a result of the association that forms between the two. The subject now becomes conditioned and produces the desired response.

In the above example, if the smell of food was accompanied by the sound of a bell. Though the sound of bell is not associated with the smell of food, but if the two are paired several times, the bell will elicit the conditioned response.

Phase 3: After Conditioning

In this phase the association between US and CS is established. Hence, presenting the conditioned stimulus will elicit a response even in the absence of the US which is known as the conditioned response. In this example, it is salivating when the bell sound is heard.

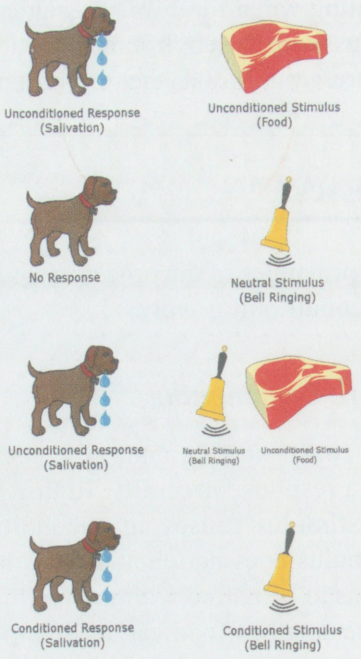

Figure 3.3: Representation of the Process of Conditioning.

Source: Image by Wikimedia

3.4.3. Key Principles of Classical Conditioning

Behaviorist described various process which helps in understanding the classical conditioning process. The five key principles are:

Acquisition

This is the first stage when a response is established and enforced. This is achieved by pairing the neutral stimulus with the unconditioned stimulus. Once the association is formed the conditioned stimulus will evoke a response in the subject.

This is stage is when the response has been acquired. In the above example, when the subject starts salivating in when it hears the bell, a response has been acquired. The salivation response can be gradually reinforced to ensure that the behavior is well-learned.

Extinction

Extinction is the stage when the conditioned response starts occurring at a decreased rate. This happens when the conditioned and unconditioned stimulus are not paired any longer. In this example, when the smell of food is not paired with the sound of bell any longer, gradually the salivating in response to the bell would become extinct.

Spontaneous Recovery

Even after the extinction stage, the learned response can reappear which is known as spontaneous recovery. In the above example, after the cessation of reinforcement of salivating in response to the bell, the subject suddenly starts salivating in response to the bell. This is spontaneous recovery of previously learned behavior.

Stimulus Generalization

It refers to the instinct in which the conditioned stimulus is able to evoke similar responses after it has been conditioned. For example, in the Little Albert Experiment by John B. Watson, a small child was conditioned to get frightened at the sight of a white rat. It began to exhibit fear at the sight of other fuzzy white objects and even soft toys. The child was exhibiting stimulus generalization .



Tip

Recollect good experiences in the past associated with learning. It will have a positive effect on your experience

Stimulus Discrimination

The subject will have the ability to differentiate between the conditioned stimulus and other stimulus whose association with the unconditioned stimulus has not been established. For example, if the sound of the bell is the conditioned stimulus, the ability to differentiate the difference between the bell and other similar sounds is stimulus discrimination. Only the conditioned stimulus will elicit a response and no other stimulus would do it.

PROGRESS CHECK QUESTIONS 2

a. What happens during the conditioning phase as per the classical conditioning theory
b. What does acquisition mean?
c. What was Little Albert experiment?

3.5. OPERANT (INSTRUMENTAL) CONDITIONING THEORY

This perspective of behaviorism contributed to the development of science of psychology. The notable theorists were Edward Thorndike, John Watson, and B. F. Skinner. This theory proposed that the learning is an outcome of the application of consequences. In other words, the learners start associating certain responses with specific stimuli. As a result of this association, the probability to response changes and learning occurs.



Figure 3.4: John B Watson: Founder of Psychological School of Behaviour.

Source: Image by Wikipedia

Thorndike termed this learning behavior as instrumental. He taught kittens to manipulate latches using consequences. Skinner renamed this theory as operant. According to him to was more descriptive as one is operating on and is influenced by the environment.

In classical conditioning, learning is illustrated as

S-->R

Whereas in operant conditioning it is illustrated as

R-->S

This is because learning is the consequence of the response and this has an impact on whether the response will happen again or not. Voluntary responses are learned through operant conditioning.

As per the 3-term model of operant conditioning (**S--> R -->S)**, an environmental has to precede for a response to occur. It is known as the antecedent stimulus, which though does not elicit the response has an impact on it. If the antecedent has an impact on the occurrence of the response, it is known as discriminative stimulus.

This stimulus occurs after a voluntary response and is its consequence. It alters the probability of the likelihood of the occurrence or non-occurrence of the response. Consequences could be positive or negative. Their addition or subtraction to

the environment can change the probability of the occurrence of the given response.

Probability is a numerical description of how likely an event is to occur or how likely it is that a proposition is true.

3.5.1. General Principles

Operant conditioning uses 4 major techniques or methods, they arise from the combination of:

- The two major purposes of operant conditioning
- The types of stimuli used
- The addition or subtraction of stimulus

Table 3.1: Outcome of Learning

	Increase Behavior	Decrease Behavior
Positive Stimulus	Positive Reinforcement	Response Cost
Negative Stimulus	Negative Reinforcement	Punishment

Source: Table by Edpsycinteractive

3.5.2. Schedules of Consequences

There are two basic categories of schedule – continuous and intermittent, according to which the stimuli are presented in the environment.

Continuous reinforcement means that a consequence follows the behavior each time. Intermittent schedules can be based on either of the two: passage of time or the number of correct responses generated.

Similarly, consequence can be based on a fixed passage of time or fixed number of accurate responses. It could also be based on a slightly variable amount of time or number of accurate responses.

The intermittent schedules can be classified into four types:

1. ***Fixed Interval:*** The first correct response that occurs after the lapse of a predetermined interval of time is reinforced. A fixed time period is required every time. In case of positive reinforcement, the

fixed interval produces scalloping effect during learning. In other words, there is a sharp drop off as a response to the reinforcement.

2. ***Variable Interval:*** In this, the first accurate response which occurs after the lapse of a predetermined time, is reinforced. Post this, a different time period is set, which may be shorter or longer. This time period equals a certain number over a sum total of trials.
3. ***Fixed Ratio:*** A reinforcer is added at an interval, which is a predetermined number of accurate responses. Fixed ratio helps in acquiring a new behavior.
4. ***Variable Ratio:*** A reinforcer is added post a specific number of correct responses. Once the reinforcement is done, the number of accurate responses which is required for reinforcement varies. This schedule facilitates in maintaining behavior.

The schedules of consequences are also referred to as schedules of reinforcements. The reason being, only one schedule is suitable for administering response cost and punishment. It is of utmost significance to have certainty of the application of a consequence in using cost and punishment.

It is important to note that an undesired or inappropriate target behavior will occur if a positive/pleasant stimulus is removed or a negative one is added. If an intermittent schedule is used with the aim of reducing a behavior, it could actually reinforce the behavior. This end result is not desirable.

Premack Principle

According to the Premack Principle also referred to as "grandma's rule", a low frequency behavior can be reinforced with the help of a high frequency activity. It is of utmost importance to have access to preferred activity when the low-frequency behavior is completed. The determination of high frequency behavior as a reinforce can be based on the following:

- Understanding what the learners would like to do
- Observing the learners in course of their free time
- Establishing the behavior expected from a particular age group

3.5.3. Processes of Operant Conditioning

The operant conditioning comprises of five basic steps: positive reinforcement, negative reinforcement, response cost, punishment, and extinction.

1. Positive Reinforcement: The term reinforcement is used to refer to a process which makes a behavior stronger. The term positive is used because of two reasons. First, the stimulus added is positive or pleasant. Second, it includes a reinforce. In case of positive reinforcement, a positive reinforcer follows a response which increases its frequency.
2. Negative Reinforcement: The term reinforcement means the same as mentioned above. The term negative is used for two reasons. First, a negative or aversive stimulus is employed in the process. Second, the reinforcer is removed from the process. Post the response, the negative reinforcer is removed from the negative reinforcement. This causes the frequency of the response to increase. The negative reinforcement can be classified into two types: escape and avoidance. The learner has to first learn how to escape before learning how to avoid.
3. Response Cost: If the addition of a positive stimulus happens in positive reinforcement causes a response to be stronger, then the response cost should be subtracting a positive stimulus and causing the behavior to weaken. Post the response, the positive **reinforcer** is subtracted leading to the weakening of the frequency of response.
4. Punishment: If the negative reinforcement subtracts a negative stimulus, and thereby causes a behavior to strengthen, then punishment should lead to weakening of a behavior by the addition of a negative stimulus. Post the response, an aversive

Reinforcer is something that increases the likelihood that a specific behavior or response will occur.

stimulus is further supplemented which leads to weakening of the response.

5. Extinction: When a previously reinforced response is no longer reinforced using a positive or negative reinforcement, it leads to the weakening of the frequency of the response.

3.5.4. Application of Operant Conditioning

Operant condition has its applications in various aspects in life which are discussed in detail below:

Application in Education

Discipline is an important part of student life. Teacher agree that this is important for the success and development of the child. There is a false notion that discipline has to be enforced through punishment, however, this is not the case always. Operant conditioning can help in positive reinforcement which can be applied in the classroom environment to instill discipline in students.

Skinner's theory of operating conditioning emphasizes on both positive and negative reinforcements to encourage desirable behavior. It is also useful in deterring bad and unwanted behavior. As per psychologists a consequence follows every action. If the consequence is good, the person is likely to repeat it again in future. However, if the consequence is not good, there is a good chance that individuals will not indulge in it the next time.

This process helps in understanding what is appropriate and useful and what is not. It is used in various situations and is particularly effective in classroom environment. Praising is one of the ways to reinforce a behavior. Consider the following example:

During the listening time, students are expected to maintain silence and raise their hands when they make a vocal contribution to the class. When a student manages to sit and behave in a commendable manner, the teacher would praise their efforts saying well done. The students will certainly feel appreciated after getting a positive response. This feeling is great some-

thing the students want to emulate in future. This will encourage them to behave well during the listening time from here onwards.

This simple process has managed to educate the student on the type of behavior that is expected from them. This positive reinforcement will enable the child to impress the next time the teacher is present. Though rewards may be used at times to induce a similar effect, it should not be used too frequently. Otherwise the child will develop a dependency. For example, if the students become habituated to get sweets, they will not be able to act in the same way if they are not offered sweets again.

Incorporating operant conditioning techniques into the lesson plan, children can be taught useful skills and good behavior. When symbols like smiley faces, stickers and simple ticks are used, do acknowledge the fact that the child has done something correctly, he or she is encouraged to repeat this work again in the future.

This type of reinforcement is also helpful when the student is taught something new, like the spelling of a particular word. If they get it right, they should be praised to send the message that they have got it right. If the students are treated in the opposite manner, when they do not get it right, they can be taught to not repeat it in the future. The entire process is about supporting the students and helping them develop. A positive approach and a good attitude help accomplish this.



Tip

When preparing for your exams, remember the rewards that follow performing well. It will motivate you to excel

Application of Operant Conditioning in Workplace

Operant conditioning can be applied to workplace in several ways. It addresses issues like how employees interact with one another and also with the clients which drives the financial success of an organization.

Productivity

Employee morale is an important factor which boosts productivity in workplace. Operant conditioning can help in achieving this objective. Positive reinforcement in the

form of verbal praise or pay will evoke a response. In the context of workplace, it refers to optimal productivity.

Project Teams

There are several business projects in which several employees work together to achieve a common goal. Even if one team member fails to meet the project goals, the entire project faces a setback. This can cause conflict among team members, lead to reprimanding by seniors and loss of customer loyalty. All the employees have to be held responsible for their actions. The team which is high performing should also be rewarded. This would help in completing projects on time and within the established budget.

Diversity

The workforce has become globalized. Hence organizations are characterized by high level of ethnic and cultural diversity. It is of utmost importance to be able to communicate with a diverse group. Otherwise they might not be able to maintain a healthy relation with their subordinates. This may also affect their relationship with their overseas clients.

Leadership training can facilitate **operant conditioning** paradigm. This can be achieved ensuring that managers do not make any mistake when communicating with a global audience. This helps them maintain a positive and productive relationship.

Operant conditioning is a process by which humans and animals learn to behave in such a way as to obtain rewards and avoid punishments.

Customer Service

Reinforcement can be immediate in customer service, for example when a customer makes a purchase. Continuous reinforcement can be helpful when new employees are learning an organization's customer service protocol.

According to the Reference for Business Encyclopedia, continuous reinforcement can be helpful when new employees are learning an organization's customer service protocol because it can facilitate the learning process and ensure that proper orders are taken at a more rapid pace.

PROGRESS CHECK QUESTIONS 3

a. What are the two behavioral theories of learning?
b. What are the two types of schedules of consequences?
c. What does Premack principle signify?

3.6. SOCIAL LEARNING THEORY (OBSERVATIONAL LEARNING) THEORY

The process of learning by observing others around is called observational learning. It is classified as a type of social learning. This theory does not propagate any reinforcement unlike the classical conditioning and operant conditioning theory. It places importance on social models like parents, siblings, teachers or friends. This is important for socialization and takes place at all stages in life.

It occurs mostly during childhood when a child acquires several traits and behavior by observing their family members, peers and others they loom up to in their life. It is also referred to as vicarious reinforcement, modeling, and shaping.

For example: A child observes his or her parents and learns to interact with others. Though the parents do not teach these behaviors directly, children imitate different actions by observing others. This process is referred to as observational learning in psychology.

Albert Bandura is an eminent psychologist who is linked with the term observational learning. He concurs with the behaviorist learning theories of classical conditioning and operant conditioning but added two important ideas to it:

- There is a mediating process between stimuli and responses
- Observational learning facilitates acquiring behavior from the environment.

He and his researchers showed through their work that human beings exhibit observational learning. In one of his

studies, he observed that, children who were a few days old could also imitate facial expressions.

Bobo doll experiment was one of Bandura's famous experiment in which it was demonstrated that children easily imitated the aggressive and violent actions which adults performed. The finding also revealed that, children were likely to replicate actions of an adult, if they were rewarded or not punished for their behavior. However, when the adults were punished for their aggressive behavior, the children were less likely to imitate the behavior.



Tip

Remember your siblings or friends may be inspired by your behavior. Inculcate good traits for your own good and also to set a good example for others.

3.6.1. Stages of Observational Learning

There are four stages of observational learning which are described below:

Attention

This is the most important aspect for the observer. If a person is not attentive to his or her surroundings, he or she would not be able to replicate the behavior that they see. The expectations and emotional arousal of the observer also has an impact on the particular action.

Retention/Memory

Merely observing a behavior is not enough. The observer should have the ability to remember or rehearse the action observed, both physically and mentally. The factors that influence this are the ability to structure and code information.

Motor/Initiation

Post observation, the observer should be able to replicate the behavior. This could be challenging for a person who is not ready developmentally to replicate the action.

Motivation

Motivation refers to the want to demonstrate what they have

just learnt. If motivation is absent, the individual will not be able to replicate the learned behavior.

Some important points to remember is:

- Every individual interprets a situation in a different way and react to it accordingly.
- Changes are not caused due to in-born traits, rather it is a result of direct experiences
- Changes occur permanently

3.6.2. Factors That Influence Observational Learning

Bandura listed certain factors which increases the chances of imitation of behavior. They are:

- The behavior which an observer sees in people who are warm and nurturing
- The behavior which are rewarded in the past
- When the observer is not confident about his or her own abilities
- Behavior observed in authority figures
- Behavior observed in like-minded people of the same age and gender
- In confusing, ambiguous or unfamiliar situations, an observer may feel safest when imitating other's behavior

JAIPUR RUGS: A CASE STUDY ON SOCIAL LEARNING

Background

Jaipur Rugs is India's largest manufacturer and exporter of hand knotted and tufted rugs and carpets. Using fine handspun wool, silk and cotton, the company has created a rich heritage of artistically designed, high quality rugs with sophisticated textures in homes located across 40 countries around the world.

Established in 1978, Jaipur Rugs is the product of its founder Mr. Nand Kishore Chaudhary's (NKC) enduring zeal to work selflessly for the upliftment of the poor, downtrodden, and outcast sections of the Indian society. With its headquarters at Jaipur, the company has a network of nearly 41,000 skilled, home-based artisans across eight Indian states that keep alive the fine traditional art of rug weaving. Eighty percent of the artisans are women, mostly residing among the disadvantaged communities of rural India.

The Genesis of the Enterprise

Mr. Nand Kishore Chaudhary (NKC) was born in 1953 in a traditional Marwari family at Churu, in the Shekhawat region of Rajasthan. He completed his Bachelor's degree in Commerce, and began his career in the family's shoe business. Meanwhile, NKC also spent long hours contemplating upon the meaning of life. He read the Bhagavad Gita, and the writings of Osho, Mahatma Gandhi as well as Tagore.

In 1975, he secured a permanent position as a cashier at the United Bank of India. To the surprise and eventual dismay of his near and dear ones, NKC refused the job. His aspiration in life was to do something on a much larger scale - as an entrepreneur. He reflected deeply upon the nature of business that he might engage with.

In due course, NKC heard that hand-woven woolen rugs and carpets of high quality were in great demand. With its blend of economic and aesthetic appeal, the carpet business appeared to be just the right choice for him. 3 Armed with this clarity and determination, NKC borrowed Rs. 5000 from his father to set up two carpet looms in 1978 within the courtyard of their house. He engaged nine trained, nimble and hardworking but unemployed weavers to commence the enterprise, and soon fell in love with the weaving business.

NKC picked up the nuances of the art of carpet weaving by observing the weavers at work. He took time to sit, talk to, and even eat his meals with these craftsmen. NKC forged a close and respectful relationship with the weavers,

and gradually developed trust in their abilities. This trust was duly rewarded upon the completion of the very first carpet, which had been made to order for a Jaipur-based exporter.

The buyer was so delighted with the quality that he invited his own karigars (artisans) to inspect it. This gave NKC a lot of confidence. He decided to expand his operations. Within the space of two years, 6 additional looms had been acquired and the enterprise was thriving. The contractor supplied the raw material, and NKC delivered high quality, finished carpets in return. By 1980, this operation was yielding a net profit of over Rs. 30,000 per month.

The philosophy that NKC eventually decided to adopt was that of "finding yourself through losing yourself". In practice, this translated as the giving up of one's own sense of ego and self-importance, and becoming more sensitive to the capabilities of other human beings. This approach yielded phenomenal results.

Among other developments, his children now began to join the business - one by one. NKC's eldest daughter Asha graduated with a BBA from Emory University in Atlanta in 2002. She expanded the company's customer base in the United States from specialty rug stores to mass retail and interior designers. Asha also initiated the process of modernizing carpet designs to suit contemporary tastes and trends.

This case study demonstrates social models like parents, siblings can have a positive effect on others in the family. The children in the family followed the footsteps of the parents and have joined the family business one by one.

3.6.3. Application of Social Learning in Education

Social learning bears a significance in the classroom. Elements of social learning is present in most instructor-led training. The following four ways help to incorporate social learning into education.

Attention and the Flipped Classroom

Social learning emphasizes on attention, otherwise it will not be possible to observe and learn from the surroundings. Probably the best way to catch the attention of groups is to allow them to control the discussion and allow them to determine the agenda of the discussion.

The teacher can assign pre-work comprising of knowledge check questions. In the present day, it can include e-learning modules. The facilitator can ask the class about the content, which was most challenging, the doubts that they may have etc. The learner's question should be guiding the class. The students can be encouraged to form teams or pairs. This will encourage group problem solving and **peer collaboration**. Learners are not just interested in lecture or instruction, but they also seek experience.

Peer Collaboration is to facilitate professional reflection and growth of a targeted area selected by the educator.

Peers Teaching Peers and Peer Coaching

Social learning can also be incorporated in education through peers teaching peers. This can also include peer coaching. Learners gain the ability to replicate behavior by retaining what they observe.

Group discussions can be used instead of group lectures. When learners learn in team, they become a part of various discussions. They get back to their team to teach their teammates about the topic. This reflects the real-world situation.

The statistics shared by Deloitte reveal that 80 percent of the workforce learning takes when on-the-job interactions happen among teammates, peers and managers.

Reinforcement and Motivation through Simulation and Gamification

Simulation and gamification are other ways to incorporate social learning into classroom settings. The main objective of classroom training and social learning is learning. However, observation alone cannot bring about behavior change or learning. A person is more likely to learn and change their behavior when they see the participants being rewarded for an action or being punished for inaction or inappropriate action.

This forms the foundation of simulation. Learners can be placed in a team and collectively make decisions and follow a decision-tree and receive outcome on this basis. This outcome would be good or bad which would be displayed by the reactions of characters in simulations, scores etc.

Scoring will introduce an element of competition. Gamification elements like the leaderboard to track final scores can be introduced. In Bergin's opinion, simulation and gamification is more effective way of engaging learners who are keen to upgrade their skills. It creates the impetus to bring about a learning and behavior change in learners.

PROGRESS CHECK QUESTIONS 4

a. What does the social conditioning theory state?
b. What was Albert Bandura's ideas with respect to social conditioning?
c. How does motivation help in learning as per the theory?

3.7. COGNITIVE LEARNING THEORY

The cognitive learning theory seeks to explain how the human mind functions while learning. The theory emphasizes on the internal processing of the information and the manner in which the brain processes information. The basic premise of the theory is that humans do not merely respond to the stimuli that they receive from the environment. The brain mentally processes the information and provides a response.

The theory also explains the impact of internal and external factors on the mental processes and how it facilitates learning in an individual. Jean Piaget was the proponent of this theory. His emphasis was on the internal process that occurs in the brain and did not concentrate on how learners reacted to it.

While the behaviorist theory is primarily concerned with the external observable behavior which is easy to measure, the cognitive learning theory is concerned with stimulus and how the learner's respond to it. The behaviorist did not emphasize on the internal process because of the inability to observe these processes or measure them objectively.

The cognitive behavior approach on the other hand considers the internal mental processes as something which can be studied. The cognitive approach emphasizes on the fact that in order to comprehend why the learner behaves in a certain manner, it is important the processes in the brain which induces the behavior. Hence, it is primarily concerned with the though process which causes the behavior. This approach also observes changes in behavior, but only to understand what is transpiring in the human brain.

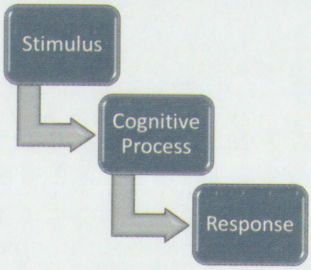

Figure 3.5: Cognitive Learning Process.

3.7.1. The Cognitive Learning Process

Cognitive learning takes places when the learner acquires, interprets, stores and retrieves information. The input is referred to as stimulus and output is the response to the stimulus. The learner absorbs the stimulus, processes it in their brain and then respond to it. These mental processes comprise of several elements:

- Attention

- Observation
- Perception
- Interpretation
- Organization
- Storage and Retrieval
- Categorization
- Generalization



Tip

Engage in brain exercises and activities that improve your cognitive abilities and improve your learning in class.

3.7.2. Forms of Cognitive Learning

Cognitive learning can take two forms:

Latent Learning

The term latent means hidden. Latent learning is not obvious or apparent immediately. It is evident only under conditions which favor its appearance which could occur much later. It does not require reinforcement of a specific response and transforms the manner in which processing of information occurs.

Insight Learning

Insight learning involves a reorganization of the perception of a problem. Its occurrence is not influenced by the conditioning of particular behaviors. For example, occasionally it may happen that a person who has been troubled by a problem during the day, the solution to which he finds during sleep at night. One can easily apply insight learnings to various situations.

PROGRESS CHECK QUESTIONS 5

a. What does the cognitive learning theory state?
b. What are the two forms of cognitive learning?
c. What are the seven elements comprising the mental process in cognitive learning?

ACTIVITIES 3.2

3.2.1. Defend your Position

This activity aims to evaluate how well you have understood an issue or a theoretical position. Your teacher will give you an example. Your task is to point out the process of learning, the theory that supports the position, and justify it to the class. You can also debate in small groups before the discussion starts.

3.2.2. Identify the Theory that best Explains the Learning

a. A student who is bullied at school, responds with fear at the very thought of school which many continue throughout the academic year

b. An employee who takes frequent leaves may suffer a cut in his salary

c. If an equipment at home stops working, we go through a checklist of familiar problems which could be the underlying issues

d. A young adult learns new slangs by observing friends

e. If a student who receives appreciation for performing well, but does not receive in the subsequent ones, he or she may no longer stay motivated to perform well in the future

3.2.3. Which Theory Applies to You

Come up with a scenario or a case study of a learning process, based on a theory. For example, of classical conditioning the sight or smell of a particular food which caused illness can invoke nausea in a person. This can be attributed to classical conditioning. The classmates have to identify which theory explains the learning process in

3.2.4. Can you spot these occurrences in Daily Life?

Answer these questions and relate your experience to the theory of learning that applies in the situation.

a. What do feel when you hear the same ringtone as yours in a public place. Most probably you would reach out to your phone. Why does this happen?

b. Does a particular song or object remind you of a past experience? Which theory explains this process?

c. Why do you feel motivated to complete your task in college every day. Most likely this is due to desire for reward or to avoid punishment. Does the theory explaining this, sound familiar?

d. Why do places like beauty parlor, gymnasium and others offer discounts on memberships?

3.2.5 Brainstorming Questions

Answer these questions and relate your experience to the theory of learning that applies in the situation.

a. When your teacher asks you to reflect on your experience, why do you think she does it?

b. You may decide that your shoes you buy will last you a year. Hence you decide to invest in good one.

c. You may strive to emulate your elder sibling who is an exceptional student.

d. A student born in a family of doctors would aspire to be one.

ROLE MODEL



BURRHUS FEDERICK SKINNER: AN EXPERIMENTAL PSYCHOLOGIST

Burrhus Federick Skinner is a name which is synonymous with experimental psychology. In 1931, he received his Ph.D. in psychology from Harvard and continued his research work until 1936. In 1948, he again joined Harvard and the Edgar Pierce Professor of Psychology from 1958 till he retired in 1974.

Skinner was influenced by the philosophy of behaviorism. Skinner referred to his perspective as 'radical behaviorism' and also advocated that concept of free will is illusionary. He believed that all human action arises from conditioning. This perspective all the introspective method and the elaborate psychoanalytic theories of Freud and Jung and also the explanations of the mind based on internal representations like memories, desires, beliefs and others.

Skinner asserted that the goal of science was to use history of reinforcement and current stimulus situation.

In his works Walden Two and Beyond Freedom and Dignity he argued that environmental factors-controlled behavior. He also said that the in order to have a bright future for humanity, it is important to discard concepts like individual freedom and dignity. The human environment should be adapted to systematically control behavior. Skinner continued to write his findings and theories

In his later years, Skinner continued to write about his life and his theories.

Skinner also contributed in refining the concept of operant conditioning and Law of Effect. His other notable contributions included systematic exploration of intermittent schedules of reinforcement, the chaining of complex behavioral sequences via secondary (learned) reinforcers, the shaping of novel behavior through successive approximations and accidentally reinforced behavior.

The American Psychological Association ranked B.F. Skinner as 20th century's most eminent psychologist. He received a life-time achievement award and delivered a 15-minute talk in from of the audience while receiving the award.

He passed away of Leukemia on August 18, 1990.

CHAPTER SUMMARY

Learning is a process which is inherent to human behavior. The elements in the environment have an impact on the living beings and shaped their behavior. The important characteristics of learning are it is unitary, social, self-active, purposive, creative and transferable.
There are certain laws guiding learning, which are called principles of learning. It comprises of readiness, exercise, effect, primacy, recency, intensity and freedom. Learning does not occur in isolation and is influenced by several factors. These factors can be categorized into two types: those associated with learners and the ones related to the learning process. Some of the former factors are motivation, will power, intelligence, aspiration, attention health condition, maturation. Factors associated with learning process are methods, knowledge, atmosphere and others.

There are two behavioral theories of learnings which explains learnings as a process which occurs in response to stimulus. The two major behavioral theories of learning are Classical conditioning theory and Operant/Instrumental theories of learning.

The classical conditioning theory was propounded by Ivan Pavlov. The theories states that learning occurs due to interaction between environmental stimulus and naturally occurring stimulus. The theory explains learning in five stages. The first stage where response is established and enforced. The second stage is the extinction where conditioned response starts occurring at a decreased rate. The third stage is the spontaneous recovery of previously learned behavior. The fourth stage is when the conditioned stimulus is able to invoke a similar response. The fifth stage is when the subject to differentiate between the conditioned stimulus and other stimulus.

The notable theorists of operant conditioning theory were Edward Thorndike, John Watson, and B. F. Skinner. This theory proposed that the learners start associating certain responses with specific stimuli and learning is an outcome of the application of consequences. There are five basic steps involved in Operant conditioning: positive reinforcement,

negative reinforcement, response cost, punishment, and extinction.

The social learning theory explains learning as an outcome of observation. Albert Bandura is an eminent psychologist who conceived the idea of observational learning. There are four stages of observational learning namely attention, retention, initiation and motivation. There are several factors that increase the chance of imitation such as lack of confidence in their own abilities, behavior observed in people who are warm, nurturing or authoritative, behavior which has been rewarded in the past etc. Social learning has a special significance in classroom settings.

The cognitive learning theory emphasizes on the process by which information is processed by the brain. It also explains the impact of internal and external factors on processing information. Jean Piaget propounded this theory. According to this theory these mental processes comprise of several elements namely, attention, observation, perception, interpretation, organization, storage and retrieval, categorization and generalization. Learning can occur in two forms latent learnings and insight learnings.

MULTIPLE CHOICE QUESTIONS

1. **Which of the following is a principle of learning**
   a. Primacy
   b. Unitary
   c. Social
   d. Creative
2. **A stimulus that which does not trigger the desired response is**
   a. Impartial Stimulus
   b. Conditioned Stimulus
   c. Unconditioned Stimulus
   d. Neutral Stimulus
3. **Which psychologist was not a proponent of Operant Conditioning Theory**
   a. Edward Thorndike
   b. John Watson
   c. Ivan Pavlov
   d. B. F. Skinner
4. **Who proposed Social Learning theory**
   a. Albert Bandura
   b. B.F. Skinner
   c. Jean Piaget
   d. William James
5. **Who conducted the Bobo doll experiment?**
   a. Albert Bandura
   b. Edward Titchener
   c. B.F Skinner
   d. Ivan Pavlov

REVIEW QUESTIONS

1. What are the characteristics of learning?
2. Can learning be forced?
3. How does maturation affect learning?
4. What are the stimulus described in conditional learning?
5. What are the factors that influence observational learning?

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CHAPTER 4

CONCEPTS OF MEMORY AND FORGETTING

LEARNING OBJECTIVES

Following the completion of this chapter the reader should be able to:

- Understand the meaning of memory
- Know the different types of memory
- Explain the factors that influence the memory of a person
- Know the different types of forgetting and state the reasons of forgetting
- Describe the theories of forgetting
- Differentiate between the Anterograde Amnesia and Retrograde Amnesia

4.1 MEMORY

Memory is the ability to store information, human memory is similar to the memory of a computer which would allow us to store information that they have seen or heard and use it later according to the requirement. Memory can be stored in the brain of a human being by following three important processes and they are:

- Encoding
- Actual Storage
- Retrieval

4.1.1. Encoding

Encoding is the process of transferring information into a form it can be stored. For instance, to a computer it could mean transferring data into 0's and 1's so that it can be stored in the memory of a computer, similarly encoding in human memory would refer to the conversion of information into a manner by which it would store in the brain. This refers to the transformation of the information from an image or a sound into a meaningful form.

4.1.2. Actual Storage

The next step in the storage of memory refers to holding onto the information that was encoded. For instance, in the context of a computer it could mean transferring into the binary language whereas in the case of human memory there is need for physiological change of information to be stored in the memory of human beings.

4.1.3. Retrieval

The last stage in the storage of memory is the retrieval which refers to the bringing back of memory from the storage and reversing the process of encoding. This refers to the process of transforming the memory to a form that is similar to the form it was stored initially.

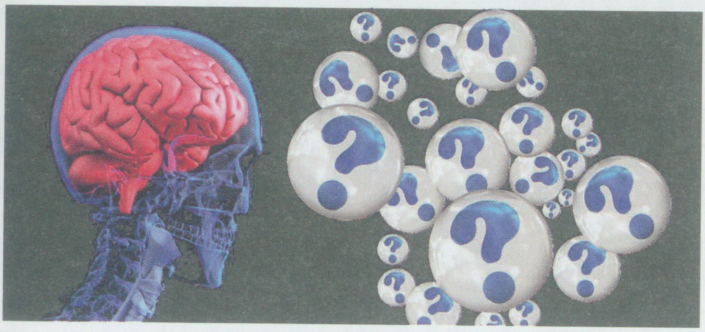

Figure 4.1: Human Brain and Memory.

Source: Image by pxfuel

PROGRESS CHECK QUESTIONS 1

a. What is Memory?
b. What are the important process in storing information?
c. Can u differentiate between encoding and retrieval?

4.2. CLASSIFICATION OF MEMORY

The process of storing information is the important difference that exists between human being and computers. Computers have only two type of storage of information which might refer to permanent storage and permanent deletion, but human beings have three separate methods of storage of information which would not include the process of permanent deletion.

They can be differentiated broadly into three categories and they are:

- Sensory Memory
- Short Term Memory and
- Long Term Memory

4.2.1. Sensory Memory

Sensory memory refers to the memory that is received by human beings through their senses. Sensory memory is

extremely brief and would last only for few seconds.

4.2.2. Short Term Memory

Short term memory will become dominant only after the entire information from sensory memory is transferred into the consciousness or awareness of the individuals (Engle, Cantor, & Carullo, 1993; Laming, 1992). The short term memory is the type of memory that is currently active such as reading a page, talking to a friend, or writing a paper and similar other thing.

Short-term memory lasts longer than the sensory memory, but it has limited capacity. The research suggests that nearly 7+/- 2 bits (5 to 9 bits) of information would be stored in the short-term memory at any given time (Miller,1956).

As the research suggests that short term memory only lasts up to 30 seconds, then there was a question about the need to concentrate twice every minute to remember information. The researchers started researching regarding these aspects and identified that the **short-term memory** has a second phase of memory called as the working memory. Working memory refers to the process that occurs when human beings focus continuously for periods longer than what the short-term memory would allow (Baddeley,1992).

Displacement is a mechanism that happens in the brain with respect to the memory and this refers to the process where the old information that is present in the brain will be pushed out by the new information. For instance, someone says the area code for the phone number of a place and the person who asked for the information almost instantly forgets the information. The short-term memory skills can be sharpened by mastering the process of chunking rehearsal techniques which allows a person to visualize hear, say, and see the information repeatedly to store it in their brain.

Short-term memory is the capacity for holding, but not manipulating, a small amount of information in mind in an active, readily available state for a short period of time.

Reasons for Information to Be Stored in Short Term Memory

There are efficiently six reasons why information is stored in our short-term memory and they are as follows:

Primacy Effect

Primacy effect refers to the tendency of storing information that occurs first when compared to the information that occurs later. For instance, when someone is given a list of words or numbers the first heard number of words is better remembered when compared to the other words because of rehearsing this better than other information.

Recency Effect

The recency effect is a type of effect where the last bit of information is mostly remembered better when compared to the information that is initially received because not much of time must have been lapsed from the time of receiving the recent information. Time plays an important role in memory as the longer the duration from the time of receiving information higher the chances of forgetting information,

Distinctiveness

Distinctiveness of information leads to a better storage of information. For instance, the if there is any other information that is stored around the existing information received then there are chances for better storage of information. If the information is distinct when compared to the information which is similar, usual, or mundane then it is easier to remember the information.

Frequency Effect

Frequency effect refers to the rehearsal of a technique and this indicates that when an information is frequently rehearsed then the ability of an individual to retain the information is more.

Associations

Associations refer to the attachment of information to other sources or other information as it must be understood that these kinds of associations would enhance the memory of the

individual. This type of strategy in retrieval of information is used in different profession and day to day life of individuals.

Reconstruction

Occasionally there are times where the information is filled within the blanks of the memory of an individual. This information can be perceived completely within our minds and human beings make up the information in missing parts subconsciously (without realizing that it is happening). This type of filling up the memory blanks in the brain subconsciously is called as reconstruction.

4.2.3. Long Term Memory

Long term memory is mostly similar to the permanent memory of a computer. In contrast to the other two types of memory long term memory is mostly permanent memory which generally has unlimited capacity in terms of storage.

There are some research studies stating that the storage capacity of the long-term memory is extremely large, and it could function normally even after memorizing every phone number from a huge country such as United States.

Long Term Memory has several subcategories and some of these subcategories are mentioned below:

- Declarative Memory
- Non-Declarative or Implicit Memory

Declarative Memory

Memories related to the facts, life events and information about our environment are generally stored in the declarative memory. Semantic memory, factual knowledge like the meaning of words, concepts, and the ability to do math's is a part of declarative memory (Lesch & Pollatsek, 1993, Rohrer et al., 1995). Episodic memory refers to the memories or information about events and situation (Goldringer, 1996; Kliegel & Lindberger, 1993).

Non-Declarative Memory

This is the second subcategory of the memory which is generally not considered as memory as it implies mostly the information that is present internally rather than the information that is externally present. The activities that are performed by a human being on a daily basis such as brushing teeth, writing name or scratching the eye and similar other activities are performed on a daily basis with ease because these activities are previously store din the memory of the human being. This type of memory is called as non-declarative memory or implicit memory. These are the memories that are stored in the brain because of extensive practice, conditioning, or habits.

Information that is important generally passes from the short-term memory to the longer memory. For instance, important information such as the day of graduation, birthdays of closed ones, anniversaries and similar other important information are permanently stored in the long-term memory.

The information that is insignificant is generally immediately forgotten as it is not important to human beings. For instance, the color of the neighboring car parked in the parking lot, the color of the dress of your colleague and similar other things that do not have any significance are not stored in the long-term memory of the brain. The brain of the human beings generally processes the information based on the significance of the information and only if the information is important then it is transferred from the short-term memory into the long-term memory of the brain.

However, sometimes there are some insignificant aspects that are subconsciously stored in the long-term memory because of the rehearsal and repetition of information. This is because human brains store those things that are repeatedly rehearsed. Occasionally information is transferred to the **long-term memory** because the insignificant information is attached to the significant information.

Some examples of these things are people might remember that the climate was warm or cold when they got married, it rained when their child was delivered and similar other aspects which may otherwise be insignificant

Long-term memory (LTM) is the stage of the Atkinson–Shiffrin memory model where informative knowledge is held indefinitely. It is defined in contrast to short-term and working memory, which persist for only about 18 to 30 seconds.

but they are remembered by human beings because they are attached to the significant aspects.

Tip

Demonstration is the best method to inspire so try to learn the topics without a textbook and try to use any of the memory enhancing techniques in you day to day life.

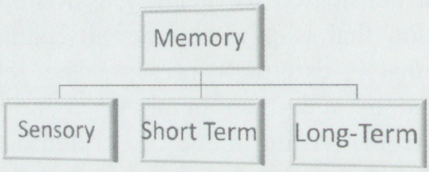

Figure 4.2: Types of Memory.

ACTIVITIES 4.1

4.1.1. Read a Newspaper

Take out a paragraph from newspaper and read it quickly and try to write what you remember. Later, take the same article try to relate it to the events and activities that occur in your daily life, understand the context and situation, ask your teacher for doubts. Now write in a book what you remember and try to compare it to the earlier one and see how understanding information has influenced your memory.

4.1.2. Memorize Visually

When your preparing for your exams or class tests try to make a visual image of what you read, by making flow charts and images. See if there is any difference in the way you store and retrieve information.

4.1.3. Write It Out

When you listen to a lecture delivered by the teacher try to listen to what the teacher says and try to write immediately after the class in a book about all the important aspects you have learnt. Observe and note down if this technique has an influence on your memory.

4.1.4. Identify the Type of Memory

In college, Alex is asked to name the first president of the United States and answers, "George Washington" Which type of memory is this and why?

4.3. FACTORS THAT INFLUENCE MEMORY IN HUMAN BEINGS

There are several processes that influence the memory of human beings and some of these factors that have an impact on the memory of human beings are as follows:

- Ability to Retain
- Good Health
- Age of the Learner
- Maturity
- Will to Remember
- Intelligence
- Interest
- Over Learning
- Speed of Learning
- Meaningfulness of the Material
- Sleep or Rest

Memory refers to the process of learning, retention and remembering. These three steps play an important role in the memory of a person. There are a number of factors that would play an important role in improving retention, remembering, and overcome forgetting. The important factors that would influence the process of memory are as follows:

4.3.1. Ability to Retain

The ability to retain information is dependent on the traces of the good memory that is left by the brain because of certain past experiences.

4.3.2. Good Health

Health of a person has a lot of influence on the memory of the person as a person with good overall health would retain information longer than a person with poor health.

4.3.3. Age of the Learner

Age of a person would have a lot of impact on the memory of a person as young people are known to remember things longer than the older people. Older people are known to forget information as lot faster.

4.3.4. Maturity

Learning is the **process** of acquiring new, or modifying existing, knowledge, behaviors, skills, values, or preferences.

Maturity of an individual has a lot of impact on the **learning** process as young children would not be able to learn, retain and remember complex information .

4.3.5. Will to Remember

The willingness to remember information is another important factor that would influence memory of a person as a person who would have willingness to remember information would remember a lot more when compared to the person who does not have the will to remember.

4.3.6. Intelligence

Intelligence is another factor that would have an impact on the memory of a person as a person with more intelligence quotient (IQ) are known to have better memory than a dull person.

4.3.7. Interest

A person with more interest is known to learn more and

retain better when compared to a person with comparatively lesser interest.

4.3.8. Over Learning

The experiments that were conducted in relation to learning suggest that when there is a lot of information that is learnt the chances of retention of this information is higher when compared to learning only few aspects of a certain topic. This indicates that over learning has an impact on the memory of an individual.

4.3.9. Speed of Learning

The speed of learning would have an impact on the memory of a person as a quick learning would lead to better retention than prolonged learning.



Tip

Creativity is important while you learn and it is important to enact few concepts to improve the attention and focus.

4.3.10. Meaningfulness of the Material

The research suggests that when the information is meaningful then it would remain in the memory for longer period when compared to nonsense material.

4.3.11. Sleep or Rest

Sleep or rest immediately after learning a concept enables to strengthen the links in the brain and would help in having crystal clear memory .

PROGRESS CHECK QUESTIONS 2

a. What are the different types of memory?
b. What is the difference between sensory memory and short term memory?
c. State the reasons for information to be stored in short term memory?
d. What are the different types of long term memory?
e. Mention the factors that affect the memory of a person?

4.4. FORGETTING

Forgetting information is a totally normal phenomenon which occurs in human beings where people tend to forget some information that was stored in their memory.

Forgetting is an important phenomenon because if a person remembers every minute detail of every minute, hour of every day during a day and with all this excess information if a human being tries to recollect some important information related to the place where they left their wallet, it would be difficult to pull significant information from the insignificant information that is stored in the memory of a human being.

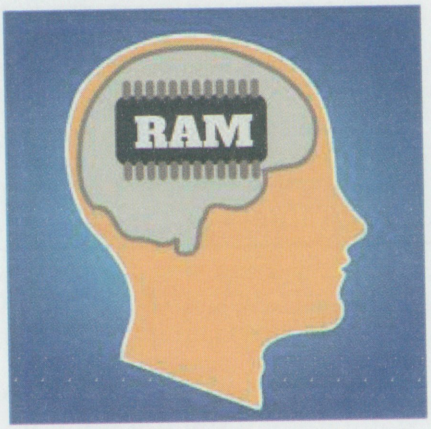

Figure 4.3: Illustration of Human Brain.

Source: Image by Public Domain Vectors

This indicates that it is sometimes good to forget some information and there are several reasons for human beings to forget information. Some reasons could be something like sometimes there may be information that has never reached the long-term memory .

Some information may have reached the long-term memory, but it would not have been stored in the long-term memory which is an important reason for the lack of information. Sometimes there may be some information which would either decay or fade away over a period of time. This indicates that human beings are physiologically preprogrammed

There would be some more reasons for the decay of memory such as some memories fade out from the brain when they are left unused for a long time. Perhaps, human beings are physiologically preprogrammed to erase the data that is eventually not related to them or that is not used by them.

Though some people may fail to remember something it does not mean that the information is gone from the brain forever. The information may be retained in the brain but there would be several reasons for not being able to access this information.

A person would not be able to access the information because of the presence of a number of distractions around human beings which leads to an error in association of information. For instance, if someone believes something about the data which is not correct and later tries to retrieve that information which is in fact not available it may seem to be like a failure to remember.

There is a new phenomenon that is related to the concept of repression which is available which refers to the process where individuals would purposefully push a memory out of reach(this is called as albeit subconsciously) because they do not want to remember the feelings that are associated with memory. For instance, some adults forget the incidences related to sexual abuse that they have faced as children. The process of forgetting is often called as amnesia and this **amnesia** can occur in an individual because of psychological or physiological reasons.

Amnesia refers to the loss of memories, such as facts, information and experiences.

Storing memory and retrieving memory later is both a biological and psychological process and the relationship, however, the relationship between memory encoding and retrieval are not completely understood.

The process of memory making is influenced by several factors such as perceptions, interpretations, emotions, and state of mind of a person. This would lead to a divergence between the information that has been internalized as memory and the process that generally occurs in reality. This would lead to incorrect encoding of memory or sometimes memory might not be encoded.

4.4.1. Transience

The events that have recently occur are easier to recollect when compared to those events that have occurred a while ago. This majorly occurs because repetitive use of information would make these events encoded properly and those events which are not repetitively used might not enter the long-term memory or they might get faded from the long-term memory .

In addition, the encoding of new memories might make the old memories to decay. Transience is a process which refers to a deterioration of a specific memory over a period of time. Transience is mostly caused by proactive or retroactive interference .

Proactive interference is something that mostly occurs when old information would inhibit the ability to remember new information for instance the old information regarding some scientific facts would be hard to forget and might make it difficult to recollect certain updated facts.

Retroactive interference is the inability to store the old information when some new information is heard or learnt. For instance, when the recent news about certain facts and figures would make it difficult to recollect the old facts and figures.

4.4.2. Encoding Failure

Encoding refers to the process of converting some sensory information into a form that can be stored in the memory. However, this process is largely affected by a number of factors and the efficiency with which this information is encoded and can be recalled later.

Memory is generally associative by nature and the common aspects between different aspects of information is known to reinforce the old memories, and work to ease the establishments of the new ones. The process by which memories are encoded is different from an individual to another, the relevance of the information to the individual and the relation to the individual's vision of reality.

These factors have an impact on the methodology by which the memories are prioritized and how accessible these memories would be when they are stored in the long-term memory. For instance, the information which is considered less relevant or less useful might be harder to recollect when compared to that information which is considered valuable and important. The memories that are not encoded properly or shallowly might not be retrieved at all.

PROGRESS CHECK QUESTIONS 3

a. What are the important factors that influence memory and forgetting?
b. What is Transience?
c. Differentiate between Transience and Encoding Failure?

4.5. THEORIES OF FORGETTING

Memory is a dynamic process and it is influenced by a number of factors ranging from the amount of sleep, state of mind of the person, age, and many other similar aspects. Memory is generally not reliable because the memory of a person is largely influenced by a wide range of events, expectation, interpretation, perceptions, and emotions of a person.

Memories are not generally permanent and there are several memories that are erased or decay over a period of time. The actual reasons for forgetting are not clearly known but there are several theories that have been proposed by scientists to state the reasons for forgetting memories or information over a period of time.

Some of the important theories of forgetting are mentioned below:

- **trace decay theory**,
- interference theory,
- and cue-dependent forgetting.

Trace decay theory states that forgetting occurs as a result of the automatic decay or fading of the memory trace.

4.5.1. Trace Decay Theory

The trace decay theory states that there are a number of

memories that fade automatically as a function of time. This theory suggests that there is a need for a pathway or trace to recall a memory. In case this pathway remains unused for a long amount of time then the memory of a person decays which might lead to difficulty in recalling or the inability to recall the memory.

There are only two things that could slow down the process of forgetting which would be rehearsal or mentally going over a memory. If this trace or pathway remains unused, then there are chances of memory to decay which might result in retrieval failure. The process of memory degrading might sometimes start as soon as the information remains unused. For instance, there are some situations where we forget the name of a person as soon as we have met them.

4.5.2. Interference Theory

The recollection of events that have recently occurred is a lot easier than recollection of those events that have occurred in the past. Transience generally refers to the overall decline in a specific memory of a person over a period of time.

Transience is an important aspect of the interference theory because a majority of the memories generally interfere with the ability of a person to recollect other memories. Proactive interference and retroactive interference would have an impact on the ability of a person to recall a memory and sometimes they would make a person to forget certain aspects permanently.

Proactive Interference

Proactive interference generally occurs when the old memories would hamper the formation of new memories. In this type of interference, the old theories inhibit the ability to remember new information, for example, sometimes it is difficult to remember new scientific theories by updating the memories about old scientific theories.

This generally occurs when certain memories are made in similar contexts or regarding similar things or when

people have preconceived notion about some situations and event. For instance, the people who have been taught that Pluto is a planet in our solar system and later when the student is an adult, they state that Pluto is not a planet in our solar system.

Having such a strong memory of something makes it difficult to replace with the new information and these people who often state that there are nine planets instead of eight. This is a classic example of proactive interference where the presence of old memories would hinder the formation of new memories.

Retroactive Interference

Retroactive interference is something that occurs when the old memories are changed by the new ones and these memories sometimes change so much that the actual memory is erased from the brain. The new information that is stored by the brain would prevent the retrieval of old information from the brain.

The old information which is not utilized is greatly reduced if this information is not utilized and this is mostly because there is a lot of new information that is stored in the brain. This would occur when someone is trying to learn new facts and figures and later finds it difficult to recall the old facts and figures. An example for retroactive interference could be when someone learns a new way to make a paper boat and later forgets to remember the old way by which they were making the paper boat.

4.5.3. Cue-Dependent Forgetting

A person would store information related to the sensory data along with their mood and emotional state. The present mood of a person is known to have an impact on the memory of a person and would be able to recollect a memory effortlessly based on the current state.

This indicates that mood is the biggest influencer on memory and a person in good mood would be able to remember good things and a person in bad mood would

Emotional state is the state of a person's emotions; "his emotional state depended on her opinion"; he was in good spirits; his spirit rose ' spirit. emotion - any strong feeling.

be able to recollect bad memories. This indicates that we are mostly cued to remember certain things based on the **emotional state** of the person.

Cue dependent forgetting which is also called as the retrieval failure refers to the inability to retrieve the information in the absence of the related memory cues. There are broadly three types of cues that can stop this type of forgetting and they are as follows:

Semantic Cues

Semantic cues are the type of cues where a memory is retrieved in association with another memory. For instance, when a person forgets about their trip to Paris until they were remined about a friend who lives in Paris. This cue would enable them to retrieve a lot of information that is related to their trip.

State Dependent Cues.

The second type of cues are called as the state dependent cues as they are regulated by the state of mind that the person had at the time of encoding. The emotional or mental state of the person dictates the memory of the person such as being inebriated, upset, drugged, anxious or happy is the fundamental aspect to establishing cues.

According to the cue-dependent forgetting theory a person might forget a memory until the person is present in the same state.

Context-Dependent Cues

Context dependent cues are largely dependent on the environment and situation of the person. A person would recollect a particular memory when they are in a similar context as to when the memory was encoded.

For instance, some conditions such as weather, location, company, the smell of a particular odor, hearing a particular song or tasting a specific flavor will have an impact on forgetting and these are known to be context-dependent cues.

PROGRESS CHECK QUESTIONS 4

a. What is forgetting?
b. Is forgetting natural?
c. Mention the different types of interference?
d. What is the difference between trace decay theory and interference theory?
e. Mention the different types of cue dependent forgetting

ACTIVITIES 4.2

4.2.1. Use Metaphors or Analogies

Google about metaphors and analogies and try to use these to remember the concepts of math and science. Observe and write down about how metaphors have improved in your learning process.

4.2.2. Mnemonic

Mnemonic are short systems and tricks that are used to make information memorable. Try to find out more about mnemonics and state if they have helped improve your memory.

4.2.3 False Memory Activity

Form a group with your friends and tell your friends you are going to read a list of words to them. Ask them to write down as many words as they can remember when you are finished with reading and say, "Read." The words can be in any order and then try to read the words below, at a rate of approximately one per second.

- dream
- wake
- snooze
- blanket

- doze
- slumber
- snore
- nap
- peace
- yawn
- drowsy

Ask your friends how many remember the word sleep and ask them to raise your hands. Then tell them that the word sleep was not there in the list and show them the list of words. Explain why few of them remember sleep and describe the effect that led to this false memory.

4.2.4. Read through the lists below and develop your own mnemonic device for each set of lists.

- Mercury
- Venus
- Earth
- Mars
- Jupiter
- Saturn
- Uranus
- Neptune

4.6. TYPES OF FORGETTING

In addition to the trace decay, inference and cue dependent forgetting there are several other reasons for the failure of memory retrieval. The complex interactions of sensation, perception and attention are known to have an impact on the memory of an individual and might make few memories irretrievable.

4.6.1. Absentmindedness

Absentmindedness refers to the phenomenon where a person would have kept the keys at a particular place and later might have forgotten where they have placed their keys. This phenomenon is called as absentmindedness. Attention and memory are two interlinked phenomenon and absentmindedness refers to the point where attention and memory interface.

Some of the common examples of absentmindedness could be to misplace objects, forget appointments and several others. Absentmindedness generally occurs because attention was not properly paid to the action at the time of encoding which might lead to failure in retrieval of information.



Tip

Attention is an important aspect of memory and students must not get distracted in anyway. They must focus in class and should adopt techniques that would help them improve their attention.

4.6.2. Blocking

Sometimes an individual might experience a failure in retrieval of information which is called as blocking. Blocking refers to the phenomenon when the brain tries to retrieve or encode information when one memory interferes with another memory.

Blocking is phenomenon when the brain tries to encode or retrieve information, but a different memory would interfere with the process. Blocking is the fundamental cause of the "tip-of the tongue" phenomenon. This refers to the failure to retrieve a single word from the memory and this is combined with a partial recall and would give a feeling that the recollection of information is pending.

A person who undergoes through this blocking phenomenon would be able to recall only parts of the information such a single letter of the word, or words that are similar to the word or the words that have the same meaning. This information can be recollected with the help of a hint or with the help of another cued memory. This phenomenon of retrieval of information in parts is called as blocking.

4.6.3. Amnesia

Amnesia refers to the inability to recall some memories or information. Amnesia is often caused because of the damage of a number of regions in the brain especially in the temporal lobe and hippocampus. Amnesia is a medical term that refers to the recall of certain memories.

In majority of the cases amnesia occurs because of neurological trauma but in majority of the cases amnesia refers to normal loss of memory which would hinder him to remember childhood memories. Amnesia could occur in people because of several reasons and some of the important reasons for amnesia and different types of amnesia are explained below:

Amnesia from Brain Damage

Amnesia generally occur when there is a damage to a variety if the regions in the brain and it is mostly a result of the damage of the temporal lobe or the hippocampus of the brain. Amnesia refers to the inability to recall the memories before, or after and during a traumatic event. Amnesia can be broadly classified into two types and they are as follows:

- Retrograde Amnesia
- Anterograde Amnesia

Retrograde Amnesia

Retrograde amnesia refers to the inability to retrieve the memories that were made before the amnesia. Retrograde amnesia is generally caused by head trauma or brain damage to some parts of the brain other than the hippocampus. Hippocampus is the part of the brain that is involved in making new memories,

Brain damage that is caused by retrograde amnesia would be varied as a cerebrovascular accident, strike tumor, hypoxia, encephalitis, or chronic alcoholism. Retrograde amnesia is generally temporary, and the patient can be treated with the cues for memories of the period of time from which the user has forgotten.

Anterograde Amnesia

Anterograde amnesia refers to the inability of a person to create new memories after the onset of amnesia. In this type of amnesia, the memories from the past generally remain intact. The regions of the brain that are affected in the case of anterograde amnesia are medial temporal lobe, medial diencephalon, and hippocampus.

Anterograde amnesia sometimes is caused by the effects of long-term alcoholism, severe malnutrition, stroke, head trauma, surgery, Wernicke-Korsakoff syndrome, anoxia, cerebrovascular events, and other types of trauma.

Anterograde amnesia cannot be treated with any type of pharmaceuticals because of the damage it causes to the brain within the brain tissues. The patients who suffer from anterograde amnesia can be treated by educating them with their daily routines which is basically by creating them with procedural memories.

In this type of amnesia certain category of procedural memories such as motor skills and other routines such as tying shoes or playing an instrument would have a lesser impact than certain category of declarative memories such as facts and events. In addition, these people who suffer from anterograde amnesia would support from social and emotional support which is known to be more important to improve the quality of life of those people who suffer from **anterograde amnesia** .

Anterograde amnesia is a loss of the ability to create new memories after the event that caused amnesia, leading to a partial or complete inability to recall the recent past, while long-term memories from before the event remain intact.

4.7. OTHER TYPES OF AMNESIA

In addition to these two regular types of amnesia there are other types of amnesia that would occur in human beings because of the changes the brain undergoes over a period of time. Some common types of amnesia are mentioned below, and they are:

- Childhood Amnesia
- Neurocognitive Disorders

4.7.1. Childhood Amnesia

This is a type of amnesia which is common in human beings as it refers to the memories of children. A majority of normal human beings do not have any memory from their age of being a six month old or two years old's. Childhood amnesia is popularly called as infantile amnesia.

Infantile amnesia refers to the inability of the adults to recall the memories from their childhood (between the ages of two and four). The reason for the childhood amnesia is because in the early years the formation of the brain the brain structures such as limbic system will not be fully developed.

Limbic system refers to the part of the brain which held some vital structures such as hippocampus and amygdala that are important for the storage of memory. The research suggests that children do not have the capacity to remember the events that have occurred to them from the age of 1 but as the children grow older, they tend to forget those memories from their youngest years.

4.7.2. Neuro-cognitive Disorders

Neurocognitive disorders refer to a wide range of diseases that affect the brain. These neurocognitive disorders affect the brain and memory of a human. These diseases are mostly common to old age and they cause a long-term impact on the brain and they generally result in a decline in the ability of the brain to think and recall these memories. The neurocognitive disorders generally affect the functioning of the brain of a person.

Neurocognitive disorders are those type of disorders that are similar to the term's dementia and senility. These disorders can be diagnosed only when there is a huge change that is seen in the mental functioning of a person and a larger decline in memory that what is expected because of aging.

One of the most common types of dementia that might occur in old people is the Alzheimer's disease and it constitutes to nearly 50% to & 70% of the cases. The common symptoms of Alzheimer's disease are short term

memory loss and difficulties in finding words. Those people who have Alzheimer's might have problems in their visual-spatial areas, reasoning, judgement and would not have an insight that they are experiencing memory loss.

ACTIVITY 4.3

4.3.1. Word Memory Games

Form a group and start by saying a word, the second person will have to tell a new word along with the word you said and try to see when the chain breaks. This is an old game, yet very effective.

4.3.2. Songs and Jingles

Songs or jingles use the right hemisphere of the brain and would help us remember several tricky things such as equations and lists. Try to make songs out of equations in science and quadratic formulas in math and record how they would help you to remember better.

4.3.3. Use Five Sense

Try to make use of five senses by trying to say things out loud, feel the part of the plant of anatomy model and other senses while learning. Record if they have any effect on your memory.

4.3.3. Come up With More Examples and Games

Try to come up with more concepts, examples and games related to memory and try to play them with your classmates and friends.

4.3.4. Use Imagery

Use the concept of imagery to write out a story as a way to remember the equation and the expansion of this equation

CLIVE WEARING: A MAN WHO SUCCEEDED DESPITE THE ODDS

Clive Wearing (born 1938) is known to be a popular British Citizen who was experiencing acute and long-lasting case of anterograde amnesia. Anterograde amnesia refers to the inability of a person to form new memories.

Clive Wearing who was a famous musician at the pinnacles of his career in BBC Radio 3 was attacked with herpes simplex virus. Herpes Simplex virus on March 29,1985, normally causes only cold sores but in certain rare circumstances this can attack the spinal cord or brain.

Wearing was attacked with the virus which had affected the hippocampus of his brain which is known to play a major role in managing memory. The other areas that were affected with the virus were the temporal lobe and the frontal lobe which are known to control the emotions and memory of a person.

This led to a serious case of amnesia in Wearing because of which he was not able to encode any new memories and he remembered only few aspects of his life before 1984.For instance, he remembered that he had children from his former marriage but did not remember their names. The love for his second wide Deborah , whom he married a year before to his illness was profound and he used to greet her as if her has seen her after years, even though she might just gone to get a cup of tea.

Wearing had developed both anterograde and retrograde amnesia and therefore had only a moment to moment consciousness. Though his memory was seriously affected Wearing remembers bow to play a piano or a choir, though he did not remember that he received a musical education before. This was mainly because the part of his brain related to the procedural memory which is the cerebellum is known to have not been damaged in the illness. Wearing, used to forget that he played piano, immediately after the music stopped and used to shake. These jerking were a physical sign of lack of ability to control his emotion because of the damage that has occurred from the inferior frontal lobe.

Clive Wearing used to maintain a diary and record his daily activities in order to keep a track of his memory. The activities he performed he used to strike out and used to write the new list of activities that had to be performed.

CHAPTER SUMMARY

Memory refers to the ability to store and retrieve information. There are three types of memory in human beings and they are sensory memory, short-term memory, and long-term memory. Memory and forgetting of an individual are affected by a number of factor and some of the major factors that would affect the memory and forgetting of an individual are ability to retain, good health, age of the learner, maturity, will to remember, intelligence, interest, over learning, speed of learning, meaningfulness of the material and sleep or rest.

Forgetting refers to the inability to retrieve information and exact reasons for forgetting are not clear. There are several theories that have been suggested by scientists to study the exact reasons for forgetting memories or information over a period of time. Some of the major theories of forgetting are the trace decay theory, interference theory, and cue-dependent forgetting .

There are different types of forgetting such as the absentmindedness, blocking and amnesia. Amnesia can be broadly classified into anterograde amnesia and retrograde amnesia. Along with these there are two other common types of amnesia called as the childhood amnesia and neurocognitive disorders.

MULTIPLE CHOICE QUESTIONS

1. **Which is not a term Related to Memory Storage?**
   a. Encoding
   b. Actual Storage
   c. Retrieval
   d. Amnesia
2. **Which is a type of memory?**
   a. Prolonged Term
   b. Sensory
   c. Short Term
   d. Long Term
3. **What not a factor that affects Memory?**
   a. Age
   b. Quick learning
   c. Sleep
   d. Gender
4. **Which is not a theory of forgetting?**
   a. Trace Decay Theory
   b. Inference Theory
   c. Cue-Dependent theory
   d. Research theory
5. **Who is a famous British citizen who suffered from Amnesia?**
   a. Wilhelm Wundt
   b. Clive Wearing
   c. Ivan Pavlov
   d. William James

REVIEW QUESTIONS

1. What are the steps in encoding memory?
2. Name the different types of long-term memory ?
3. What are the different theories of forgetting and explain them?
4. Describe the different types of Amnesia?
5. Write the factors that would affect memory and forgetting?

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CHAPTER 5

MOTIVATION AND EMOTION: CONCEPTS AND THEORIES

LEARNING OBJECTIVES

Following the completion of this chapter the reader should be able to:

- Understand the concepts of theories of emotion and motivation
- Identify the similarities between emotion and motivation
- Understand about the motives, behavior and goals

5.1. INTRODUCTION

Emotions have a great influence on the behavior of human beings. Strong emotion would enable people to perform some acts that they might normally perform or to avoid few situations that might enjoy. The biggest question that is present among people is the reason behind the emotions and the reason why the feelings are formed.

There are a number of researchers, philosophers, and psychologists who have proposed various theories that would explain the basis of human emotions and the reason behind human emotions.

5.1.1. What Is Emotion?

Physiological arousal refers to features of arousal reflected by physiological reactions, such as escalations in blood pressure and rate of respiration and lessened activity of the gastrointestinal system.

According to psychology, emotion is generally defined as a complex state of feeling which would result in physical and psychological changes in human beings that would influence the thought and behavior of the people. Emotionality is related to a wide range of psychological phenomena such as temperament, personality, mood, and motivation.

There are some authors such as David G. Meyers who state that human emotion mostly involves **physiological arousal**, expressive behaviors, and conscious experience .



Figure 5.1: Illustration of Different Types of Emotions.

Source: Image by Pixabay

ACTIVITY 5.1

5.1.1. Read Your Emotions

Have you observed your emotions?

When was the last time you were elated? What made you feel Happy?

Close your eyes and think of a person who can bring a smile on your face and why?

Who is your go to person when you feel low?

5.1.2. Play a Game

Take a pair of flashcards with various emotions and try to play a game with your friends. Take out a card understand the emotion and match the emotion to the right word.

5.1.3. Share Your Motivation

Who is your role model? What is that you look up to in your role model? Do they make you feel motivated? Record your observations in a journal.

5.2. RELATIONSHIP BETWEEN MOTIVATION AND EMOTION

Motivation and emotion are generally viewed as two psychological features that seems to have a cause and effect relationship. Motivation is something that would stimulate the growth of a person to act and perform in such a way that they achieve the desired goal whereas the emotions are the feeling that would arise from the motivation or drive to motivate oneself.

The actions that arise from the motive and the result of these motives which results in an achievement or failure of

the desired goal are referred to as motivation and emotion.

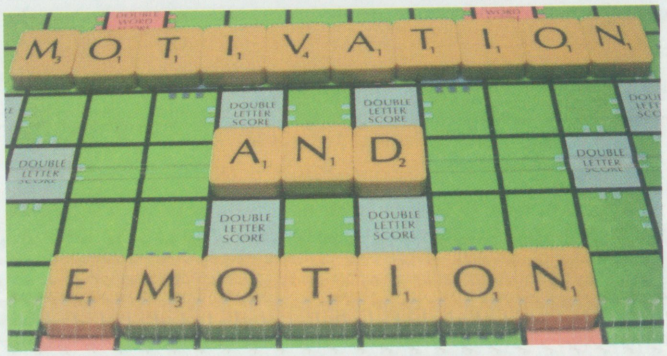

Figure 5.2: Relationship Between Image and Emotion.

Source: Image by Wikipedia

Motivation was defined by various people in different ways over the years and one common aspect of all the definitions is that motivation is a force that energizes, activates and directs the behavior of the people. Franken, has defined motivation as "the arousal, direction and persistence of a person's behavior."

A majority of the theorists who have formulated the theory of motivation and explained about motivation have believed that any learned behavior would not be executed unless it is invigorated. Therefore, motivation is considered extremely important in executing different types of a behavior. This indicates that when there are changes in the motivation of a person then it is reflected in the behavior of the individual.

According to psychology, emotion is a conscious and subjective experience which is characterized by the mental states, biological reaction and psychological or physiologic expressions of the person. The word "emotion" initially was a 1579 adaptation of the French word "emouvoir" which means stir up.

However, emotions are different from "feelings" as the feelings subjectively represent emotions which indicate that the feelings are private to the person. The words "mood" and emotion are different from one another as a mood generally lasts longer than the emotion.

There are some theorists such as Thayer, McClain and Newman who explained that emotion is related to motivation in such a way that human beings would tend to execute certain things that might lead to their happiness, satisfaction and any other positive emotion at some point. This indicates that emotions would be viewed as a reward or punishment for a certain motivated behavior of the person.

5.2.1. Similarities between Emotion and Motivation

There are three reasons that led to the relationship between motivation and emotion. These three reasons are mentioned below, and they are:

- If there is emotion that arises in a person and there were certain motives of motivation in a person, they would both activate and invigorate the behavior of the person.
- The words emotions and motives are generally similar to one another and they have a common Latin root word "movere" which means to move.
- It is extremely typical for basic emotions to possess some motivational properties of their own. For instance, happiness motivates a person to achieve better performance.
- One of outstanding similarities that exist between motivation and emotion are such that they are both linked to energy or intensity instead of information or direction.
- Cognition is known to be something that is associated with "coldness whereas emotion and motivation are generally associated with pressure and heat.
- These two physiological constructs generally rely on the relationship that exists between an individual and their environment.



Tip

Stay organized and disciplined to improve your producitvity

PROGRESS CHECK QUESTIONS 1

a. What is an emotion?
b. What is the relationship between emotion and motivation?
c. Explain the relationship between similarities between motivation and emotion

5.3. NATURE OF MOTIVATION

The basic elements in the that determine the nature of motivation are explained below and they are:

- Motives
- Behavior
- Goals

5.3.1. Motives

Motive refers to the need or want or drive of the people which would persuade them to execute an action. Motives are the initial energies of the behavior. Motives refer to the way of any behavior and the origin of an action. Motives are associated with the want of the human being and would have an impact on the feelings of the human being.

Motives vary widely and are generally associated with the mental process of understanding. Motives have an impact on the behavior of the human beings in several way. Motives occur continuously and they ascertain the overall direction of the behavior of an individual.

5.3.2. Behavior

Behavior: Behavior generally refers to the series of activities that are executed by the individual. Behavior is generally influenced by a desire to achieve the goal of an individual.

Individual perform various activities such as eating, walking, talking and many more and they constantly switch between one activity to the other. When the motives of an individual are influenced then any person can predict or control the activities of the individual.

5.3.3. Goal

Motives enable a person to work towards their goals. Motives would mostly generate a state of disequilibrium, physiological or psychological imbalance in individuals and when these individuals attain a goal then they would tend to restore physiological or psychological imbalance within individuals.

Goals refer to the ends which give individuals with a sense of **accomplishment** . Goals are mostly present outside and individual. Goals are the ends that are present outside an individual and they are mostly hoped for the incentives that are present outside an individual.

Accomplishment is something remarkable that has been done or achieved.

For instance, a person might have a goal to become the CEO of the company, this is called as the goal and there is need to have a motive for an individual to work towards their goal and fulfilling their role will leave the individual with the sense of accomplishment which is rewarding. Goals are chosen by an individual which are largely dependent on the following four factors:

- The cultural norms and valu3es that are present in an individual as they mature
- The biological capabilities and skills that are acquired by an individual
- The personal experience and learning influences of an individual would have a greater impact on the goals
- Mobility in the physical and social environment are extremely important have a role in the goals of the individual

The confusion that is posed by a large number of needs can generally be resolved by integrating a wide range of wants with an activity and this could satisfy several needs. The research and studies have stated that several overweigh people continue to eat excessively because they have mixed up a sense of satisfaction with a number of wants such as security, lives, and comfort into the act of eating. Eating would relieve people from the tension that is built by several unsatisfied needs.

Motivation is the reason that helps in inspiring and encouraging people to work enthusiastically.

- One motive may lead to different types of behavior, for instance a person who has the desire for prestige might give their money away, get additional educational training, steal, run for a political office or change their outward appearance. Similarly, a person who has the desire for acceptance would behave differently in a carpool, office, swimming pool or a secretariat.
- Motives are the major energizing forces that are present within human beings as these are invisible and they are extremely difficult to measure these motives because every human being is different from one person to the another.

ACTIVITY 5.2

5.2.1. Explore Yourself

Name the recent episode when you have experienced a range of emotions. What are the important changes that occur in your body when you are in an emotional state? Record your observations in a journal.

5.2.2. Try It on Your Friends

Try to agitate your friend by opposing his/her ideas and rejecting the suggestions. When they become angry observe them closely. Notice the changes you see in their facial expressions, voice, color of the face? and write down your expressions.

Now you try to make your friend feel happy and again observe the changes that occur in their expressions and voice. Explain the differences you have found in both these circumstances.

5.2.3. Read a Book

Read a fiction book by a good author and try to describe the different emotions that were faced by the characters as the story progressed.

5.2.4. Watch a Movie

Take a suggestion from your teacher about a good movie and try to analyze the emotion and expressions in the movie. Explain if you have found that expressions of the characters match with the emotions.

PROGRESS CHECK QUESTIONS 2

a. What are motives?
b. Describe behavior and goal
c. Explain the nature of motivation

5.4. THEORIES OF EMOTION AND MOTIVATION

The important theories of motivation or emotion can be grouped broadly into three main categories such as physiological, neurological, and cognitive.

- Physiological theories suggest that the responses within the body are responsible for the human emotions.
- There are some neurological theories which suggest that the activity of the brain would lead to a certain category of emotional responses.
- The cognitive theories try to suggest that there are thoughts and other similar mental activity would play an important role in forming emotions.



Tip

Isolate yourself from all the distractions and focus on your study topics for better perception

5.4.1. Evolutionary Theory of Emotion

The concept of emotions was initially proposed by Charles Darwin as they were adaptive and facilitated human beings and animals to survive and reproduce. Emotions are important for the continuation of the human race as the feelings of love and affection would facilitate people to find mates and reproduce, whereas the feelings of fear would make people to fight or flee to the source of danger.

The evolutionary theory of emotion suggests that the emotions would facilitate us to serve an adaptive role. Emotions would motivate people to respond faster to the stimuli in the environment which would improve the chances of the success and survival.

When there is a hissing, spitting and clawing animal the chances that people realize that the animal is frightened or defensive and then leave it alone. If someone is able to understand and interpret the emotional display of other people and animals, only then they would be able to respond correctly and avoid danger.

5.4.2. James-Lange theory of emotion

According to the **James-Lange theory** of emotion, emotions generally arise from the physiological arousal. For instance, when you see a venomous snake the sympathetic nervous system would initiate a significant physiological arousal which would make the heart to beat fast and increase the respiration rate.

James–Lange theory is a hypothesis on the origin and nature of emotions and is one of the earliest theories of emotion within modern psychology.

As per this theory human beings would experience fear after the physiological arousal. In addition, there are different physiological responses that are attached with different emotions.

5.4.3. Cannon-Bard theory of Emotion

There are some popular theorists of emotions who doubted that the physiological arousal occurs because of different types of emotions. The cannon-Bard Theory of emotion was

developed based on this fact and according to this theory physiological arousal and emotional experience generally occur simultaneously. For instance, when the human being sees a snake, the feeling of fear and the flight of light response by the body occur simultaneously.

However, both the theories by James-Lange and Cannon-Bard theories have each garnered some empirical support in different research paradigms.

5.4.4. Schachter-Singer two-factor theory of Emotion

The **Schachter-Singer two-factor theory** of emotion is a variation of the theories of emotions that are present, and this theory considers both the physiological arousal and the emotional experience. According to this theory, emotions are made up of two factors such as physiological and cognitive processes.

According to this theory physiological arousal is interpreted in context to produce the emotional experience. For instance, when a snake is present in the backyard, as per the two-factor theory the snake would elicit the sympathetic nervous system activation which is labeled as fear given the context and our experiences are generally made out of fear.

5.5. THEORIES OF MOTIVATION

Motivation is often referred to as a reason which leads an individual to act in a particular manner. Motivation is an important force which would lead to an individual to act and initiate, guide and maintain behaviors.

The researchers and psychologists have come up with a number of theories to explain the idea of motivation. The collective comprehension of all the ideas related to different theories of motivation, the entire understanding of motivation would get better. There are different theories of motivation such as the biological, emotional, social, or cognitive theories and among these theories the important theories of motivation are explained below:

- Instinct Theory of Motivation
- Incentive Theory of Motivation
- Drive Reduction Theory of Motivation
- Arousal Theory of Motivation
- Humanistic Theory of Motivation
- Expectancy Theory of Motivation

5.5.1. Instinct Theory of Motivation

The **instinct theory** of motivation suggests that the important aspect for our motivation is mostly the biological or genetic programming of our body. The comprehensive idea about this theory is that same motivations occur to two human beings because of their similar biological programming that is shared across human beings.

Seasonal migration is a form of return migration. It is driven by seasonal peaks in labor demand, mostly in agriculture.

Human beings act or behave based on their motivations and these motivations are emerged as a result of a core motivation that is common to all human beings. A famous example for the **seasonal migration** of the birds is majorly due to the winter in south.

5.5.2. Incentive Theory of Motivation

Instinct theory of motivation suggests that the key to our motivation is biological or genetic programming of our body.

This theory of motivation suggests that the behavior of an individual is motivated because of the reinforcement or incentives because of which this is called as the **incentive theory** of motivation. this theory suggests that our actions are largely influenced by the incentives that are outside and human beings are generally attracted to those incentive that are outside them rather than having the desire to reduce the stimulus.

5.5.3. Drive Reduction Theory

This theory suggests that human beings keep doing what they do in order to decrease the internal tension which is caused by our unfulfilled needs. For instance, human beings drink water when they feel the internal tension that

is present inside our body which is caused by thirst. This theory was proposed in 1943 by Clark Hull and this theory was quite popular theory of motivation until the late 1950s. This theory is not widely used these days because of some problems such as why do human beings eat even when they are not hungry.

Incentive theory is one of the major theories of motivation and suggests that behavior is motivated by a desire for reinforcement or incentives

5.5.4. Arousal Theory of Motivation

This theory suggests that there are few individuals who take certain decisions and actions in order to increase or decrease their levels of arousal with respect to a goal in order to maintain an optimal level of arousal. The arousal theory of motivation suggests that the individuals have a different arousal level that is apt for them. This theory suggest that human beings seek stimulation in order to maintain an optimal level of arousal.

5.5.5. Humanistic Theory of Motivation

The humanistic theory explains that the cognitive processes are some of the important aspects that affect our actions. One of the famous humanistic theory of motivation was the Abraham Maslow's hierarchy of needs which explains the motivation at a totally different level.

According to this theory the first need of human beings are the biological needs such as food and shelter. Once the lower level or basic needs are fulfilled then they move up the pyramid to fulfil other needs such as safety, love, esteem and ultimately, they meet the needs such as self-actualization which refers it the need or desire to fulfil an individual's full potential.

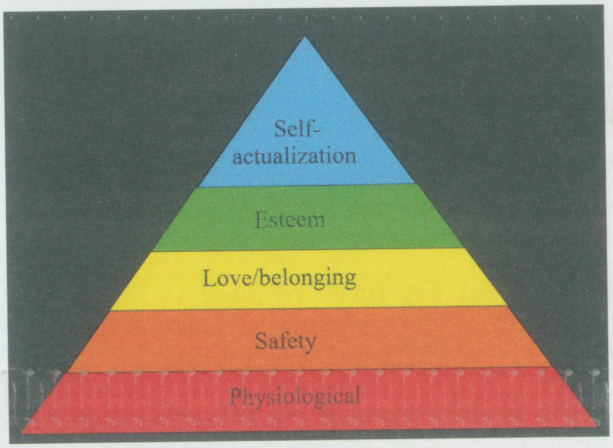

Figure 5.3: The Pyramid of Basic Needs till Self Actualization.

Source: Image by Wikimedia

5.5.6. Expectancy Theory of Motivation

The expectancy theory of motivation suggests that our actions are based on our perception and outcome is largely for their actions. This theory of expectancy was proposed by Vroom in the context of management and motivation, but this theory is applicable to all sorts of human actions.

Expectancy theory proposes that an individual will behave or act in a certain way because they are motivated to select a specific behavior over others due to what they expect the result of that selected behavior will be.

The major goal of the **expectancy theory** is to expect the best possible outcome. The expectancy theory works largely on the perceptions. This indicates that when two different individuals are working in the same company then these two individuals have different levels of motivation majorly because one would have a perception that the process would work for them while the others might assume that the process might not work for them.

There are three key terms that are present as a part of the theory of motivation such as Expectancy (E),Valence(V) and Instrumentality(I).The essence of this theory is that an employee is going to give the best performance only when they believe that they have a certain achievable reward for their performance. Similarly, an employee would not perform well if assumes that they do not have the required skill set to perform a goal.

ACTIVITY 5.3

5.3.1. Describe Your Goal

Do you have a Goal?

How do you plan to achieve your goal?

Whom do you want to choose as your motivation to achieve your goal?

5.3.2. Pick a Daily Habit

Try to pick a daily habit and try to make it your routine. Look up to some motivations around the people around you when you feel like falling out of the habit. Record your observation when trying to follow the object.



Tip

Try to take handwritten notes to ensure better focus and improve your memory.

PROGRESS CHECK QUESTIONS 3

a. Explain the theory of emotion
b. Mention the theories of motivation
c. What is incentive theory?
d. Mention the different theories of emotion

CLAYTON PAUL ALDERFER: THE PERSON WHO BUILT THE MASLOW'S HIERARCHY OF NEEDS AND WAS RESPONSIBLE FOR ERG THEORY

Clayton Paul Alderfer is a popular American psychologist who has developed the Maslow's hierarchy of needs into his own theory. Alderfer has proposed the ERG theory which suggests that there are three groups of core needs such as existence (E), relatedness (R), and growth (G), because of which the acronym ERG. These groups are known to align with the Maslow's level of physiological, social and self-actualization needs.

Existence needs are concerned largely with the material requirements for living such as physiological needs like air, food, water and shelter and other safety related needs such as health, secure employment, and property.

"Relatedness" needs largely have to do with the importance of maintaining several interpersonal relationships. These needs largely focus on the social interactions with others and align with the Maslow's level of love/belonging related needs such as friendship, family and sexual intimacy and some other esteem-related needs which need the respect of others.

The final aspect of the ERG theory is the "growth" needs which describe the intrinsic desire for personal development. These needs are known to align with the other category of Maslow's esteem-related needs which are self-esteem, self-confidence and achievement and some self-actualization needs such as morality, creativity, problem solving and discovery.

Alderfer has proposed that when a particular category of needs is not being met the people will redouble their efforts to fulfill the needs in a lower category. For instance, if someone's self-esteem is sufferings, they will invest more in the relatedness category of needs.

CHAPTER SUMMARY

Emotion a stirred-up state of human brain which would direct the human behavior in different ways. There is a close interrelationship between motivation and emotion. The autonomic nervous system and hypothalamus are known to play an important role in experiencing and expression of emotions.

There different types of subjective, physiological, and psychological changes that would come along the different emotional states of a human being that would include heartbeat, breathing pattern and similar others.

There are different theories that are present to explain the phenomenon of emotion. The James Lange theory suggested that the emotion is the recognition of changes that occur in some bodily states. The cannon Bard theory suggests that a stimulus would give rise to both physiological changes and perception of emotions. The Schacter-Singer theory of emotion states that a person is aroused by an external stimulus and it evaluates the arousal state with respect to the environment and it labels the emotion.

The expression made by the human beings because of certain emotions can be observed by an individual's facial and vocal expressions, gestures, and postures. Fear and anxiety are two important negative emotional patterns. Fear is an emotion that arises from the current situation, whereas, the anxiety comes from generally an imaginary situation.

There are different theories to explain motivation and the important theories of motivation have been explained in this chapter. The examples of some positive emotions are pleasure and affection. Pleasure refers to the satisfaction of a motive and is mostly expressed by smiling and laughing. Affection is an emotional reaction of some pleasant experiences that are generated in human brain towards a person, an animal, or an object. These emotions are expressed when they take care of loved one, patting, hugging, protection, and verbal admiration. There is need to develop emotional competency is ordered to live and grow in an effective manner. There is need for people to understand their own emotions and regulate them properly.

MULTIPLE CHOICE QUESTIONS

1. **Which among the following is not the theory of emotion**
   a. Evolutionary theory
   b. James-Lange Theory
   c. Cannon-Bard Theory
   d. Expectancy Theory
2. **Which of the following is not a theory of motivation**
   a. Instinct Theory
   b. Incentive Theory
   c. Evolutionary Theory
   d. Expectancy theory
3. **Which of the following are related to motivation?**
   a. Motives
   b. Behavior
   c. both
   d. None
4. **James-Lange theory is related which one among the following?**
   a. Emotion
   b. Motivation
   c. Both
   d. None
5. **Who among the following has proposed the ERG theory?**
   a. Wilhelm Wundt
   b. Clive Wearing
   c. Clayton Paul Alderfer
   d. Ernst Heinrich Weber

REVIEW QUESTIONS

1. What is emotion? Give examples of positive and negative emotions?
2. Briefly describe general characteristics of a Motivation.
3. Describe how emotion is related to motivation.
4. Discuss the role of physiological processes in emotional behavior
5. Discuss one theory of motivation and emotion

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CHAPTER 6

THEORIES OF PERSONALITY

LEARNING OBJECTIVES

Following the completion of this chapter the reader should be able to:

- Describe the meaning of personality
- Understand the nature of Psychodynamic perspective of personality of Sigmund Freud
- Know the reasons of criticisms of the theory
- Discuss the Big Five Theory of Personality and its criticisms
- Understand the Humanist theory of Carl Rogers

6.1. INTRODUCTION

The word personality has its origin in the Latin word persona which means 'mask'. It refers to what one appears to others and not what he is in reality. The term personality can be used in various context. Generally, the meaning of this word falls under two broad heading. First one is equated to social skill or dexterity.

In this context the personality of a person is judged on the basis of whether or not he or she is able to get a positive response in various situations from different people. For Example, a person who is referred to as having a personality problem whose social skills are not adequate or good enough for him to maintain satisfactory relations with others.

Personality is defined as the characteristic sets of behaviors, cognitions, and emotional patterns that evolve from biological and environmental factors.

The other context in which the term personality is used is the impression that he or she creates on people around him or her. For example, a person may be described as having a strong personality, submissive personality or a fearful personality. This impression is formed on the basis of an attribute or an important quality which is a part of overall impression that the person creates. Personalities can be both good and bad.

Personality reflects what a person says or does. In other words, personality defines a person. The behavior of a person reflects his or her personality and differentiates them from others. A common saying about personality "somethings change, somethings stays the same"

Gordon Allport defines personality as "Personality is a dynamic organization , inside the person, of psychophysical systems that creates the person's characteristic patterns of thoughts, feeling and behaviors". **Personality** development is shaped by continuities, stabilities and consistencies of the characteristic and dispositions of a person.

PROGRESS CHECK QUESTION 1

a. Define Personality

b. What are the contexts in which the term personality is used?

6.2. THEORY OF PSYCHODYNAMIC PERSPECTIVES OF PERSONALITY

This theory was developed by Sigmund Freud. According to this theory, personality develops through a series of stages. Internal psychological conflicts are dominant in each of these stages. It argues that id, ego and super ego, three component part of the mind influences human behavior. This theory is also known as Freud's structural theory of personality.

In this theory the unconscious psychological conflicts are considered as a dominant factor which shapes behavior and personality. The interactions between these three components passes through 5 distinct stages of development. Over the last few decades this theory has been criticized because it focuses on sexuality as the main factor which influences personality development in humans.



Tip

People associate the adjectives you use to describe other people's personality with yours. If you describe others as genuine and kind, people will associate you with these personality traits.

6.2.1. Freud's Structure of the Human Mind

The fundamental structures of the human mind are comprised of the Id, Ego and Superego. As mentioned, the interactions among these three develop personality . Conflicts may arise among these three structures. The mind then makes an effort to balance among the desires of each of these structures. This determines how a human behaves and perceives the world.

The balance that one is able to strike in a circumstance determines how he is able to resolve the conflicts between biological aggressive and pleasure-seeking drives versus socialized internal control over them. These two are referred to as the overarching behavioral tendencies.

The Id

It is the most primitive of the three structures. Which is concerned with the instant gratification of the needs and urges that a human experience. It remains outside of the conscious thoughts and operates unconsciously.

For example, if the Id saw a stranger eating chocolate it would snatch the chocolate and have it itself. It would

only be guided by the desire to have the chocolate. It does not realize or care that it is inappropriate to take something which belongs to someone else.

The Superego

The superego is guided by morals and social rules. It is similar to the conscience. It acts as a moral compass and helps differentiate right and wrong. Superego develops right from childhood influenced by the culture in which the child grows. If the superego walks past the same stranger, it would realize that it is inappropriate to take the chocolate from the stranger and refrain from doing so.

However, if both the Id and superego were involved and the Id overrides the super ego being much stronger. It would take the chocolate. However, later it would feel guilty and shameful over its actions because of the superego.

The Ego

Ego is rational and pragmatic component of the personality. It is in contrast to the Id which is instinctual and the superego which is Moral. It is not as primitive as the Id. It is partly conscious and partly unconscious. Freud considered ego to be the "SELF".

The main purpose of the Ego is to strike a balance between the demand of the Id and superego in the real world. So, if a person walks past a stranger eating a chocolate the ego would balance the conflict between the Id which would want the Chocolate immediately and the super ego which realizes it is inappropriate to take someone else chocolate. It would go and buy a chocolate and eat it.

This would take some time say 10 more minutes. This would frustrate the EGO. The EGO decides to make this compromise and avoid an unpleasant social situation which could be quiet embarrassing. And at the same time satisfy the desire for chocolate.

According to Freud these three components are constantly in conflict. The personality which one develops as an adult and the behavior that he exhibits arises from the internal struggles among these three throughout the

childhood. Freud believed that a person possessing a strong EGO has a healthy personality . If there are imbalances it could result in unhealthy behavior and other conditions like depression and **anxiety**.

Anxiety is your body›s natural response to stress. It›s a feeling of fear or apprehension about what›s to come.

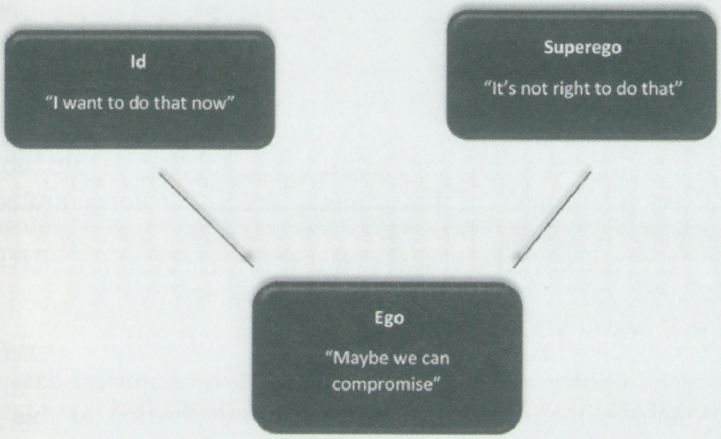

Figure 6.1: Freud's Structure of Mind.

6.2.2. Psychosexual Stages of Development

According to Freud the nature of conflict between these components changes over time as a person grows older. He said, "that these conflicts pass through a series of five basic stages. These five stages focus on oral, anal, phallic, latency and genital.

Across these five stages a child faces different conflicts between his or her Id and Superego because their biological pleasure-seeking urges focus on various areas of the body as the child grows. The way the child is able to balance these internal conflicts shapes their future ability to cope and function as he grows older.

If a Child is unable to resolve a stage, it can lead to fixation in that stage. This will lead to unhealthy personality traits. Successful resolution of stages results in a healthy adult.

6.2.3. Criticism of Freud's Theory

Freud's theory helped gain insight into the understanding of personality. However, it has certain limits.

Narrow Focus



Tip

Do not try to copy anyone. There is a difference between getting inspired and trying to emulate and blatantly copying someone. Copying shows a weak personality.

Freud solely emphasized on the structure of the human mind. This theory does not consider the impact of other factors like environment, culture, or society. It did not focus on "normal" healthy functioning rather concentrated on pathology.

Lack of Scientific Basis

Several Critics have pointed out the lack of empirical data to support Freud's theory. A scientific evaluation of this idea's led to the belief that they are not supported. For a theory to be scientifically valid it should be possible to falsify it with experimental evidence. However, most of Freud's notions are not falsifiable.

Misogyny

Modern Critics and Feminists have criticized many of Freud's theory. According to them the assumptions and approaches are profoundly patriarchal Misogynist and Anti-Feminist. According to Karen Horney, the mainstream Freudian approach had a foundation of "masculine narcissism".

PROGRESS CHECK QUESTION 2

a. Who propounded the Theory of Psychodynamic Perspectives of Personality
b. What are the three components of the human mind according to the theory?
c. What are the criticisms of the theory?

CASE STUDY: HOW CHILDHOOD TRAUMA CAN LEAD TO PERSONALITY DISORDER

The book "Sybil" and the subsequent 1976 movie in which Sally Field portrayed a girl with more than a dozen different personalities were the result of a collaboration between psychiatrist Cornelia Wilbur and author Flora Rheta Schreiber. The goal was to have people better understand a child abuse victim who developed alternative personalities as a coping mechanism. While the book and movie raised the profile of what is now known as dissociative identity disorder (DID), they also created some significant misconceptions.

Kaufman, director of the Dissociative Disorders and Trauma Research Program at McLean Hospital and medical director of McLean's Hill Center for Women, said patients with DID, a form of post-traumatic stress disorder (PTSD), often carry on very normal, high-functioning lives. She pointed to Robert Oxnam, a China scholar and president emeritus of The Asia Society, who shared his life story in the 2005 book "A Fractured Mind: My Life With Multiple Personality Disorder." That is because DID is a coping mechanism, usually brought on by childhood abuse, and is a kind of ingenious, unconscious way of displacing situations onto other aspects of themselves.

Dissociation can be found in 1-3 percent of the general population and as high as 20-30 percent in psychiatric populations, about the same prevalence as schizophrenia, Kaufman said. A 1986 study by Frank W. Putman and others in the Journal of Clinical Psychiatry found the average patient with DID has been in the mental health delivery system for an average of 6.8 years and has received three other diagnoses. This reflected either misdiagnoses or comorbidities that delayed an accurate diagnosis. Dissociation occurs along a spectrum, from "spacing out" while driving and missing an exit to being hyper-focused on a topic. Along the range are memory issues, like gaps in recall, often associated with PTSD.

Richard Loewenstein, MD, a psychiatrist in the Trauma Disorders Program at the Sheppard Pratt Health System in Baltimore, noted in a 2018 paper in Dialogues in Clinical

Neuroscience that dissociative identity disorders are among the oldest reported psychiatric disorders, with case reports appearing at the end of the 18th century. In more recent times, DID was viewed as being "rare and exotic," except during wartime. Yet, the diagnosis was not without controversy, even among mental health professionals, with a history going back to Freud and questions about what real memories are.

That was rekindled in the 1980s cases involving child abuse at day care centers in many parts of the country. Among the models developed at the time, one suggested DID could be produced in highly hypnotized, suggestible patients. Rather than simply reveal forgotten traumas, the theory went, hypnosis could be used to implant false memories.

DID can also be wrongly connected to malingering (exaggerated) and factitious (inauthentic) disorders, where patients make claims either with or without a motivation for personal gain. The best-known example of factitious disorder is the severe form once known as Munchausen syndrome.

DID is also treatable with a three-stage set of professional guidelines established through expert consensus. The initial stage focuses on stabilization and safety. The goal is to "get things calmed down and life in order. It can take a while for someone to feel comfortable and safe. It can take years." Once that is achieved, clinicians move on to stage 2, where the patient begins to process the traumatic events that have affected them.

In the final stage, the emphasis is on "getting your life back, mourning what you have lost and moving on without dissociation, learning how to be in the world without dissociating." At the same time, scientists are exploring potential biological or genetic links that could predispose a person to DID. Studies to date have shown that in the classic form of PTSD, the brain's amygdala—which controls the "fight-or-flight" response—is overactive while the prefrontal cortex is not, generating a hyper-aroused state. But in the dissociative subtype of PTSD, Kaufman said, the prefrontal cortex is overactive to the point where a person can be numb and detached.

This case study highlights the impact of childhood trauma on the personality of a person.

ACTIVITY 6.1

6.1.1. All About Me

Work in small teams and write down as many personality adjectives within a stipulated time as specified by the teacher. Share your adjectives with the class. The teacher will note down the adjectives after bifurcating them in three columns positive, negative and neutral adjectives.

You are required to choose one adjective from each column which you think represents you the best. Discuss your answer with your team and find out how much they concur with your views.

6.1.2. Roleplays

The teacher will give you cards with personality traits written in them, for example cheerful, immature, arrogant, talkative etc. Pick a card and this would be your personality for this activity. Pair up with a classmate and start conversing with him or her. Both of you will act according to the personality written in the card. This will continue until someone from the class is able to guess the personality trait given to you.

6.1.3. Career Choice

Research indicates that people possessing different personality traits have distinct preferences when it comes to career choice. Chose five professions and write down the personality traits of the person who would be attracted to this job. Support your answer with explanations. Discuss you answer in pairs.

6.1.4. Guess Who

This activity involves set of people with clear personality traits. You will engage in this activity in teams. Your teacher will provide you chits with the names of the famous person. Each one of you will pick a chit and describe the person mentioned in general terms, with emphasis on his or her personality . The class will have to guess which personality you ae talking about.

6.1.5. Changes in Your Personality

Do you think your personality has evolved as you grew up? Gather information about the various experiences that an individual goes through as they mature. Start a class discussion on the positive and negative changes that you think a person can experience in different stages of life and what factors influence them.

6.3. THE BIG FIVE THEORY OF PERSONALITY



Tip

Personality is your inner beauty. It reflects the kind of person you are. Focus on it as much as you work on your outward appearance.

In the last two decades a remarkable strong consensus of what traits are basic has evolved. Five superordinate traits have been identified. These are called as the big five model of personality or the five-factor model or the big five personality traits. Researchers have carried out extensive studies to determine the basic personality traits. Most of them agree on the big five factors.

6.3.1. Five Factor Model

Fiske was the first researcher to publish evidence supporting the five-factor model in 1949. Considerable research was carried on later to support the five-factor model. In 1985 Costa and McCrae developed the five super **traits theory** which is described below:

- Openness to experience.

- Conscientiousness
- Extraversion
- Agreeableness
- Neuroticism

These five traits are denoted by the acronym OCEAN. It is important to remember that each of these traits represent a range between two extreme personality traits. These 5 traits suggest that majority of people can be categorized under one of these traits. An average person lies between two extremes of each dimension.

Trait theory is an approach to the study of human personality.

Openness

Openness refers to a trait that comprises of a wide range of interest and intent to experience most uncommon ideas. Such people are intellectually curious admires of aesthetics and have unconventional beliefs. On the other hand, people who are not that open are more straight forward. They do not like novelty and stick to familiarity.

They can be termed as conservative with little willingness to change. For Example, a person who wants to explore new places can be said to be open to new experiences. On the other hand, a person who follows a routine schedule and is not interested in new experiences is said to score low on openness.

Conscientiousness

People who score high in this dimension are characterized by dutifulness, self-discipline. They prefer planning over spontaneous decisions. People with low score on conscientiousness exhibit the opposite kind of behavior.

For example, a person who maintains a strict disciple and believes in doing his chores right away can be called as conscientious. On the other hand, a person with contrasting trait always procrastinates and make things messy.

ExtraVersion

People who score high on this dimension derive energy when they are exposed to the external world. Their predominant

characteristics are enthusiasm, action orientedness, and visibility amongst people. Such people are highly assertive.

People who score low on extraversion are called introverts. They are the exact opposites of extraverts. They prefer to maintain low key, are not involved much in the social world and are reserved by nature. For example, a person with extra version traits enjoys, exploring and attending parties. On the other hand, introverts maintain distance from social engagement. They would rather spend their time reading books alone.

Agreeableness

People who score high on agreeableness are helpful kind trustworthy and generous. They do not hesitate to put the interest of others ahead of their own. On the other hand, people who score low on this trait are guided by self-interest. These people are highly disagreeable and do not compromise on their own interest.

Such people are likely to be perceived as unfriendly.

For example, a person who scores high on **agreeableness** takes out time for others around them. Such as to meet a friend even if his schedule is busy. On the other hand, the people who are not concerned by other people's problems and may even insult others because of their self-interest score high on disagreeableness.

Agreeableness is a personality trait manifesting itself in individual behavioral characteristics that are perceived as kind, sympathetic, cooperative, warm, and considerate.

Neuroticism

It refers to the tendency to experience depression, anger, anxiety and various other negative emotions. Such people are perceived as being emotionally unstable. Emotional stability is the opposite of Neuroticism. People who are low on this dimension have personality traits which make them stable and calm.

They are devoid of negative feelings. For example, a person who loses composure over small things like order not being delivered on time or extra salt in his food are set to score high on Neuroticism . On the other hand, people who score low on Neuroticism are emotionally stable and seldom feel sad. They possess the ability to handle criticism

and unfavorable situation in a calm way According to many studies the big five factor theory of personality is universal. These five dimensions described above applies to people in general. It can be used to describe the traits irrespective of their upbringing environment.

Many Psychologist believe that people also share biological origins besides these universally common dimensions. Another important point to remember with respect to these traits is that they may not occur together. Therefore, it may happen that a single person exhibits a combination of variety of these personality traits categorized in different dimensions.



Tip

Watch your body language. It speaks volumes about your confidence and personality .

6.3.2. Criticism

Like all other theories the big five model also has been criticized due to the following reasons.

Mass

According to most popular arguments these five traits only account for 56% of the normal personality trait sphere. That to without considering the abnormal personality trait sphere.

Data Driven

These five traits are not based on theory driven investigations rather on data driven investigations. The big five model does not explain the difference in phenotypic personal traits which may arise due to socio cultural environment. Only genotypic temperament trait may be similar across different cultures.

Limited

One of the major criticisms of the Big Five Model is that it is limited. The model traits cover the external characteristic of an individual. However, it does not encompass the personal or the privately held traits. These depend on situations.

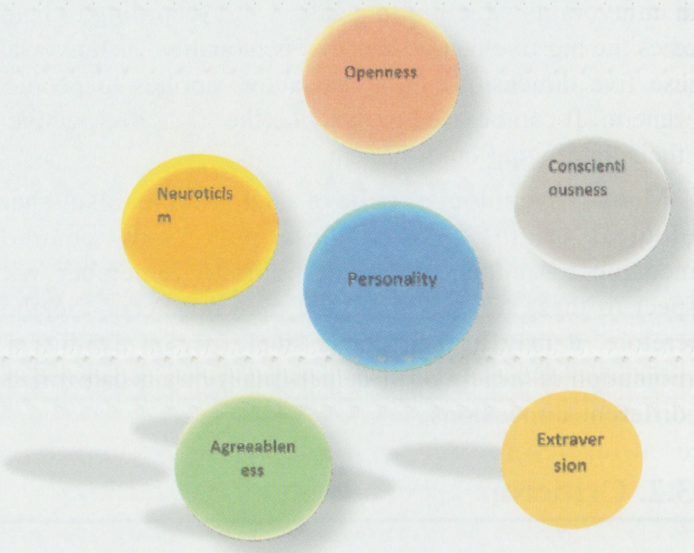

Figure 6.2: Super traits of Five Factor Model.

PROGRESS CHECK QUESTION 3

a. Who developed the Big Five Theory of Personality?
b. What are the five super traits mentioned in the theory?
c. What does Neuroticism mean?

6.4. HUMANIST THEORY

There are two humanistic theories of personality. This chapter discusses the theory of Carl Rogers.

The humanistic personality theory of Carl's Rogers focusses on the importance of self-actualization tendency in shaping the self-concept. Carl's Roger is recognized as an eminent psychologist. He was one of the founding members of the humanistic movement. He and Abraham Maslow focused on the growth potential of healthy individuals.

They made considerable contribution to the understanding of self and personality. The theory is developed by both of them focus on individual choices. They do not consider biology as the deterministic factor. They emphasized on free will and self-determination. According to them every

individual desire to become the best person they can become. Humanistic psychology focused on the active role an individual play in shaping his or her internal and external world. Rogers contributed to this field by high lighting the fact that human person is an active and creative being. He lives in the present and subjectively responds to the present relationships, perceptions and encounters.

The term "actualizing tendency" was coined by him. It refers to basic instinct of human to succeed at his or her highest possible capacity. Rogers adopted a person-centered counselling and scientific therapy research to conceive his theory of **personality development**. The theory highlights free will and the abundance of human potential for goodness.

Personality development is the relatively enduring pattern of the thoughts, feelings, and behaviors that distinguish individuals from one another.

6.4.1. Personality Development and the Self-concept

Rogers theories were based on personality development on humanistic psychology and theories of subjective experience. According to him people are at the center of a constantly changing world of experiences.

A person responds to the changes in their phenomenal field. These changes include external people and objects and also internal emotions and thoughts. The persons motivations and environment act on their phenomenal field. According to rogers, all human behavior is motivated by self-actualizing tendencies. It is these tendencies which drive a person to achieve at their highest level

As a result of the interactions of the people with their environment and other people, an individual develops a structure of themselves or self-concept. This refers to an organized conceptual pattern of concepts and values associated with the self.

A person with a positive self-concept has a good feeling of who they are. They perceive the world as a happy and positive place. On the other hand, a person with a negative self-concept feel discontent with who they are.

Ideal Self Vs Real Self

According to Rogers, the self can be further divided into two categories: The Ideal Self and The Real Self.

The Ideal Self is the person that one desires to be. The real self is a person that one actually is. Rogers emphasized on the notion that one has to find a balance between these two selves. A person experiences congruence when their thoughts about their real self and Ideal Self are quite similar. In the Ideal and actual self once experiences incongruence. This leads to a state which Rogers called mal adjustment.

Unconditional Positive Regard

In the development of self-concept rogers stressed highly on unconditional positive regard. This is similar to unconditional love. People who are raised in an environment which consists of unconditional positive regard have the chance to fully actualize. This is because in such an environment there is no preconceived conditions of worth.

People who are raised in an environment of conditional positive regard must attain certain conditions to receive positive or love they desire. In these conditions love and worth are available only under certain conditions. The ideal self of a person is determined by other people on the basis of these conditions. As a result, people are forced to develop outside of their actualizing tendencies. Such people experience a high gap between their real self and their ideal self which contributes to incongruence.



Tip

Develop a positive mental attitude. This is a personality trait which is highly admirable and attracts people around you.

The Good Life

In his theories Roger described life in terms of principle. He ignored the stages of development. These principles are not found in static state. They are rather present in fluid processes. According to Roger a fully functioning person would make a consistent effort to fulfill his or her potential in each of these processes thereby achieving the good life. Experiences act as the main source of personality and self-concept development. Roger argued that in fully functioning individual there were several characteristic or tendency in common:

- Such people have a growing openness to experience. They try to move away from defensiveness.
- They believe in a highly existential lifestyle. They strive to live each moment fully. They do not attempt to distort the moment to fit personality of self-concept.
- They have an organismic trust. They have complete faith in their own judgement and trust that they are capable of choosing a behavior that is appropriate for every moment.
- They believe in freedom of choice. They are capable of making a wide range of choices. They are not limited by incongruence. They feel responsible for their own behavior and believe that it is them who decide their own behavior.
- They exhibit high levels of creativity. They have the ability to be creative in the manner in which they adapt to their circumstances. However, they do not feel the need to conform to their surroundings.
- They are highly reliable and demonstrate constructiveness. They act constructively. Their intrinsic goodness matches their aggressive needs.
- They lead a rich full life. They experience emotions like fear and courage, pain and happiness, heart break and love.

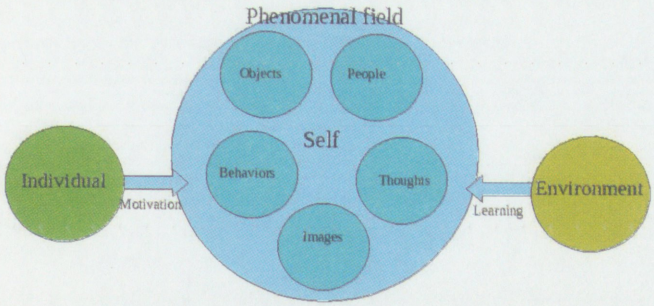

Figure 6.3: Representation of the Phenomenal Field.

Source: Image by Wikimedia

6.4.2. Criticisms

Similar to Maslow's theory Rogers' theory also received criticism because of their absence of empirical evidence in research. He adopted a holistic approach of humanism which allowed considerable variation. However, he does not identify sufficient constant variables that can be studied with true accuracy.

According to some psychologist this is an extreme focus on the subjective experience of an individual which does not appreciate or explain how a society plays a role in personality development.

PROGRESS CHECK QUESTION 4

a. Who propounded the Humanistic personality theory? What does it focus on?
b. What was the classification of self, suggested by Rogers?
c. What are the traits of a fully functional adult?

SIGMUND FEUD: FATHER OF PSYCHOANALYSIS

Sigmund Freud **(1856-1939)** was an Austrian neurologist. He is considered as the father of psychoanalysis a perspective which viewed unconscious motives as the controlling factor of behavior. He is also recognized for establishing the field of verbal psychotherapy.

Gradually, his interest in hypnotism grew and he started researching on how it can be used to treat mental disorders. He later developed "the talking cure" which was based on dream analysis. These were the principal components of psychoanalysis. Freud also researched about conversion syndrome which was called hysteria back then.

Freud's ideas have a significant place in works of literature and general culture. However, there was considerable debate around them as scientific and medical treatises.

Freud contributed significantly in two important aspects the human mind and human behavior. He also developed a clinical technique which was aimed at helping unhappy people. One of the most important contribution of Freud is his conception of the unconscious. In his theory he suggested that awareness was present in various layers. There were many thoughts that occurred below the surface.

He called dreams "the royal road to unconscious" and explained that they offer the best examples of unconscious life. In his work The Interpretation of Dreams, Freud not only argued that about the existence of the unconscious, but also conceived a way for accessing it.

Though experimental psychologists do not support Freud's views, the clinical psychologists engaged in treating mental illness relate to Freudian psychoanalysis. The psychodynamic model has emerged which is a variation of psychodynamic models and therapies. Though other clinical psychologists reject Freud's model of mind, have borrowed some aspects of therapeutic method an important one being using patient's talking for therapeutic purpose.

ACTIVITY 6.2

6.2.1. Id, Ego or Superego

The following are all examples of behaviors that represent characteristics of the Id, Ego or Superego. Label each one accordingly.

- A toddler throwing a tantrum and not stopping until it gets what it wants.
- Finding £5.00 on the canteen floor and handing it in to the cashier.
- A baby crying until it is fed.
- Really wanting to eat a bar of chocolate but knowing you can't as it will spoil dinner.
- Not cheating on a test because you know it's wrong.
- Asking your parents first if you can take chocolate from the cupboards rather than just helping yourself because you know they would be angry

6.2.2. The following examples can be explained by which theory?

1. Obsessive hand washing could be linked to a trauma in childhood that now causes this behavior
2. The individual is encouraged not look past his or her flaws as he or she works toward a more satisfied, more complete life
3. Instead of a medicine- or research-centered approach to therapy, this approach encourages an approach that focuses on the individual person, and their individual needs and wants
4. Nail-biting may be caused by an anxiety inducing childhood event

6.2.3. Fill in the Blanks (Choose from the options)

1. The ego or reality principle tries to balance the irrational ..... of the Id and the real world.
2. The Id is the ..... and instinctive part of the personality.
3. The ego has no sense of right or ..... and so the Superego develops.

Demands	Wrong	Impulsive	
Satisfaction	Right	Solutions	Guilt

6.2.4. Use Adjectives to Describe the Following Traits

Openness	
Conscientiousness	
Extraversion	
Agreeableness	
Neuroticism	

CHAPTER SUMMARY

The psychoanalytic theory was propounded by Sigmund Freud. According to the theory, the behavior is shaped by three traits of personality namely the id, ego and superego. It explains the conflicts, which are mostly unconscious, among these three traits has an impact on personality.

Freud emphasizes that personality develops during childhood. The five psychosexual stages of development influences personality development. Freud's theory has been subject to criticism because of its narrow focus and lack of scientific basis.

Psychologists have been carrying out extensive studies to determine the basic personality traits. Most of the concur on the five factors identified in the Big Five Theory of Personality. In 1985 Costa and McCrae propounded this theory which explains the five super traits which is denoted by the acronym OCEAN. It refers to openness to experience, conscientiousness, extraversion, agreeableness, neuroticism

This theory has been criticized due to its data driven approach and limitations. The Humanist theory of Carl Roger focusses on how self-actualizing tendencies shape human personality. According to this theory, humans are constantly responding to stimuli with their subjective reality, which keeps changing. The self-concept gradually develops based on the feedback from this field of reality. Positive regard is an important factor in the development of self-concept. Unconditional positive regard refers to a setting which does not possess preconceived notions of value. On the other hand, conditional regard comprises of conditions which has to be achieved in order to be successful.

The conditional status of positive regard shapes an ideal self and real self. The extent to which the real self of a person is aligned with the ideal self is called congruity. Rogers emphasized on the fact that a fully functional person is capable of achieving "the good life". This refers to the state where one continuously strives to fulfill their potential and allow their experiences to shape their personalities.

Rogers' theory lacked empirical reason, one of the reasons why it was criticized.

MULTIPLE CHOICE QUESTIONS

1. **Who developed the Psychodynamic Perspectives of Personality**
   a. Sigmund Freud
   b. Abraham Maslow
   c. Carl Rogers
   d. McCrae
2. **Which is not a trait mentioned in Big Five Theory of Personality?**
   a. Conscientiousness
   b. Neuroticism
   c. Introversion
   d. Openness
3. **Which is the most primitive structure of human mind**
   a. Id
   b. Superego
   c. Ego
4. **What does the word persona mean?**
   a. Individual
   b. Image
   c. Mask
   d. Character
5. **Which theory describes good life?**
   a. Humanist Theory
   b. Social conditioning theory
   c. Psychodynamic theory
   d. The big-five theory

REVIEW QUESTIONS

1. What are the psychosexual stages of development described by Freud?
2. What are the criticisms of the Big Five Theory of Personality?
3. What are the criticisms of the Humanistic theory of Rogers?
4. What is the meaning of unconditional positive regard?
5. What does openness to experience mean as per the five-factor model?

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CHAPTER 7

PSYCHOLOGICAL DISORDERS: MEANING AND TREATMENT

LEARNING OBJECTIVES

Following the completion of this chapter the reader should be able to:

- Explain the meaning of psychological disorder
- Mention the different types of Psychological Disorders
- Understand the different perspective of psychological disorders
- Describe the different types of psychological disorders
- Understand the barriers to mental health care in psychology

7.1. INTRODUCTION TO PSYCHOLOGICAL DISORDERS

One of the biggest challenges of any mental health professional is to decide on the appropriate word that is used to refer a "disorder." The other questions that would be initially associated with a psychological disorder is it to determine whether there is something that is psychologically wrong or unhealthy about a person and on how to decide on a procedure regarding something that is normal or abnormal about that person.

It is challenging to define a disorder because if there is someone who would define as something that is out of a particular statistical norm then these people would be considered exceptionally talented or gifted in that particular area as they would be regarded as extremely abnormal people.

Personal distress is an aversive, self-focused emotional reaction (e.g., anxiety, worry, discomfort) to the apprehension or comprehension of another›s emotional state or condition.

Therefore, the new researchers or psychologists largely concentrate on the outcome of the behavior rather than speaking about the behavior. This indicates that those behaviors which are considered as maladaptive and might cause significant **personal distress** and have an impact on the daily functioning of life are mostly called as disorders.

In the recent times several psychologists and mental health professionals would define that psychological disorders are mostly characterized by some personal distress and impairment that would occur in several areas of life.

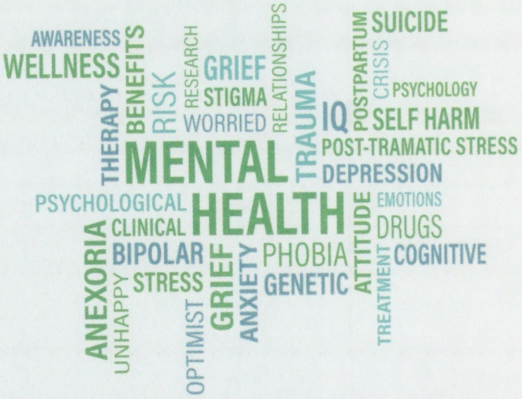


Figure 7.1: Different Types of Psychological Disorders.

Source: Image by Wikimedia

7.1.1. What is a Psychological Disorder?

The term psychological disorder is most often used interchangeably with the terms such as mental disorder, psychiatric disorder or mental illness. Though, there are a number of terms that are used to mention the psychological disorder, the official term for a psychological disorder , as defined by the recent edition of American Psychiatric Association's diagnostic manual (DSM-5) is as follows:

"...a syndrome characterized by a clinically significant disturbance in an individual's cognitive, emotion regulation, or behavior that reflects a dysfunction in the psychological, biological, or developmental process underlying mental functioning. Mental disorders are usually associated with significant distress in social, occupational, or other important activities."

It was identified by DSM-5 that some common results of actions that have occurred because of some mis happenings such as a death of the loved one in the family and several similar aspects would not be considered as mental disorders.

There is a diagnostic manual to identify the psychological disorders and this manual suggests that some behaviors that are generally considered as the behaviors that are outside the social norms of the society may not always be considered as disorder but only those odd acts that are a result of some dysfunction are classified as Psychological Disorders.

The nature of psychological disorder causes of the psychological disorders and the diagnosis of the psychological disorders are the major aspect of concern for several mental health providers and the mental health clients.

The manual of psychological disorders was published by the Diagnostic and Statistical Manual for Mental disorder, which is majorly published by the American Psychiatric association and this manual would facilitate the psychologists to determine the set of symptoms, behaviors and other criteria that are used in the classification of a mental health disorder. There is another manual that is published by the World Health Organization which is called as the International Classification of Diseases is frequently used to diagnose a **mental disorder** .

Mental disorder is a behavioral or mental pattern that causes significant distress or impairment of personal functioning.



Tip

Stress is retrogressive, avoid stress and create a positive environment that would contribute to your own progress and your classmates

PROGRESS CHECK QUESTIONS 1

a. What is a Psychological Disorder?
b. State one challenge in defining a psychological Disorder

7.1.2. Importance of a Diagnosis

There are some people who might have a psychological disorder, but they would avoid seeking help because of the social **stigma**, fear about their social image and other factors that might hinder them to seek professional help. The process of getting help could from a professional and diagnosing the mental disorder could be an important aspect of an effective treatment plan.

It has important to understand that diagnosis is not about labelling a problem, but it is an important aspect of discovering solutions to a problem, designing treatment plans, and getting information about the other aspects related to the medical problem.

7.2. DIFFERENT PERSPECTIVES IN PSYCHOLOGICAL DISORDERS

The manual of psychological disorders that describes about the various psychological disorders classifies the existing psychological disorders into different categories. The different types of mental disorders are broadly classified into the following categories:

- Feeding and Eating Disorders
- Mood Disorders
- Somatic Symptoms and associated disorders
- Sleep-Wake disorders
- Anxiety Disorders
- Personality Disorders

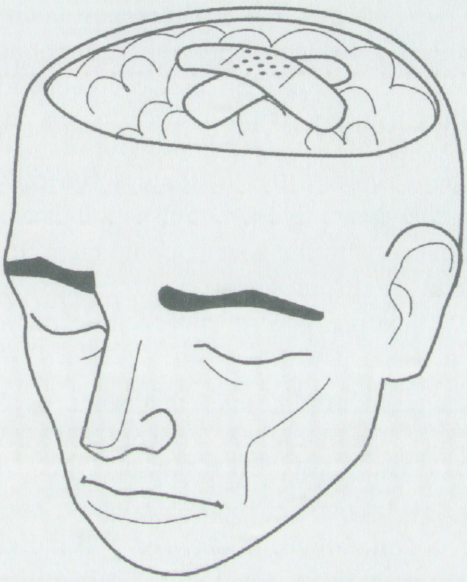


Figure 7.2: Illustration of Anxiety and Depression in an Individual.

Source: Image by NeedPix

Stigma is when someone views you in a negative way because you have a distinguishing characteristic or personal trait that›s thought to be, or actually is, a disadvantage (a negative stereotype).

The researchers and psychologists who are continuously working in the field of psychology might adapt various perspectives in trying to understand and explain the causes of the psychological disorder. There may be several underlying mechanisms that might contribute to the development of a psychological disorder .

The perspective that would be used to explain the psychological disorder might be extremely important as it would comprise of detailed explanations related to the psychological disorder , help suggest the best methods to study the disorder and understand several therapies and treatment that are important in studying a disorder. If there are different perspectives to study psychology, then that would give us different methods to think and understand about the nature of the psychopathology. The different perspectives of **psychopathology** are:

Psychopathology refers to the study of mental disorders in terms of their causes, development, course, classification, and treatment.

7.2.1. Biological Perspectives of Psychological Disorders

The biological perspectives related to psychological disorders would provide insights about the psychological disorders

that are linked to biological phenomenon such as genetic factors, chemical imbalances and other brain abnormalities that have gained great attention and acceptance in the recent times (Wyatt & Midkiff, 2006).

Schizophrenia is a chronic and severe mental disorder that affects how a person thinks, feels, and behaves.

The evidence from different sources generally indicate that there are a great number of psychological disorders that are associated with the genetic component. In addition, there are a lot of disputes that suggest that a variety of psychological disorders are mostly because of the genetic factors.

For instance, research states that some psychological conditions like schizophrenia are known to be associated with genes and if a relative has schizophrenia then the chances of a person developing schizophrenia would be high. The closer the genetic relationship between two individuals the higher are the chances of developing **schizophrenia**.

Some of the recent research studies have prompted several researchers to further probe and study the impact of specific genes and genetic mutations that might contribute to the mental disorders. There are some recent technologies that have helped researchers to identify and diagnose several abnormalities in the brain.

For instance, the latest technology of sophisticated neural imaging technology would help in directly identifying the role of various disorders and increased the existing awareness among people about their knowledge regarding neurotransmitters and hormones which might have possible connections with these psychological disorders. The biological perspective of psychological disorders is becoming more prevalent in the study of various psychological disorders.

PROGRESS CHECK QUESTIONS 2

a. State the importance of diagnosis of a psychological disorder
b. Mention any two types of psychological disorders
c. Describe the Psychological Perspectives of psychological disorders
d. State the relationship between attention and perception

7.2.2. Psychological Perspectives of Psychological Disorders



Tip

A healthy diet, adequate rest and regular physical activity play a key role in keeping stress at bay.

Though there are a number of advances and changes in the science and technology with respect to the psychological disorders it is important for people to understand that along with the scientific and biological perspective the psychosocial perspective is extremely important in understanding psychological disorders.

The psychosocial perspective of psychological disorder largely emphasizes on the importance of learning, stress, faulty and self-defeating thinking patterns and environmental factors that would have an influence on the psychological disorders.

The best perspective to understand psychological disorders would be to realize that the psychological disorders are largely originating as a combination of biological and psychological processes. There are a number of psychological disorders that have originated not just because of a single cause but are a result of single fusion between few biological factors and some psychosocial factors.

7.2.3. Diathesis-Stress Model

The diathesis-stress model is known to combine few biological and psychosocial factors that would help in predicting the likelihood of a disorder. The diathesis-stress model suggests that people with an underlying vulnerability to a disorder are more likely to develop a disorder when they are exposed to certain psychological events such as stress (such as ill-treatment during childhood, negative life events, trauma and others) or some adverse environmental conditions, when compared to those people who do not have a underlying predisposition to a disorder.

A diathesis may not always refer to a biological vulnerability to a particular illness, but the diathesis may also be psychological which refers to a tendency to think about life events in a pessimistic and self-defeating way.

One of the important assumptions to the diathesis-stress model is that the two factors (stress and diathesis) are especially important for the development of the disorder.

There are several important models that would explore the relationship between two factors, and these are the stress that is needed to produce the disorder which is inversely proportional to the level of diathesis.

ACTIVITY 7.1

7.1.1. What do you Know about Mental Health?

Form a group along with your friends or classmates and write down the "Definition of mental health" and your thoughts about the psychological disorders. Discuss about the various types of mental disorders that you have heard or seen in people around you.

7.1.2. Conduct a Short Survey

Try to find out if your friends, family, or any of your classmates have been recently diagnosed with a mental disorder (only if they are willing to share). Be empathetic and polite when you ask the question. For example, you could ask about the symptoms they have experienced and reactions of the family members to the person and treatment that the person has received.

7.1.3. Mental Health is not a Barrier

Do you know that there are many famous personalities who thrived despite mental health issues? Each of you have to choose a role model and share with the class how he or she was able to deal with their struggles and succeeded in not letting them act as a barrier to their success.

7.3. TREATING PSYCHOLOGICAL DISORDERS

Mental illness which is often called as the psychological disorders are a complex issue and the methodology to successfully treat these mental disorders generally involves combination of multiple therapies .There are several psychological disorders which have biological components that can be totally treated with the help of medication and other cognitive components which would respond well to psychotherapy or other types of socioeconomic components which might comprise of social welfare support(specialized housing or income assistance).

There are a wide range of psychological disorders which can be treated efficiently only when there is access to services that would be able to treat multiple facets of a psychological disorder . The different types of therapies that are used in the treatment of psychological disorders are mentioned below:

- Psychotherapy
- Pharmacotherapy
- Assertive Community Treatment

7.3.1. Psychotherapy

There are multiple types of psychotherapy that were derived from a wide range of theories related to psychological disorder. Though, there are different types of psychotherapy, the common aspect to all these is the mental health counselling which is an important aspect of treatment of psychological disorders.

The psychotherapy refers to the counselling that is provided to the patients either individually or in groups by a professional psychotherapist. There are different types of psychotherapy and one of the important types of psychotherapy which is widely used in the treatment of the psychological disorders is the cognitive behavioural therapy (CBT) . Cognitive behavioural therapy combines the concepts of cognitive therapy and behavioural therapy.

Cognitive therapy refers to the process by which the thoughts of a person influence the mood and behavior of a person and behavioural therapy largely focuses on the individual actions of the person. A combination of these two concepts of cognitive therapy focuses on heling the patients to identify and modify the maladaptive patterns of thinking and behavior in a person.

Cognitive behavior therapy aims at identifying the negative and unproductive thinking that is present in a person and enables the patients to develop positive and constructive ways of thinking which can reduce the symptoms of psychological disorders in a patient.

Cognitive behavior therapy would help patients to manage their disorders and would help them to cope with their daily stresses or prevent a relapse of symptoms. Cognitive behavioural therapy can be either used alone or in combination with a few medicines to treat a variety of psychological disorders such as **depression**, substance abuse disorders, schizophrenia, anxiety disorders and several others.

Depression is a common mental health problem that involves a low mood and a loss of interest in activities.

7.3.2. Pharmacotherapy

The use of a variety of some psychiatric medication to remove or decrease the severity of a psychological disorder or the symptoms of the psychological disorder with an objective to improve the patient functioning and quality of life of the patient is called as Pharmacotherapy.

There are a wide range of antipsychotic drugs such as risperidone, aripiprazole and clozapine which are widely used for the treatment of certain psychotic disorders such as schizophrenia.

In treatment of medical conditions such as depression there are several psychiatrics who prescribe some antidepressants that would regulate the neurotransmitters in the brain such as norepinephrine, dopamine, and serotonin.

Some examples of the commonly used antidepressants are serotonin reuptake inhibitors (SSRIS), such as fluoxetine and sertraline. There are other drugs called as the mood stabilizers which are used in the treatment if certain

psychological conditions such as bipolar disorders. These mood stabilizers are used along with other drugs such as antipsychotics and antidepressants. Some of the commonly used mood stabilizers are lithium and anticonvulsants which include carbamazepine, lamotrigine and oxcarbazepine.

There are multiple medicines that are used in the treatment of many psychological disorders and there are patients who would consult their psychiatrists to find the appropriate medicines that would fit into their daily regimen and would be appropriate for their needs.

7.3.3. Assertive Community Treatment

Assertive community Treatment (ACT) is a model to deliver appropriate mental health services that would provide comprehensive and personalized services to the community. The programs that are planned by the ACT are known to provide patients with psychological disorders with the required treatment, rehabilitation and other support services that would enhance their capability of living independently.

The services by assertive community treatment would comprise of delivery of medicines, individual therapy, substance abuse therapy, rehabilitative services, supported housing and transportation, crisis and hospital services and skill teaching to family members.

The programs by Assertive community treatment are largely designed for those people who have serious psychological disorders and have a trouble living interpedently in the society.

PROGRESS CHECK QUESTIONS 3

a. What is assertive community treatment?
b. What is the most important aspect of psychotherapy?
c. Mention the three types of treatment in psychological disorders

ACTIVITY 7.2

7.2.1. Go on a Field Trip

Go on a field trip along with your classmates or friends to a mental health clinic in your area and interact with the staff to understand the demographics of the population served by the clinic and the influence of culture on the patients who visit the clinic.

7.2.2. Meet a Health Care Professional

Meet the health care profession in the clinic and ask them regarding the views of the persons, psychological aspects and role of culture influence the psychological disorders. Discuss the recent treatment methodologies that have arisen in the recent times and make a note of novel treatment procedures.

7.2.3. Use the Internet

Use internet to find out the recent advances in the treatment of psychological disorders and name at least three latest techniques in the treatment of these disorders.

7.4. BARRIERS TO MENTAL HEALTH CARE

Psychological disorders are complex in nature because of which their treatment would need regular access to psychiatrists and a wide range of support services. However, a major drawback is that a number of psychiatrists are either not available or underutilized in a number of developing countries which makes the access to the health care difficult.

Treatment gap refers to the percentage of individuals who would need mental healthcare but would not receive treatment and the treatment gap in developed countries

is comparatively lower when compared to the developing countries. The major reason for this treatment gap is the presence of a wide a range of barriers in mental health care which are mentioned below:

- limited availability and affordability of mental health care services,
- insufficient mental health care policies,
- lack of education about mental illness and,
- stigma.

7.4.1. Limited Availability of Medication and Health Professionals

One of the major concerns in the treatment of the psychological disorders in developing countries is the unavailability of essential medicines which majorly restricts the access to several psychological disorders. The report by World Health Organization (WHO) states that there are nearly 20% of the countries that do not have at least one common antidepressant, one antiepileptic medication, one **antipsychotic** medication that is available in the primary health care centres.

Antipsychotic is also known as neuroleptics or major tranquilizers, are a class of medication primarily used to manage psychosis (including delusions, hallucinations, paranoia or disordered thought), principally in schizophrenia and bipolar disorder.

The problems of lack of proper medication is coupled by the lack of trained and skilled mental health care professionals in underdeveloped and developing countries. The resources are extremely less for children and adolescents, as a report by WHO states that a majority of the economically underdeveloped and developed countries that these countries have only one child psychiatrist for every one to four million people in 2005.

The concept of community based mental healthcare is extremely less in low-income countries as nearly 52% of the lower income countries would offer community based mental health care programs when compared to high income group countries which have 97% community based mental health care programs.

7.4.2. Limited Affordability

The second constraint to the treatment of the psychological disorders in the affordability of the psychiatric treatment. Psychiatric treatment is known to extremely expensive because of limited availability of trained psychiatrists and medication which poses major financial barriers to the patient care.

Medical insurance is an important aspect in several countries as it covers the finances related to the treatment of medical ailments. However, the treatment to psychological disorders is not covered by insurance policies in several countries which would make the health care unaffordable to several people.

The reports from the World Health Organisation(WHO) state that people from nearly 26% of the countries do not provide disability funds or benefits to those people with psychological disorders and the statistics indicate that nearly one third of the world's population lives in countries that allocate nearly 1% of their health budget to mental health. In addition, research indicates that nearly 32% of the countries approximately do not have a budget allocated for mental health.

7.4.3. Policy Limitations

The research by World Health Organisation states that there is a lack of comprehensive mental health policies across the globe which are important for implementing and coordinating various mental health care services. The lack of proper policies is the major barrier for the public access to mental health care.

The statistics and research studies indicate that nearly one third of all the countries and nearly half of the African nations do not have a comprehensive mental health care policy or plan which is a major limitation in dealing with psychological disorders.

There are only a few countries which have proper mental health care policies and among these countries nearly 39% of the countries have not revised their policies since 1990 and

these countries do not address the recent developments in mental health care. In addition, nearly 22% of the countries do not have a legal procedure or laws that would offer human and civil rights to people with psychological disorders.

In several developing and under developing countries the localization of the mental health care in large cities has been recognized as a major barrier to provide mental health care to the entire population in the country and geographical decentralization has been recommended to enhance the accessibility to the mental health care in non-urban communities.



Tip

Appreciation is the best gift for the progress of the individual, so find the good in your peers and appreciate it.

7.4.4. Lack of Education

Lack of education to a number of people who are living in developing and developed countries is one of the major barriers to treatment of psychological problems. Lack of education and awareness about psychological disorders would hinder individuals from recognizing mental illness and seek treatment. The lack of awareness and understanding of psychological disorders would impair the family's abilities to provide the adequate care to their mentally ill relatives.

The research and studies conducted in different countries revealed that a number of people amongst those who had a serious mental illness, very few had received stable treatment which is a point of concern. A majority of the individuals were not treated because these people did not seek medical help as they believed that they did not have any medical condition that might require treatment.

However, the people who recognized that they need treatment but didn't seek help because of situational barriers, financial barriers and some of them opted out of the treatment because they did not find the treatment effective. Some people would not seek medical help for their psychological disorder because they believed they could resolve their problem on their own. This indicates that the lack of education and awareness about the nature of psychological disorders in one of the biggest barriers for the treatment of psychological disorders.

7.5.5. Stigma

There are several studies that have identified that the stigma which is associated with mental illness would play an important role in treating patients from seeking and adhering to the treatments.

People who are suffering from many types of mental illness might not be interested in getting labels that would relate them to any sort of social exclusion.

Psychological disorders mostly occur because of several factors which are a result of several complex interactions that occur between many genetic and environmental factors. There are several risk factors that are associated with the mental illness and the different factors that would contribute to several psychological disorders.



CASE STUDY: MENTAL HEALTHCARE IMPROVING PSYCHOLOGICAL DISORDERS

Before Bridge Street, J had spent years of feeling unable to leave his house. As he had already developed a trusting relationship with his OT (occupational therapist), she encouraged him to apply for Bridge Street. She helped J gain the confidence he needed to leave his home and move here. He arrived with a positive attitude and hope for the future.

J worked hard with staff and his care team right from the start and quickly became friends with other tenants, ensuring a good social network was developed within Bridge Street. Slowly, with effort and patience, J felt more and more confident achieving tasks alone, including travelling alone on public transport and developing a healthier lifestyle. When J felt he was ready, he took the big step to sign up to Slimming World. This was in August last year, and 13 months later, he had lost 12 stone.

He was upset not to have achieved 12 stone in 12 months but it shows how much he has improved in his mental health and confidence, that he was able to shrug it off and plough onto achieve his goal a month later. During his time at Bridge Street, J became the one tenant all the other tenants trusted and respected. He was the one tenant all the other tenants felt they could go to when they were feeling low and unable to talk staff. He was the tenant whom staff asked to speak to potential employees and tenants. He helped them feel at ease and answered their questions knowledgably and honestly.

Therefore, it was no surprise that J was asked by the project manager to come back to Bridge Street as a volunteer Project Rep, continuing on in a role he had made his own over the last year. J's long term goal is to feel one day able to work as a Mental Health Support Worker. All the staff at Bridge Street feel he would bring a lot to the role. Not only his confidence, empathy, and honesty, but his own experience with his mental health recovery will enable him to give so much more to the role.

Here are some words from J, his family and Michelle, our manager on J and his experience at Bridge Street.

Michelle – 'The single words I would use to describe J are blossomed, determined and inspiring He has changed through sheer determination and blossomed beyond all recognition and because of this is an inspiration to all who know him.' J's Aunt Linda – 'Bridge Street has given J a new lease of life, before staying there he didn't even go out. Now he leads a perfectly normal life.

This is all down to the staff at Bridge Street.' J's Mum - 'Bridge Street has been marvelous in helping J to become a more confident and independent person. We are so grateful for their time and support.' J – 'Bridge Street was an amazing environment for me because I never felt judged by anyone.

Even though it is a mental health project, the atmosphere at project was that of a very human environment. I always felt astonished that I was mixing with a bunch of people, staff, as well as tenants, all of whom were a group of different characters that always intrigued me.

The place touched my heart and I saw a human side to myself through Bridge Street because I saw the human side of people's problems. I thought to myself a lot during my time at Bridge Street that I am capable of succeeding in life because of the support I received.

Quite some years ago before I became ill, a big part of me and my confidence was helping others. I wanted a career/job where I could help others and get job satisfaction. When I worked as project rep, I felt my confidence growing because I was feeling satisfied with how I was helping others in some way, if only small. I do feel I re-gained my confidence at Bridge Street because I was re-gaining my own personality again. I was succeeding in within myself which I had not felt for a long, long time.

ACTIVITY 7.3

7.3.1. Critical Thinking Question

Why do you think that the psychological disorders are explained based on perspectives, think and note down significant points?

7.3.2. Personal Application Question

There are some people who believe that psychological disorders occur because of supernatural causes. Think of an event from the recent happening or history in which people have provided supernatural explanation. Describe your take on supernatural forces.

7.3.3. Conduct a Survey

Visit your neighbourhood and try to identify the number of psychiatrists or mental health professional who are present in the area. Do you think that there are barriers to mental health care in your regions?

7.3.4 Discussion

Do you know the word stigma? Conduct a discussion among your friends regarding stigma, stereotyping and discrimination. Note down important points from the discussion.

7.5. FACTORS THAT INFLUENCE THE PSYCHOLOGICAL DISORDERS

7.5.1. Biological Factors

Different biological and personal factors that would have an impact on the health of the patient with psychological disorders such as are genetics, pathogens, injuries, problems during gestation or birth, substance abuse, cognitive style, and others.

7.5.2. Environmental Factors

Some important environmental factors that would contribute to the psychological disorders of a person could be poor nutrition, exposure to toxins, **chronic stress** , stressful life events, culture, abuse, poverty, war, and similar other reasons.

Chronic stress is the response to emotional pressure suffered for a prolonged period of time in which an individual perceives they have little or no control.

7.5.3. Gene- Environment Interactions: Schizophrenia and Depression

The different factors that are explained above would not individually contribute to the development of psychological disorders, but these disorders are a result of interaction between the genes and environment.

The gene-environment interactions would explain the process by which few **gene** variants change along with the effects of the environmental factors. The environmental factors are known to cause some chemical modifications in the gene expression called the epigenetic changes which makes it extremely difficult to differentiated between environment factors and genetic factors.

This has triggered the interest of psychiatrists in epigenetics and there is a lot of psychiatric research which focuses on the environmental factors that would cause changes in biochemical mechanisms and gene expression and the mechanism by which these changes would trigger psychological disorders.

The studies and research have stated the various studies that would illustrate the complex nature of the gene by environment interactions by providing a sample of research on the causes of schizophrenia and depression. There are two important mental health conditions that are identified as extremely important by the World Health Organization and they are Schizophrenia and Depression. The gene environment interaction in these two medical health conditions has been explained.

Gene is the basic physical and functional unit of heredity.

Schizophrenia

Schizophrenia is known to be believed as the strong genetic component and there were twin studies conducted on Schizophrenia which indicate that the concordance rate of schizophrenia is 45 to 60% in monozygotic twins and when compared to dizygotic twins it is 10 to 15% for dizygotic twins. Concordance rate refers to the probability of one twin to get the disorder when the other twin gets the disorder.

There are a number of studies that are being conducted on schizophrenia which indicate that the environmental factors affect schizophrenia.



Figure 7.3: Illustration of Schizophrenia and Depression.

Source: Image by Needpix

A classical study that was conducted by Dutch Hunger Winter found that the exposure to the famine in early pregnancy was associated with a significant increase in schizophrenia and risk is almost equal for both male and female offspring.

Because, the study was retrospective in nature the researchers could not determine the exact variables that are associated with the famine (such as nutrient deficiencies, generalized stress, infection, ingestion of toxic substances or a combination of these factors) that are associated with an increase in the risk of psychosis. The determination of the contribution of the environmental factors for the onset of schizophrenia is further complicated by the interactions between the genetic and environmental variables.

Depression

The studies indicate that the genetic contribution to depressive disorders is identified to be approximately 30 to 40% approximately. Though, there are a variety of environmental characteristics that have been identified as the risk factors for the depression, there are a number of child hold stressors such as childhood physical or sexual abuse, parental neglect and loss of a parent are known to play an important role in increasing the probability of developing depression in later stages of life.

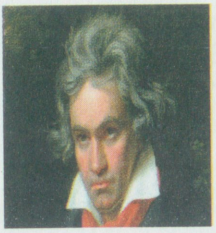
Serotonin transporter is a protein critical to the regulation of serotonin function in the brain, because it terminates the action of serotonin in the synapse via reuptake.

The impact of these early life stressors is known to influences by a wide range of genes among which 5-HTTLPR gene which is important for the **serotonin transporter** functioning is known to have received a lot of attention in psychological disorders.

In 2003 Caspie et al. have found a short version of the genes which is related with the reduction in serotonin transported function and is known to increase the risk of developing depressive symptoms and suicidality because of exposure to certain stressful life events and maltreatment during childhood. In addition to these there are a different gene that would influence the interaction of the genes with the environment.

PROGRESS CHECK QUESTIONS 4

a. What are the barriers of mental health care?
b. Mention biological factors that influence psychological disorders
c. What are gene environmental interactions, and do they influence psychological disorders?



ROLE MODEL

LUDWIG VAN BEETHOVEN: A GREAT COMPOSER AND PIANIST

Ludwig van Beethoven is a famous German Composer who was born in 1770.He is famous across the for composing Symphony 5 which is known to be a beloved classic. A majority of masterpieces that were composed by Beethoven were when he was deaf.

He was famous German pianist and composer during his times and is considered as the greatest musical geniuses of all times. These compositions of Beethoven were innovative and were a combination of vocals and instruments which would widen the scope of sonata, symphony, concerto, and quartet. He was an important transitional figure who had connected the classical and romantic ages of Western Music.

Beethoven's personal life was marked by a struggle against deafness, and some of his most important works were composed during the last 10 years of his life, when he was quite unable to hear. He died at the age of 56.

Beethoven's personal life had a number of struggles against deafness and other health ailments. Beethoven died in 1827 because of liver failure and was self-medicating his health problem with alcohol for several decades.

Sadly, a majority of the health problems he was suffering from could be managed easy with today's medications even the serious case of bipolar disorder. During the early part of 1813 it was observed that Beethoven was going through a depressive period because of which he stopped caring about his appearance and would fly int rages during dinner parties. He also stopped composing during this period.

CHAPTER SUMMARY

Psychopathology is known to be an extremely complex aspect that would involve a plethora of various theories and perspectives. Psychological disorders were initially viewed from a supernatural perspective from times immemorial and they were believed to have risen from the divine forces or from the possession of spirits. There are several cultures that would still continue to hold the supernatural belief that the psychological disorders have largely arisen from the supernatural theories.

However, the advances in science and technology have changed the way psychological disorders are being viewed as there are a number of people who are researching on the psychological disorders and there are some theories that support that the psychological disorders are largely arising because of altered biological processes. The advances in science and technology have played an important role in understanding the role of genetic, neurological, hormonal and biochemical bases of psychopathology.

Apart from the biological perspective there is another perspective to study psychology which the psychological perspective. The psychological perspective of psychology largely emphasizes on the importance of certain psychological factors such as stress and thoughts on the psychological factors. There are some environmental factors that emphasize on the various types of psychological disorders. There is an alternative approach that is being used to visualize psychological disorders which is the mixture of various biological and psychosocial factors that might lead to psychological disorders. There is a stress model called as the diathesis-stress model which suggests that people would have an underlying diathesis or vulnerability have a higher chances of developing a psychological disorder when compared to those who do not have an underlying diathesis to develop the disorder especially when subjected to some stressful events.

MULTIPLE CHOICE QUESTIONS

1. **According to the diathesis-stress model psychopathology arises because of the following reasons:**
   a. vulnerability and adverse experiences
   b. biochemical factors
   c. chemical imbalances and structural abnormalities in the brain
   d. adverse childhood experiences
2. **Dr. Alexa has a belief that a majority of the depressive disorders are mostly caused by an over-secretion of cortisol. This type of view on the cause of major depressive disorder reflects a _____ type of disorder.**
   a. psychological
   b. supernatural
   c. biological
   d. diathesis-stress
3. **Which of the following is a method of treatment of psychological disorders?**
   a. Psychotherapy
   b. Pharmacotherapy
   c. Assertive community treatment
   d. All of the above
4. **Which of the following is an important type of psychotherapy?**
   a. Cognitive behavioral therapy
   b. Intellectual behavioral therapy
   c. Psychological therapy
   d. Pharmacotherapy
5. **Which of the following is a barrier to Mental Health Care?**
   a. Limited affordability
   b. Lack of education
   c. both
   d. none

REVIEW QUESTIONS

1. What is a psychological disorder?

2. Mention the different types of Mental disorders
3. Explain the treatment of psychological disorders
4. What are the barriers to mental health care?
5. Write the factors that influence psychological disorders?
6. Describe how gene environment interactions impact psychological disorders

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CHAPTER 8

LIFE SKILLS AND ACADEMIC SKILLS

LEARNING OBJECTIVES

Following the completion of this chapter the reader should be able to:

- Understand different life skills like decision making, problem solving, creative thinking, critical thinking
- Identify the goals of life skills
- Learn about academic skills like time management, effective note taking, test-taking skills, goal setting and dealing with test anxiety

8.1. INTRODUCTION

The life skills refer to those skills which help people exhibit a positive behavior and deal with problems in life. Individuals especially students have to imbibe these skills to succeed in their academic performance as well as all aspects in life.

Academic skills refer to study approaches or strategies which a student has to apply in learning to excel in their studies. It includes various skills like **time management** , test-taking skills, dealing with anxiety.

8.2. LIFE SKILLS-DEFINITION

Time management is the process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency, and productivity.

Life skills are the abilities the basic abilities of the human beings to exhibit an adaptive and positive behavior in human beings that would enable the individuals to cope effectively with the demands and challenges of everyday life. These life skills are broadly categorized into three types and they are as follows:

- Cognitive Skills: Cognitive skills refer to the analysis and use of information
- Personal Skills: Personal skills refer to the development of the personal agency and managing oneself.
- Interpersonal skills: Interpersonal skills refer to the skills that are needed for effectively communicating and interacting with one another.

8.2.1. LIFE SKILLS EDUCATION

This is an organized program of needs and outcomes that are based on participatory learning and the aim at improving the positive and adaptive behavior in individuals. This is achieved by assisting individuals to develop and practice different types of psychosocial skills which would reduce the risk factors and maximize the protective factors.

The life skills education programs are generally theory and evidence-based programs which are generally learner focused and deliver by competent facilitator and are

stringently evaluated to ensure a continuous improvement of documented results.

There a number of life skills and the nature and definition of the life skills might differ across various culture and setting. The research and analysis in the field of life skills reveals that there are a core set of skills are the core programs for the skill-based initiatives and enable the promotion of health and well-being in children and adolescents.

PROGRESS CHECK QUESTIONS 1

a. What are Life Skills?
b. Mention the different types of Life Skills

8.3. DIFFERENT TYPES OF LIFE SKILLS

Some of the important life skills are mentioned below and they are:

- Decision Making
- Problem Solving
- Creative Thinking
- Critical Thinking
- Effective Communication
- Coping with emotion
- Coping with stress

8.3.1. Decision Making

Decision Making is an important life skill as it helps us deal constructively with the various decision in our lives and this would have a number of consequences for the health of young people. When the younger generation actively participate in decision making then the stress would be less on individuals and would help in improving the mental health of these people.

Decision making refers to the process of making decisions by evaluating different option and analyses the consequences these decisions might have.

8.3.2. Problem Solving Skills

Problem solving skills would facilitate individuals to deal effectively with the various problems that are present in our lives. when there are some problems which are left unresolved then there may be some amount of mental stress that would be caused by these problems and this would be accompanied by some physical strain.

8.3.3. Creative Thinking Skills

Life skills are abilities for adaptive and positive behavior that enable humans to deal effectively with the demands and challenges of life.

When the creative thinking skills of an individual are increased then it would improve both the decision making and problem solving skills which would facilitate individuals to explore the different alternatives and different consequences of our actions. These are essential **life skills** that would facilitate a human being to look beyond their direct experience

8.3.4. Critical Thinking skills

Critical thinking enables the individuals to analyses information and experience in a sort of objective manner. Critical thinking is an important life skill that would help an individual to recognize and evaluate the factors that would influence the attitudes and behavior of individual.

8.3.5. Effective Communication

Effective communication refers to the ability to effectively communicate with the people who are present around us.

This comprises of both verbal and non-verbal communication in an adult. The communication of the individual is largely influenced by the culture and country where the individual belongs to.

8.3.6. Coping with Emotion

Coping with emotions refers to the ability of an individual to cope with their emotion which would indirectly influence their behavior. An individual must develop the ability to handle their emotions appropriately and respond to emotions accordingly. Intense emotion such as anger or sour would have a negative impact on the health of the individual.

8.3.7. Coping with Stress

Coping with stress refers to the ability of the individual in recognizing the various sources so stress in our lives and recognizes the impact of this stress in everyday lives of an individual. The mechanism of coping with stress deals with developing effective mechanism to dealt with stress.

This refers to the skills that are needed to reduce the stress that is present around us and would focus on the individual's ability to learn how to relax in such a way that the tensions of the individual are minimized. This would focus on developing the ability to deal with unavoidable stress which might give rise to health problems.

The first four skills are crucial skills and described in detail in this chapter

8.4. CREATIVE AND CRITICAL THINKING

Critical thinking is a skill which enables a person too logically and sequentially rationalize, analyze, evaluate information which one may gather from observation, experience or communication. This is a disciplined process which helps in making informed judgements and decisions.

According to The Foundation for Critical Thinking "Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning,

or communication, as a guide to belief and action." Critical thinking is an important skill which is useful on a daily basis for various reasons:

- To present a good argument
- To articulate reasons well and present a point of view
- To evaluate whether creative ideas are practical
- To choose among various possibilities and arrive at a single conclusion
- To solve problems
- To evaluate an assumption
- To arrive at a conclusion



Figure 8.1: Critical Thinking and Creative Thinking are Useful in Daily Life.

Source: Image by Pixabay

Critical thinking is the ability to think clearly and rationally about what to do or what to believe.

Critical thinking is an essential skill for students which they need for life beyond school. There are tools and methodologies like problem-solving, inquiry-based learning which helps in enhancing **critical thinking** .

Critical thinking is discussed widely among many education circles. However, there is a need to think about how it can be pursued, and students can be taught in the classroom. This is a skill which students require in an ever-changing world in order to be successful as a part of the global workforce. Hence, these skills have to be included in the curriculum.

In the article "A Pedagogy of Force" the authors Mark D. Halx and L. Earle Reybold made an observation that critical thinking requires an individual to fully expend their intellectual capability. In their study, they found that that the teachers as well as students struggle emotionally with the personal reflection aspect that the skill demands.

However, critical thinking should not be feared. It is an essential skill to deal with challenges one faces on their daily life and hence has to be embraced. The world is changing fast and the current generation will be required to face new challenges. Moreover, the omnipresence of internet has made it easy to create and upload content. This has created an information overload on social media channels. Therefore, it is important to have the ability to think critically and analytically using Media Fluency and Information Fluency.

Creative thinking is a skill which enables a person to look at problems or situations from a fresh perspective. It helps them conceive a new or original idea which can help resolve the issue.

Critical thinking and creative thinking do not mean the same. There are some key differences between the two:

- Critical thinking is concerned with assessing the validity of something that already exists, while creative thinking is concerned with creating something new
- Critical thinking is an analytical skill, while creative thinking is a generative
- Critical thinking is convergent i.e. the aim is to eliminate multiple possibilities and choose one. Creative thinking is divergent i.e. it aims to come up with various new ideas
- Critical thinking focusses on probability while

creative thinking is concerned with possibilities

- Accepted principles are applied in critical thinking while creative thinking is accomplished by disregarding them

Table 8.1: A comparison table of the two skills

Critical Thinking	Creative Thinking
Analytical	Generative
Convergent	Divergent
Left Brain	Right Brain
Sequential	Imaginative
Logical	Intuitive
Reasoning	Speculative
Objective	Subjective
Reality Based	Fantasy Based
Vertical	Lateral
Probability	Possibility
Verbal	Visual
Judgemental	Non-judgemental
Hypothesis Testing	Hypothesis Forming
Pattern Users	Pattern Seekers
Close-ended	Open-ended

Source: Table by thepeakperformancecenter

PROGRESS CHECK QUESTIONS 2

a. What are the different types of Life Skills?
b. What are problem solving skills?
c. What is critical thinking?

8.5. PROBLEM SOLVING AND DECISION MAKING

Problem solving is a process of working through details of a problem to arrive at a solution. It requires skills like mathematical or systematic operations and can be regarded as a measure of their critical thinking skills.

Almost everyone desires to solve a problem in hand without experiencing much difficulties. It is an art which one has to master. There are no universal approaches to problem solving. An individual has to explore multiple possibilities until he or she finds the right solution.

As a person becomes more experienced, he or she can develop their own strategies and techniques to solve problems. These techniques are based on educated guesses and not just arbitrary ones.

Decision making is perceived as a difficult task. People are faced with the task of decision making all the time. It could be trivial issues like what time should one leave to life changing decisions like choosing career options. Most of the time people search for more relevant information or take suggestions from others to arrive at a decision.

Decision making refers to process of selecting a course of action out of the several alternatives. Decisions making can be done through an intuitive or reasoned process or by combining both.

Intuition refers to the 'gut feeling' about the possible solutions. It is in essence of the combination of past experiences and personal values. It is based on the perceptions of an individual. Reasoning is analyzing the facts and circumstances to take decisions.

Intuition is an appropriate when the problem is simple or has to be addressed immediately. In case of complicated decision, formal and structured approach is required which will involve both intuition and reasoning.

Problem solving and decision making is a part of daily life. People often face shortage of time and hence feel stressed when faced with a problem. Hence, when they encounter a new problem, they often take a decision which helped them resolve the problem earlier.

This approach will lead a person in getting stuck in a circle of solving the same problem repeatedly. Therefore, it is beneficial to adopt an organized approach to problem solving and decision making . It is important to note that the guidelines cannot help in resolving ever problem or to take any decision. However, it provides a basis which can help get started. After practicing it for a few times, one can



Tip

Step out of your comfort zone and think out of the box. This is an easy technique for improving your critical and creative thinking skills.

become efficient in enriching it to suit the requirements of the problem.

The following guidelines help in problem solving and decision making :

1. Defining the Problem

Most people tend to react to what they think is the problem instead of trying to define what it actually is. It is useful to verify the understanding of the problem with a peer or a knowledgeable person. If the problem is complex, one should break it down into several related problems. Then one should prioritize the ones which have to be addressed first.

2. Identifying the Potential Causes for the Problem

One has to understand the cause of the problem in terms of what is happening, where is it happening, when is it happening, how, with whom and the reasons for it.

3. Identify Alternatives Approaches

This step involves collecting multiple ideas and then evaluating them to identify the best. An idea should not be rejected without thorough evaluation.

4. Selecting an Approach

The approach which is likely to solve the problem for the long term should be considered. It should also be realistic and there should be sufficient resources to accomplish it immediately. The risk associated with the alternative should also be considered. Here decision making plays an important role in selecting the approach.

5. Planning the implementation of the best alternative

One has to consider what the situation will look like once the problem is solved. The steps to be followed should also be outlined. Implementation would require resources like time, money, people etc. which has to be estimated. The action plan should be communicated to everyone who

is responsible for ensuring the implementation of the plan.

6. Monitoring the implementation of the plan

This involves the indicators that the plan is succeeding. It involves questions like is it going according to schedule. If the plan is not working as expected, a person should reconsider whether the plan was realistic, was the resources enough or if it requires to be changed.

7. Verify the Accuracy of the Solution

One of the ways to verify that the solution has worked is if the problem does not recur. One should also consider what changes have to be made to avoid the problem in future. The learnings from this problem solving like new skills or knowledge.

ACTIVITY 8.1

8.1.1. Worst Case Scenario

This is a problem-solving activity in which the students work together to solve problems and succeed. Your teacher which come up with an imaginary situation like being lost in a jungle or stranded in a deserted place.

Form small teams to work together to come up with a solution that can help everyone reach safely. Each of you may come up with a different solution. Vote amongst yourself to come up with the best solution. Share your solution with the class.

8.1.2. Answer the Following?

This is an individual activity where each of you have to write down the answers to the following questions

a. Why do you think critical thinking is important?

b. How has critical thinking helped you in a difficult situation?

c. How can one improve their critical thinking skills

d. Discuss the answer in class

8.1.3. Minefield

In this activity, the teacher will set up an obstacle. You will work in pairs. One of you would be blind folded, while the other will provide the guidance verbally to help cross the obstacle. You will have to complete this activity within a set time period.

8.6. GOALS OF LIFE SKILLS

Psychosocial competence refers to a person's ability to effectively manage the demands and challenges of everyday life. This refers to a person' ability to maintain a state of emotional and mental well-being. The process of demonstrating this emotional and psychosocial wellbeing when interacting with others is based on the culture and environment,

Psychosocial competence is a person›s ability to deal effectively with the demands and challenges of everyday life.

Psychosocial competence has an important role to play in the promotion of the health in a broader sense. Health problems are largely dependent on the behavior of a person which is in term defined by the physical, mental, and social well-being of a person. The behavior of a person is affected when they do not have the ability to cope well with the stresses and pressure in their daily life.

The improvement of the psychosocial competence would play an improving the health of the person. The improvement of life skills would promote healthy wellbeing of a person as time and again the behavior of th person is implicated as a source of health problems.

A direct relation between the promotion of psychosocial competence and improvement of health can be done by improving the person's coping resources and personal and social competencies. This can be done by teaching the life

skills to students in a supportive learning environment. Therefore, the major objective of the life skills is to improve the coping mechanism in students which would improve their behavior and overall health.

8.6.1 Methods to Promote Life Skills from a Young Age

Building life skills from an incredibly young age is extremely important as it would develop sound judge met and other good habits for long-term stability, wellness, and success.

Parents play an important role in teaching life skills at the comfort of home along with the projects that would help students associate with the world examples and lessons in the fields of decision making and problem solving. These life skills would help students to learn several basics from their childhood and help them cope with the challenges they face on a daily basis.

8.6.2 The Importance of Books and Reading in Developing Life Skills

Books play an important role in molding the character of the individuals and it would improve the perception of the students. Book reading helps students to mold their character and they would improve the thinking skills and creative thinking of the children. Book reading inculcates several life skills and some of the major advantages of reading books is as follows:

- Books build self-regulation
- Books teach empathy to students
- Books enable students to improve concentration
- They would introduce diversity in children by introducing them to different perspectives and situation

Books are an important way by which student's world acquire problem solving and reasoning abilities to children. Books facilitate students in their overall development. Book

reading would facilitate students to develop problem-solving and reasoning abilities.

PROGRESS CHECK QUESTIONS 3

a. Differentiate between Creative thinking and Critical Thinking
b. Mention the Goals of Life Skills?
c. How important is coping with Stress
d. What is critical thinking?

8.7. TIME MANAGEMENT

Time management is an important skill which helps one manage time effectively. This requires allocating appropriate time to every activity. An individual should be able to recognize the time involved for specific tasks and make best possible use of time.

Time management comprises of the following:

- Effective Planning
- Goals and objective settings
- Setting cut-off time
- Identify activities that have to be prioritized
- Allocating the right time for every activity

Time management plays an important role in the professional as well as personal life of an individual:

- Instills punctuality and **discipline**
- Boosts confidence and the morale
- Helps to be successful and stay at the top in the long-run
- Helps prioritize tasks and activities at workplace
- Makes one less prone to stress and anxiety

Discipline is action or inaction that is regulated to be in accordance (or to achieve accord) with a particular system of governance.

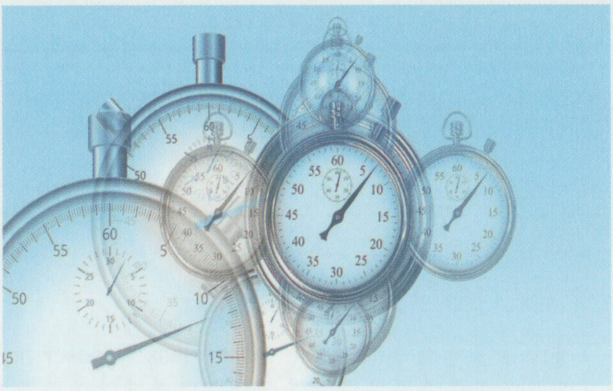

Figure 8.2: Time is Precious and Should be Managed Effectively.

Source: Image by Pixabay

8.8. EFFECTIVE NOTE TAKING

Effective note taking is crucial for academic success. Note taking helps in revisiting concepts and notes that were discussed in the class. It is difficult to remember specific details from the lectures and notes help in reviewing information.

8.8.1. Strategies for Notetaking

The following strategies help in effective note taking

- Notes should be clear and accurate which helps in comprehending the lectures
- It is important to come to the class prepared as it helps in grasping the topic more easily
- Comparing notes with classmates who excel in academics
- Concentration is important while taking notes and distractions should be minimized
- It is important to write down questions during the class which can be reviewed immediately clarified after the class

8.8.2. Note Taking Methods

The following are the common methods of note taking:

Cornell Method

In this method, the paper is divided into two columns. The left column has keywords, important terms and concepts. The right column contains notes and description of those terms. A summary outlining the main ideas is described at the end of the lesson.

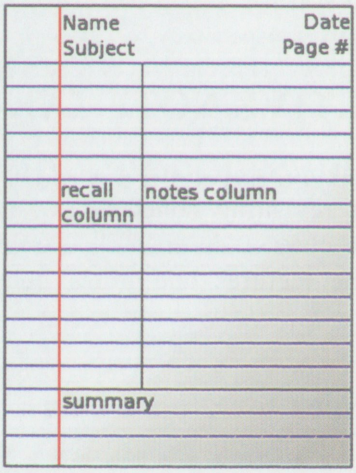

Figure 8.3: Representation of Cornell Method.

Source: Image by Wikipedia

Outline Method

This method classifies information according to their importance. It uses letters, numbers and numerals for this purpose. The information which is of utmost significance is categorized as headings. The less significant ones are listed below based on level of importance.

Charting Method

In this method, a matrix or spreadsheet is used in which

descriptors are added in each column and/or row and relevant information is added across it. It is helpful when describing relationship between two bodies of information.

Sentence Method

As the name suggests, it involves writing complete sentences using the specific terms and words used by the lecturer.

Mind-Mapping Method

It is a method which emphasizes on visualization and uses boxes, bubbles, lines to represent relationship and importance.

8.9. TEST-TAKING SKILL

Tests have become an important part of life and people are required to take more tests than ever before. This is an important skill which is required to handle all kinds of tests be it academic or in work life.

8.9.1. Test Taking Strategies

Command over the subject matter is a prerequisite. There are some basic test taking strategies which have help in improving student's performance.

Preparation is Important

There is no alternative for preparation. This not just involves covering all material but also have a good understanding of the concepts. The questions may not always be direct, and the examiner may modify them to test the knowledge of the students

Relaxing before Exams

This helps in focusing on the exams and also increases **confidence**. Arriving a little early helps the students relax and clear the mind before exams start

Confidence comes from a latin word fi-dere' which means "to trust"; therefore, having a self-confidence is having trust in one›s self.

Listening Attentively is the Key

Test instructions which are given in the beginning of the exams contains important details. Missing them will increase the anxiety. One should ask for instructions if he or she has missed it for any reason.

Questions should be Read Carefully

Test questions should be read carefully to understand what is being asked. Attention to detail helps in answering trick questions correctly.



Tip

Attempt every question, but do the easy ones first

Time Management

The importance of time management cannot be underestimated. It ensures that none of the questions are left unanswered.

Maintaining a Positive Attitude

There may be questions which are difficult to answer. Post answering the questions that one is confident about; one can make an educated guess.

Review

Time should be allotted for reviewing spelling and grammar and completeness.



Figure 8.4: Test Taking Skills Help in Better Performance.

Source: Image by Flickr

ACTIVITY 8.2

8.2.1. How Long is a Minute?

This is an activity where you have to guess how long a minute last. Close your eyes and open it after what you believe is a minute. You will notice that different people will open their eyes at different times.

8.2.2. Learn to Prioritize

You will be given a list of tasks related to preparation for exams. You have to prioritize each task based on:

- Fire: high urgency/high importance
- Earth: high urgency/low importance
- Water: high importance/low urgency
- Wind: low urgency/low importance

Share your matrix with the class and compare how each of you have prioritized different tasks.

8.2.3. What did you do Yesterday?

As your exams near, focus on preparing and excelling in your tests. Start doing three things everyday to improve your test taking abilities. At the end of the week share your practices with each other. Learn good practices from your peer.

8.10. TEST ANXIETY

Test anxiety refers to anxiety in relation to performance in exams. It is characterized by worry, fear, **nervousness** and other physical symptoms. Though it is common to experience some amount of nervousness or fear, however, extreme distress can interfere with performance in exam.

8.10.1. Symptoms of Test Anxiety

Nervousness is a common feeling brought on by your body›s stress response.

Test anxiety could be mild to severe. Mild symptoms do not interfere in performance, while severe ones may make one feel incapacitated and also cause panic attacks.

- ***Physical Symptoms:*** Physical symptoms like shaking, seating, dry mouth, nausea may be experienced. In severe cases, a person may fall seriously ill.
- ***Emotional symptoms:*** This includes depression, anger, despair, distress, low self-esteem, feeling of inadequacy.
- ***Cognitive and behavioral symptoms:*** This includes forgetfulness, fidgeting, negative self-talk, self-doubt.

8.10.2. Methods of Overcoming Stress

There are some techniques for coping with stress. This includes:

- Stress management strategies like deep breathing techniques can help relax before and during the tests.
- Self-care habits like adequate sleep, healthy meals help in managing anxiety. This requires lifestyle management.
- Good practices like study habits and preparing well for the tests reduces anxiety. Setting goals for study and fulfilling them is important.
- Self-worth is not determined by the outcome of the test. It is important to accept mistakes and learn from them and not assess worthwhileness on that basis.

8.11. GOAL SETTING

Goal setting is an important process in which one person thinks about the ide future and strives to achieve it. The

process of goal setting creates a vision about where one wants to be seen in life. It helps in clearly determining what one wants to achieve and channelize efforts in that direction. It will also enable to stay away from distractions in attaining those goals.



Tip

Focus on performance and not on the outcome. There could be reasons beyond control which could lead to failure in achieving goals.

8.12. IMPORTANCE OF GOAL SETTING

Goals are important due to various reasons:

1. It Helps in Focusing

Goals give direction in life. It sets a target that one has to achieve. Goal plays an important role in improving the focus and attention on the aim. When there is a goal a person would not waste time and energy on everything that comes their way.

If a person starts a project without a goal but later, they might move to another project which would leave them with a couple of unfinished projects. If there is no goal, then a person would not be able to accomplish anything worthwhile. Therefore, it is important for a person to have goals as goals helping to improve the focus and energy of the person in the right direction.

2. It Enables to Measure Progress

Goal is the benchmark against which performance can be measured. When a person has goals then they would keep a track of their progress which would help them achieve their goals in the first place. The possibility of being able to measure the progress of an individual is a totally rewarding aspect of any goal and it would improve the focus of the person by enabling the person to keep their head high.

When there are goals and the work of an individual is continuously tracked then it would ensure the person that they are travelling in the right direction and it would ensure that their efforts would be rewarded in the future.

3. Goals prevent distraction

It helps maintaining focus by setting mental boundaries. The mind will automatically stay focused.

4. Goals Help to Overcome Procrastination

Goals make one accountable for tasks. They stay in the back of the mind and help overcome laziness.

5. Goal provide motivation

It lays the foundation for inspiration. It provides a target for focus and helps channelize efforts to attain it. Goals play an important role in helping the individual to be motivated. It would be easy for an individua to procrastinate their work if they have no goal and having a goal would help the individual stay focused and motivated until they achieve their goals.

6. Goals Help You Determine What You Want in Life

The process of setting goals would force the individuals to the contemplate and understand what exactly they want in life. Goals would help an individual to understand the level of success they want to achieve, the level of income they want to have, help them introspect their dreams and keep the individual focused in achieving their dreams.

Having goals would help the growth and development of an individual at every level, therefore, it is important for an individual to have goals as they help in the overall development of the individual.

PROGRESS CHECK QUESTIONS 4

a. What is goal setting?
b. Describe Test Anxiety
c. How important is time management?
d. What is critical thinking?

ACTIVITY 8.3

8.3.1. Fill the following Chart

This is a team activity. Fill the following chart. The source column list undesirable behaviors which cause test anxiety. The strategies column list down the strategies which the students can use to "unlearn" these behavior traits. Use your knowledge to come up with innovative ways of dealing with anxiety.

Source	Strategies
Under-preparedness	
Past Experiences	
Fear of Failure	
Poor Test-Taking skills	

8.3.2. Share Your Approach

All of you must have experienced test anxiety at some point. Share your strategies for managing stress. Form small teams and discuss best ways of managing test anxiety. This could involve techniques like revising a number of times before taking the test, meditation techniques etc.

8.3.3. Set Your Goals

This is an individual activity in each of you will write down goals which you can accomplish within a short timeframe like a week. The goal should be quantifiable. It could be personal or academic goals. Share the goal with the class.

For example, you can set a goal of finishing one good psychology book by the end of the week. After a week discuss if you have been able to attain your goals. What helped you attain your goals. If you were not successful, what stopped your from achieving them?



ROLE MODEL

MARIE CURIE: A GREAT CRITICAL THINKER

Marie Curies is one of the most famous scientists who has ever lived. Her notable contributions include the discovery of Radium and other key elements which has benefitted mankind immensely and helps them in their day to day life. Her contributions paved the way for cancer treatment and x-rays which are lifesaving technologies today. She was known for her critical thinking skills which led to the discovery of polonium and radium.

Maria Salomea Sklodowska was born in Warsaw on November 7, 1867 in Poland. In 1893, she finished as a topper in her master's in physics. She received the industrial funding to research about the magnetic properties in steel. She used her critical thinking skills to find out ways of making magnet stronger.

Her other remarkable contribution included the development if theory of radioactivity, techniques for isolating radioactive isotopes. She guided the world's first studies which helped in coming up with treatment for neoplasms using radioactive isotopes.

She founded a medical Centre the Curie Institutes in Paris in Warsaw. Till date it is a major center of medical research. She also helped during the World War I when she developed mobile radiography units to provide X-ray services to field hospitals.

Marie Curie was the first woman to be awarded a Nobel Prize in December 1903,

One Critical Thinking tip one should take from Marie Curie is "Critical thinking is nothing to do with negativity or nitpicking. It's about asking questions—the right questions. It's about not accepting things on trust."

CHAPTER SUMMARY

Life skills refer to those skills which would inculcate positive behavior in students and they would facilitate students to deal with a variety of the problems in their life. There is need for individuals to inculcate these skills into their daily activities and help students to succeed in their academic performance in different aspects of their life.

Psychosocial competence refers to a person's ability to effectively cope with the various demands and challenges that they encounter in their everyday life. Psychosocial competence is a person's ability to maintain a state of social and emotional wellbeing when interacting with the others based on the culture and environment. Psychosocial competence plays an important role in the promotion of the health of an individual.

The primary objective of the life skills is to improve the health and overall ability of an individual to cope with the stress in life. There are different types of life skills and life skills vary from region to region based on the culture of the region. There are a variety of life skills and some of the important life skills are decision making skills, critical thinking skills, creative thinking skills, problem solving skills and several others. Book reading and training from parents is an important method to inculcate life skills in children from a young age.

Academic skills refer to study approaches or strategies which a student has to apply in learning to excel in their studies. It includes various skills like time management, test-taking skills, dealing with anxiety. Goal setting is an important skill which would help the individual to remain focused and increases the productivity of the person.

MULTIPLE CHOICE QUESTIONS

1. **Which of the following is not a Life Skill?**
   a. Coping with stress
   b. Creative thinking
   c. Test taking
   d. Interpersonal skills
2. **Which of the following are important academic skills?**
   a. Time management
   b. Note Taking
   c. Coping with Test Anxiety
   d. All of the above
3. **Why are goals important?**
   a. Goals help us to relax
   b. Goals help us to stay motivated
   c. Goals help us determine what we want in life
   d. Goals help us to stay focused
4. **Which of the following are the symptoms of test anxiety?**
   a. shaking,
   b. dry mouth,
   c. nausea
   d. All of the above
5. **Which is not a life skill**
   a. Time Management
   b. Decision Making
   c. Problem Solving
   d. Coping with stress

REVIEW QUESTIONS

1. Explain life skills and their importance
2. How does book reading affect life skills ?
3. Explain problem solving and decision making
4. Describe methods to overcome test anxiety
5. What are goals and write the importance of goal setting

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CHAPTER 9

INTRA-PERSONAL, INTERPERSONAL AND SOCIAL SKILLS

LEARNING OBJECTIVES

Following the completion of this chapter the reader should be able to:

- Learn about the Intra-personal skills like self-concept, self-awareness, self-esteem, self-confidence, self-control and understand their importance.
- Discuss about interpersonal skills like anger management, emotional intelligence, stress management, resilience.
- Understand the meaning of cultural diversity, multiculturalism and managing cultural diversity
- Grasp the meaning of gender and social inclusion and its necessity
- Gain insight into the meaning of interpersonal communication and the skills required in interpersonal communication
- Understand the meaning of social influence and the factors due to which it occurs
- Describe peer pressure and ways to manage it
- Define assertiveness and the ways to maintain assertive communication
- Understand the meaning of conflict, its causes, types and models for conflict resolution

9.1. INTRA-PERSONAL SKILLS

Intrapersonal skills are those skills that one uses in the communication within his or her own mind. Intrapersonal skills are important for **interpersonal skills** . It facilitates a positive internal dialogue and influences the attitude and reaction of a person.

9.1.1. Self-concept

Self-concept refers to individual perception of one's own behavior, unique traits and abilities. For example, beliefs like "I am a generous person" or "I am a good son" are a part of self-concept.

Interpersonal skills are the behaviors and tactics a person uses to interact with others effectively.

In younger people self-concepts are more malleable. This is because they are still going through the process of identity formation and self-discovery . When people become older, self-perceptions become more detailed. People already have a better notion of who they are and of the things that are important to them.

In their book *Essential Social Psychology* , Richard Crisp and Rhiannon Turner have mentioned the following about self-concept:

- The individual self includes characteristics and traits. This is what differentiates individuals from one another. A good example is introversion or extroversion.
- The relational self refers to aspects of the self which is related to relationships with significant others. Examples include friends, romantic-partners, and siblings.
- The collective self refers to those aspects of the self which is associated on memberships in social groups. Examples include African-American, British Republican.

The self-concept develops in various ways. Interactions with those who are important has a significant impact.

9.1.2. Self-awareness

Self-awareness refers to consciousness of the different aspects of self. This includes characteristics, emotions and behaviors. It is basically the psychological state in which one focusses attention on themselves.

Self -awareness leads to the emergence of self-concept. Self-awareness is an important part of how a person is. However, a person seldom acutely focusses on it at every moment of the day. It is an inherent part of a person and comes out at different points based on the personality of the person and the circumstances.

People are generally never self-aware. However, some studies have indicated that infants possess self-awareness to an extent. A complex sense of awareness starts to develop at the age of one. It becomes more developed by the time a child reaches the age of 18 months.

9.1.3. Self-esteem

It is the term which is used to describe a person's overall sense of personal value. It is often perceived as a personality trait. It comprises of various beliefs about oneself such as evaluation of their own emotions, appearance, beliefs and behavior.

Low self-esteem can make a person pessimistic, temperamental and devoid of motivation. High self-esteem makes a person hold themselves in high regard. Hence, they also expect others to think of them highly. They are comfortable with themselves and do not judge themselves harshly.

Signs of Healthy Self-Esteem

A person with a high self-esteem would exhibit the following traits:

- Positive outlook
- Confidence
- Ability to say no

- Ability to identify and accept their own strength and weakness
- Remain unshaken by negative experiences
- Ability to express needs

Signs of Low Self-Esteem

A person with poor self-esteem will have the following traits:

- Negative outlook
- Lack of confidence
- Excessive feelings of shame, depression, or anxiety
- Extreme fear of failure
- Inability to express your needs

9.1.4. Self-confidence

Self-confidence is the belief in one's own belief and abilities. People who possess high self-esteem also have high self-confidence, though this may not be the case always. Self-confidence is important to improve positive human relations. When a person feels good about himself or herself, they exhibit more comfort in communicating and working in teams. A person can develop self-confidence from various sources:

- Actual Experience: Success in accomplishing a task can boost self-confidence and make one think that he or she can excel at it again.
- Other's Experience: Watching another person perform a task can also give the confidence that one can accomplish the same.
- Social Comparison: This refers to watching others with similar abilities, performing a task and developing the confidence that one can do the same.
- Social Persuasions: When a trusted person encourages you, it can boost the self-confidence.
- Emotional Arousal: It means the inner feeling of being adequate or inadequate with respect to accomplishing a task. This can arise from both

negative and positive self-talk.

9.1.5. Self-control

Self-control is the ability to overpower one's own emotions, tendencies and regulate their behavior. This is helpful in achieving long-term goals. It empowers people to direct their attention, regardless of the presence of competing stimuli. It is the force which underlies all kinds of achievements, whether it is in school or in workplace.

Some studies indicate that self-control is an inherent ability. It has wide reaching impact on a person's life. Some studies argue that this ability can change overtime and can even be improved.

A person who is able to exert self-control is said to possess will power. However, scientists do not agree on the fact whether willpower is a finite or an infinite resource. According to some studies, willpower requires exertion of mind. This is called ego depletion.

However, later scientists were not able to replicate some of the studies based on ego depletion. It is important to understand why people are unable to control some of their impulses while they are successfully able to resist others is important. This is useful in helping people who suffer from impulsivity or addictive behavior.



Tip

Identify one good intrapersonal skill in people around you. Understand how they manage to imbibe that trait and try to emulate them.

9.2. INTERPERSONAL SKILLS

Interpersonal skills also called people skills help in communicating and establishing relationship with others. It is defined by the innate personality traits and the manner in which one has learnt to handle challenging circumstances. Effective interpersonal skills are important to succeed in any stage of life, be it academics or work-life.

9.2.1. Anger Management

Anger is an emotion which arises naturally. At times it is an unwanted or irrational which any individual can experience

from time to time. Experts describe anger as an emotion which is basic and natural. It has evolved in humans in order to empower them in protecting themselves from wrong doings.

However, it cannot be merely called as a state-of-mind. It can have an adverse impact on the body like high blood pressure, increased heart rate, and high levels of hormones like adrenaline which sends signals to get into physical fights. In the long run, it is detrimental to overall well-being.

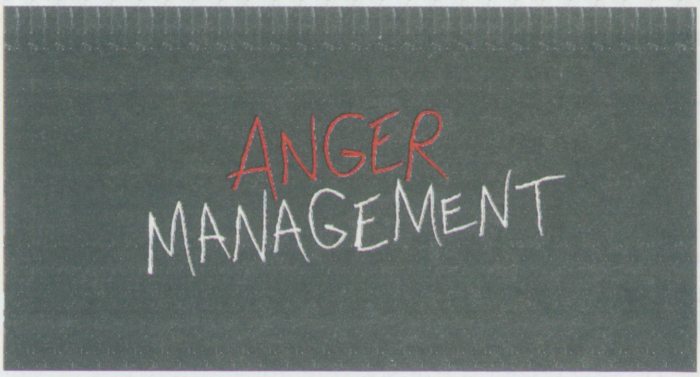

Figure 9.1: There are Certain Techniques that Help in Anger Management.

Source: Image by Wikimedia

There are some techniques which help in anger management. They are discussed below:

- Deep breathing is an effective way to stop angry thoughts. Having positive thoughts while breathing helps stop the angry thoughts. Repeating calm words or phrase like "relax" helps in subsiding the anger.
- Expressing anger can also help in anger management. However, it is important to express it in a healthy way. Angry outburst will have a negative impact on the nervous and cardiovascular systems. Therefore, it is important to express in a calm and clear manner.
- Physical activities like regular exercise is a good way to improve the mood. It relives the person of tension and anger.

- In case of serious issues with anger management, support from others should be sought. Talking to someone who can offer support will help in changing the behavior.
- Maintaining a log when feeling angry helps to comprehend how frequently and why angry thoughts arise. This will help in controlling anger.
- Trying to get a different perspective by putting oneself in other's shoes help is effective in managing anger.
- Developing good listening skills is important. It establishes effective communication and builds trust between people. This is useful in coping with potentially hostile emotions. It is important to understand what a person is saying before responding to it. Restating the message back to them the gist of the message eliminates any vagueness. This approach minimizes the chances of misunderstanding, which can ultimately lead to frustrations. It also helps to identify issues on which one may agree to disagree without getting agitated about it
- Being assertive is a desirable quality. It allows one to express their feelings without being defensive, aggressive or excessively emotional. A professional therapist can help in using assertiveness and anger management skills.
- To be able to laugh at oneself is a trait which one should possess. This helps to see humor in situations and minimizes anger issues.



Tip

Calm down before you express your anger. Put your point across without hurting or trying to control others.

9.2.2. Emotional Intelligence

Emotions are a part of people. All actions, judgements and decisions are based on emotions. Emotionally intelligent people are aware of this aspect. They can leverage their thinking to manage their emotions rather than being managed by it.

The concept of emotional intelligence (EI) has become especially important in the last two decades. It is considered

as an indicator of a person's abilities and skill at school, workplace and also in personal relationships.

There is considerable debate about the definition of EI. As the field continues to grow, experts keep amending their own definitions. A few important definitions are:

According to Salovey and Mayer (1990) emotional intelligence is: "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions."

According to Maurice Elias (2001)12 "Emotional intelligence is the set of abilities that we like to think of as being on the other side of the report card from the academic skills."

According to Golis Chris (2009) "EQ is achieving Self- and Social Mastery by being smart with core emotions."

Research indicate that EI is important for performance at workplace, decision making, motivation, management skills and leadership. Hence it is important for students to develop EI while pursuing education. It makes them more efficient in their field and also helps them fulfill their desire.

All individuals experience various emotions in their daily life. They hold valuable information about relationships, behavior and all aspects of life that surrounds them. Recent studies indicate that emotions can make a positive contribution to improve performance and make good decisions at work as well as their personal life.

There are many advantages of emotional intelligence:

- Helps in maintain good relations with others
- Facilitates in developing empathy
- Useful in communicating effectively with others
- Encourages one to maintain integrity
- Leads to better career prospects
- Helps adapt to changes easily
- Makes a person more creative
- Imbibes confidence and cheerful outlook
- Minimizes stress levels
- Makes a person more respectable

9.2.3. Stress Management

The term stress has no single definition. Each research has a different opinion. According to some, stress means the circumstances that can jeopardize the well-being of a person. According to some it is the response of an individual when he or she faces threatening circumstance. While others use the term stress to denote the experience of an individual when threatened by adverse circumstances.

However, all the researchers agree on the fact that stress is subjective. Every individual has a different way of responding to the same circumstance. The level of stress a person experiences depends on how he or she appraise and evaluate the environmental events. When a person feels that a particular circumstance will exceed his resources, he experiences stress.



Tip

Certain techniques like meditation and yoga help in stress management. Learn and practice them.

A potential stressor is the reason behind a person experiencing stress. The two broad categories of stressors are chronic and acute. Chronic stressors refer to those events that are present for a prolonged period of time. For example, caring for a schizophrenic patient, being unemployed for a long time or imprisonment.

Acute stressors are those that which arise due to brief focal events. Sometimes they continue to be experienced as overwhelming even post the occurrence of the event. Example of an acute stressor is fracturing a leg while walking on a slippery road (Cohen, Janicki-Deverts, & Miller, 2007).

A stressor could be chronic or acute and comes in different shapes and sizes. It comprises of major traumatic events, significant life changes, daily hassles. It also includes other circumstances of an individual in which he or she is regularly exposed to threat, challenge, or danger.

Traumatic Events

Traumatic events are those in which an individual is exposed to serious injury or even death or is in a situation where he feels threatened by these consequences. These stressors include terrorist attacks, exposure to military combat, natural disasters and major accidents.

Life Changes

Life changes are those stressors which are not as intense as traumatic events. These events often alter the course of life, and a person exposed to it needs time to adjust to these changes. Some examples are divorce, death of a loved one.

Hassles

These stressors include minor irritations and annoyances which a person may face in his daily life. These events can build on one another and leave the person quite stressed. Examples of these hassles include obnoxious boss, rush hour traffic, and family discord.

Other Stressors

Other stressors are those situations in which an individual faces challenges and unpleasant events on a regular basis. This includes unsafe working conditions or difficulty experienced at work. Though work life can be demanding, some occupations are more challenging. For example, a policeman's work is more stressful than a vendor's work.

Coping with Stress

Stress is a part of life. However, there are many ways of coping with stress. This depends on the type of stressor, the individual dealing with stress and the surroundings. For example, different people have different ways of coping with stress of examinations. Some might get tensed and tell others about how anxious they feel, others will try to find ways of revising the entire syllabus.

According to Lazarus and Folkman (1984) there are two types of responses for coping with stress: emotion focused and problem focused

Emotion-focused Coping

In the emotion-focused approach, the individual tries to minimize the negative emotional responses like fear, depression, anxiety, and embarrassment. These are common

emotions associated with stress. This is a practical coping method when the individual has no control over the source.

An example is the drug therapy. It focusses on the arousal that the stress causes and not on the issue itself. Other coping techniques focused on emotion include:

- Distraction: This refers to engage in other tasks to keep the mind off the issue
- Emotional disclosure: This refers to expression of strong emotion with respect to the events that led to those emotions. It could be in the form of writing or words. This plays an important role in psychotherapy.
- Meditation techniques
- Eating comfort food
- Cognitive reappraisal: It involves construing a potentially emotion-eliciting situation with the aim of changing its emotional impact (Lazarus & Alfert, 1964)
- Suppressing negative thoughts or emotions: This can however lead to compromised immune competence and poor physical health (Petrie, K. J., Booth, R. J., & Pennebaker, 1988).

Problem-focused Coping

Problem-focused coping focusses on the factors behind the stress. In this, a practical approach is used to tackle problems and stressful situations. As a result, the stress is directly reduced.

These strategies include:

- Time-management.
- Problem-solving.
- Obtaining instrumental social support.

9.2.4. Resilience

There are some people who appear calm when faced with challenging situation, while others appear extremely stressful.

The people belonging to the former category possess a quality which is called resilience by psychologists. It refers to the ability to tackle challenges and setbacks.

People who lack resilience can get overwhelmed by stressful experiences. They may even use unhealthy coping mechanism to deal with the problems in hand. Failure can bring out the destructive or dangerous behavior. Such people experience more stress and take longer to recover from setbacks.

Resilience does not mean that the person would never face challenges. It indicates that the person is aware that painful experience is a part of life. They go through grief, loss and pain that a person experiences when a tragedy occurs. However, their outlook allows them to recover from stressful experiences.

Resilience is a tool which enables the person to tackle the problems, overcome adversity and continue with their lives. A good example is the resilience displayed by survivors of 9/11 attack and Hurricane Katrina. They were able to maintain composure in the face of unbearable loss and continue with their lives. In fact, such people can also offer emotional support to others dealing with similar problems.

Factors That Contribute to Resilience

Some people inherently possess resilience. Experts believe that resilience is common, and people are capable of acquiring skills which makes them more resilient.

Social support also has considerable influence on resilience. Support of family and friends help in tiding over difficult times and stay strong during setbacks.

Traits associated with resilience include:

- Holding themselves in high regard
- Having the ability to make realistic plans and adhering to them
- Having a good communication skill
- Possessing internal locus of control
- Having emotional intelligence

- Not victimizing themselves, instead believing that they are fighters.

Social Skills

Social skills are those which is helpful in communicating and interacting with each other, both verbally and non-verbally. Human beings are social creatures and have developed various ways to communicate each other.

This is an important goal which can be achieved by managing various aspects like managing **cultural diversity**, gender and social inclusion, social influences, interpersonal communication, peer pressure, assertiveness, conflict resolution, teamwork, and skills of overcoming risky behaviors.

Cultural diversity is the quality of diverse or different cultures, as opposed to monoculture, the global monoculture, or a homogenization of cultures, akin to cultural decay.

PROGRESS CHECK QUESTIONS 1

a. What are the intra-personal skills one must possess?
b. Explain some techniques of anger management
c. Why is emotional intelligence important?

ACTIVITY 9.1

9.1.1. The Ice Breaker

You may have been with your class mates all year round and still not know them well enough. Engage in conservations and talk about your achievement in any field. The aim is to break nervousness if any and improve the communication skills.

9.1.2. Story Telling

In this activity one person starts a story and each person builds on the story that has been narrated by the previous person. Focus on creative and critical thinking while building the story like adding new dimension to the characters.

9.1.3. Idea Building Blocks

This is a team activity which to improve team work as well as problem solving skill. Each of the team is presented a problem. One student writes down a solution and passes it to the next who builds on the idea. After very student has added to the idea, one spokesperson presents the final solution to the class.

9.1.4. Manage Your Stress

This activity helps you think critically and avoid taking stress in cases where there is no real problem. Think of a situation which caused you stress in the past. Write about the various consequences you thought could happen and the actual outcome. Share your answer with the class.

9.1.5. Cool Down

Write down an incident which made you very angry. Explain what happened and how you felt you could have resolved the situation after you were calm. Share your experience with the class.

9.3. CULTURAL DIVERSITY

Culture is a particularly crucial aspect of human life. It is a part of the experiences of people and is a part of their lifestyle, perceptions and basic assumptions. It has a significant influence on their relationships (Vossughi, 2000).

People belonging to similar culture form groups which have many things in common like same beliefs, values and behavioral patterns. In order to learn about other cultures, one has to gain insight into their values and assumptions. One easy way of understanding a culture is by going into it deeply.

Cultural diversity leads to important and potential divisive questions. Culturally diverse groups face challenges in communicating with each other which results in misunderstandings. An important question arises "what is cultural diversity?" According to Vossughi "Cultural diversity includes (but is not restricted to): language, race, ethnic background, country or region of origin, dress, values, religion and associated practices, social and community responsibilities, sexuality, disability, notions of family, family responsibilities, political views".

Cultural diversity is an important part of human freedom. Humans should be able to step out of their culture. Else they tend to absolutize it and perceive it as the sole method by which human life can be understood and organized. Access to other cultures enables a person to step out of his own culture and have an objective view of it rather than perceive it as a fate or predicament. Cultural diversity creates a conducive environment in which diverse cultures can engage with each other and benefit from it. The modern-day society is characterized by cultural diversity. Workplaces, educational

institutes increasingly consist of people belonging to various race and cultures. This provides a great opportunity to gain experience form one another. In order to facilitate this, people should understand each other's culture. Learning about various cultures helps in gaining different perspectives of the world. It also helps in eliminating biases and negative stereotypes about different groups.

Cultural diversity makes people appreciate the "ways of being" which are different from theirs. This makes interaction more fruitful and helps establish respect, trust and awareness about diverse cultures. It also contributes to novel ways of thinking, language skills and diverse experiences.

9.3.1. Diversity to Multiculturalism

Towards the end of twentieth century diverse groups like national minorities, indigenous people, ethno-cultural nationals and others led political and intellectual movements. These were against practices, views and lifestyles which was often disapproved by the dominant culture prevailing in the society. Their demand was that the wider society should stop discriminating against them and respect their differences.

This necessitates drastic changes in all aspects of life. The movement associated with multiculturalism emerged in those countries which was inhabited by distinct cultural groups. Multiculturalism is not only concerned with the presence of different communities, but also treating them equally in public arena.

9.3.2. Managing Diversity

Managing diversity is not a new concept. Historic colonizing empires like England, Spain and modern countries like USA, Germany have managed diversity effectively. The institutions like schools, workplaces, and worship places have also managed diversity well.

The process is a continuous one and it brings out the abilities and talents which a diverse population brings and creates an inclusive environment.

There are several advantages of diversity. People can acquire rich knowledge, diverse experience and new perspectives by interacting with people of various cultures. The differences contribute immensely to innovation, problem solving, creativity and insight. In an environment that embraces diversity, one will be able to embrace the changes more easily. Diversity management is important to reap the benefits of cultural diversity.

Diversity management involves the following aspects:

- Communication is of utmost importance. There should be no ambiguity in communication as this could lead to misunderstandings
- People should treat each other fairly. If people are discriminated, then resentment may creep in. This will breed and fuel a "them" and "us" environment.
- People should be recognized as individuals and should not be stereotyped.
- There are taboos associated with every religion. It is important to be sensitive to the feelings of others. This shows respect and will be appreciated.
- In a workplace setting, a team lunch could be set up once a month. People can take turns to explain their background and culture. Everyone desire their voice to be heard. When there is a lack of understanding, it leads to discrimination.
- Some people may argue that diversity is the norm and hence differences do not matter. Therefore, there is no need to mention it. This is true, but the reality is that celebrating differences improves harmony.
- People should learn to be more respectful, tolerant and compassionate. This should be the basis of relationships.

9.4. GENDER AND SOCIAL INCLUSION

The term inclusive means not restricted and open to all. From the gender and social standpoint, it means that all

social institutions welcome everyone regardless of their gender identity, expression and social status. People become aware of gender differences right from childhood. There are many factors which influences perception of this aspect of identity. It is a prominent part of everyday life and hence it is crucial to create gender inclusive environment in which everyone is treated fairly.

People are not one homogenous group. They belong to different ethnicities, gender identities, religion and sexual orientation. They possess varying levels of physical and mental abilities. These social differences affect the way the individuals perceive themselves and also viewed by others. These identities and practical constraints which is a part of them influence their expectation regarding the future.



Tip

Think before you speak. Try to gain a new perspective of things to foster cultural diversity.

The social differences also determine who can attend school, who can be a part of decision-making and who can do business. These gender and social norms also lead to distortions in the economy. Thereby, the ability of the individual gets limited to contribute to the development of their family, community and nation.

Hence gender and **social inclusion** should be implemented. This is facilitated by the following:

- Adopting gender-inclusive approaches in development
- Inclusive engagement should be encouraged in all areas of development and cross-cutting initiatives
- Resources should be available to all
- Good practices should be promoted in gender inclusion

9.5. INTERPERSONAL COMMUNICATION

Interpersonal communication has existed from the times men began to exchange thoughts and ideas with one another. People communicate their feelings, emotions, ideas face-to-face verbally or non-verbally. It involves all aspects of communication like what is said, what is received, how it is said, the facial expression, body language. In simple

words, **interpersonal communication** is communication between two people. It can be improved by knowledge, practice and feedback. It may not be in the form of speech alone, but includes expression, gesture, body language etc. The important aspect is that the received should understand the message in the sense it was intended.

Social inclusion is the process of improving the terms on which individuals and groups take part in society—improving the ability, opportunity, and dignity of those disadvantaged on the basis of their identity.

The important skills required in interpersonal communication are:

- The ability to verbally communicate the message effectively
- Non-verbal communication which is done through body language or voice tone
- Active listening to interpret the verbal and non-verbal message of others
- The emotional intelligence to understand and manage own emotions and those of others
- The ability to work in a team
- Persuasion or negotiation skills to work with others and find a mutually beneficial situation
- Conflict resolution and mediation skill
- Problem solving and decision-making skill

Interpersonal communication is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages: it is face-to-face communication.

9.6. SOCIAL INFLUENCE

Social influence refers to the changes in a person's beliefs, behavior and attitude due to social factors. It is different from persuasion which is generally intentional, whereas social influence may be accidental.

Social influence operates via peripheral processing. The target may not be conscious of the fact that there is an influence attempt. Social influence is seldom goal directed. This means the outcomes may not be consistent with the goals of the communicator.

Social influences occur due to factors like:

- indebtedness or reciprocity,
- social proof
- commitment,
- liking and attractiveness,
- scarcity

- authority

Psychologist have researched extensively about the power of social influence and its impact on the perception and behavior of people. Individuals often change their ideas and actions to align them with social group or a perceived authority.

People regularly have to counter social influence in its various forms. For example, a student may feel that it is necessary to change his behavior to match with others in the class. The opinion which is endorsed by maximum members is likely to influence new students who join the group. Furthermore, people may feel intimidates by the people who are perceived as holding positions of authority. For example, in a workplace, a subordinate will endorse the views of his superior to please him.

PROGRESS CHECK QUESTIONS 2

a. What is cultural diversity? Why is it important?
b. How can gender and social inclusion be implemented?
c. What are the factors causing social influence?

9.7. PEER PRESSURE

Peer pressure refers to the invisible pressure to confirm to the beliefs and actions of one's peers. In the adolescent stage, people experience psychological changes which forces them to adopt the trends and practices of the peers to be accepted in the group. An individual has to realize that he or she is being pressured in order to control it.

Peer pressure can have positive and negative influence. Positive influence is when a peer encourages and motivate each other to better themselves. Negative peer pressure has a detrimental impact and does not make any positive contribution for the betterment of a person. It may also include threats, taunts, name-calling and insulting.

Peer groups are an important part of life. Therefore, it is important that they help us become person. Positive influence brings joy and contentment. Negative influences

can lead to anxiety and sadness and lead to poor choices. The positive impact can be termed as peer influence. It can motivate a person to excel in academics, being inclusive and helpful concentrate on all round development. While negative influence can make a person addicted to bad habits like drug use, stealing, misbehavior in class etc.

9.7.1. Handling Peer Pressure

Middle school is the time when people feel **peer pressure** the most. There are some strategies which can help deal with it:

- When uncomfortable with what the peers want, one can suggest something else
- Humor is a good tool to say no to peers
- The consequences of bad actions should be explained when the peer suggests some negative actions
- Taking a stand is important. Saying a firm no and asking the person to stop pressurizing will help
- When one is not able to say no, changing the topic can help get out of the situation
- It is important to heed to one's feelings. If something does not appear right, there is a chance that it is not. Even if the peers are comfortable with the situation, it may not be right for you.
- Planning ahead on how to respond to different situation also helps.
- Confronting the person who is pressurizing will let them know that this behavior is not accepted and also deter them from engaging in such actions again.
- Communicate with parents openly. When caught in a situation in which parents are not present, one should text and call them if the situation seems to be getting out of hand.
- One should not hesitate to say no without the need to apologize or give an explanation. One can also cite medical reasons, for example, allergy to

Peer pressure is the direct influence on people by peers, or the effect on an individual who gets encouraged to follow their peers by changing their attitudes, values or behaviors to conform to those of the influencing group or individual.

smoking if peers are pressurizing to try smoking.

- Having a friend who has similar values and beliefs can also help. It is easier to refuse if someone else also says no. In this case the hesitation is less.
- It is important to involve a trusted adult who could be a parent, teacher or a guardian. A senior person can help with strategies that might help in getting out of a situation.

Teenagers and young adults should be able to realize which things are important and which are not. It is important to develop the strength to resist peer pressure. It will not only protect one from peer pressure but also help maintain a positive influence over others. Family will act as a support during the challenging times. Their support is important to overcome peer pressure.

9.8. ASSERTIVENESS

Assertive person acts according to his/her own best interest, expresses their feeling openly, takes a stand for themselves, makes a choice for themselves. Assertiveness is an important communication skill. It empowers a person to stand up for their rights, abide by their beliefs and at the same time be able to respect the right, values and beliefs of others.

Assertiveness is a skill regularly referred to in social and communication skills training.

Every situation may not be favorable and not allow both the parties get the best possible result. However, assertive behavior enables the same and helps maintain friendly and positive relationships.

Though **assertiveness** may not be suitable for all situations, however, in majority of the cases it will produce the best result. Becoming assertive also helps in better time management and reduction of stress.

9.8.1. Aspects of Assertive Behaviour

There are many aspects of assertive behavior out of which twelve important ones are

Taking Responsibility

Assertiveness entails taking responsibility of one's own behavior. The other person does not choose for how you feel. Others are responsible for their behavior and the individual is responsible for his or her own response.

Use of Descriptive Language

Assumptions, opinions and judgement should be avoided to the extent possible. Descriptive language facilitates in concentrating on what one is trying to achieve.

Stating Opinion and Interpretation as Such

In trying to assert one's point of view it may be necessary to express and opinion or explain interpretation of events. When this is necessary, the same should be presented as an opinion or interpretation. For example, words such as "In my opinion" "My thoughts are" should be used. This is helpful in an assertive conversation.

Allowing Others to Express their Views

Understanding other's opinion is important if a common understanding has to be reached. Hence in a conversation, it is imperative that everyone gets to share their opinion. Receiving feedback is essential and sometimes it may require some efforts to turn other person's opinion into a feedback.

Using Constructive Feedback

Constructive feedback helps expressing opinion in a constructive manner. Focus should be on the solution which suits both the parties and not on the problem. People dislike negative feedback. Hence the focus should be on the behavior of the person and not a personal attack. This makes it easier for the person to realize that the attempt is to change his behavior and not an attack on him.

Open to Suggestions and Solutions

Assertive behavior requires the respectful inclusion of suggestions and opinion of others. Inviting others views to find a meaningful solution is helpful. Even if the solutions are not implemented the other person will feel that their thoughts were respected.

Use of Tone

The role of tone in a communication is as important as the words chosen. A warm tone indicates that other opinions are welcome. This makes the communication more effective which is an essential part of assertive communication. Adopting the right attitude is important as this itself makes the tone more favourable.

Use of Appropriate Volume

Communicating using the right volume is important. A loud tone can sound aggressive, while a soft tone may suggest nervousness and a lack of confidence. The best way to regulate the volume is by being confident about delivering the message which will automatically help the tone of the voice and speed of speech.

Fluency in Speech

Speaking fluently is a sign of assertive behavior. This indicates that the speaker is calm and confident about the situation. This does not mean speaking rapidly or continuously. It also does not mean that one has to have a ready answer for all questions. In fact, it is important at times to acknowledge that one does not know something. This honesty is always respected in a person.

Maintaining Eye Contact

Eye contact signifies that a person is paying attention. Staring should be avoided; it should be gentle and polite. The general perception is that people who avoid eye contact

are hiding something or not confident about what they have said.

Use of Congruent Facial Expression

This means that the facial expression should be consistent with the message being delivered. It signifies that the person is honest. A person who smiles while delivering a sad news will induce suspicion.

Use of Open Body language

Open body language is a clear indication of assertive behavior. When people are relaxed their movements are natural. A closed body language indicates that one is not receptive of others opinions.



Psychology is a subject that requires active involvement. Think critically and deeply about the content and do not just memorize facts.

9.9. CONFLICT

Conflict can be defined in many ways. It can be described as misunderstanding or discord between individuals or groups. It is often characterized by hostility and antagonism. Differences and disagreements are often the cause of conflicts. One individual or group usually opposes the view of the other and this is when **conflict** arises.

Conflict is a clash of interest. The basis of conflict may vary but, it is always a part of society.

Clash of thoughts and ideas occurs naturally. It is a part of human experience and can have a detrimental effect when left unchecked. However, at times it can have a positive effect. It can drive meaningful realizations that can be beneficial to the parties involved in the conflict. It provides an opportunity to learn about differences that may arise.

Conflict resolution facilitates positive outcomes. People can live in harmony even if conflicts arise. What is required is to manage them responsibly.

9.9.1. Causes of Conflicts

Understanding the causes of conflicts can help in understanding why conflicts arise. The common sources of conflict help understand the factors that are responsible

for conflicts. American psychologist Daniel Katz proposed three main sources of conflicts.

Economic Conflict

This occurs when there is limited amount of resources. Individuals or groups come into conflicts to acquire maximum share of these resources. The people involved in the conflict start displaying hostile behavior.

Value Conflict

This arises due to the difference in principles, preferences and ideologies that people hold. War is an example of conflict which arise due to differences in value. Here two or more parties have a separate set of believes and they use aggression to assert these beliefs.

Power conflict

This occurs when the parties to the conflict want to capitalize on the influence they hold in the society. This situation can occur at a personal level, group level or even nation level. Power is also present in other types of conflict as it involves assertion of influence over another.

9.9.2. Types of Conflicts

Interpersonal Conflict

It refers to the conflict that can arise between two individuals. No two person is the same and will have personalities and perceptions that are varied. As a result, they can make incompatible choices and have difference of opinion due to which conflict can arise. Adjustments are necessary to resolve these types of conflicts. When these conflicts become unmanageable and damaging, a third party like a moderator can be called in to resolve it.

Intrapersonal Conflict

This refers to a conflict that occurs within an individual in his mind. It is a psychological conflict which involves the thoughts, emotions, principles and values of individuals. This type of conflict could be as simple as deciding what to have for dinner to major ones like deciding a career path.

It can be quite challenging to manage this type of conflict as one has to first understand their own inner struggles. It can make a person restless and uncomfortable and in extreme cases even lead to depression. Talking to confidant can help resolve these conflicts. Eventually, when a person comes out of this situation, he or she feels more empowered. It can bring about a positive change in a person and contribute to their personal growth.

Intergroup conflict

This conflict arises among different groups, like religious, political or even teams in an organization. Each group may have its own objective or set of interest. Besides, competition may also arise resulting in intergroup conflict. Other factors which may act as a cause include, struggle over sharing of resource, or certain boundaries which one group may have set.

Role Conflict

This refers to a conflict that happens when there are contradictions between the roles that an individual play in the normal course of life. For instance, there could be opposing obligations in a role resulting in a conflict of interest. Moreover, the roles could also be incompatible consisting of differing requirements, expectations and beliefs.

International Conflicts

These arise between states at a global level. There are various reasons due to which to nations could be at a state of conflict. The common ones are dispute over resources or boundaries that they may share, terrorism etc. In extreme cases these conflicts may turn into war.

9.9.3. Model of Conflict Resolution

Conflict can have a positive or negative impact depending on how it is managed. The following are five methods of conflict resolution.

Collaborating

In this approach interpersonal relationships are maintained and all parties involved achieve their interest. For this, the parties should not only act on behalf of their own interest, but also the interest of other parties. This is a win-win approach in which appropriate problem-solving methods are used to address the problem.

Compromise

This approach is ideal when a win-win situation is not possible. Hence, parties involved have to compromise and respect the interest of all those involved. A mutually acceptable solution is arrived at which is partially beneficial to the parties. It is a mini-win/mini lose situation.

Accommodating

In this approach interpersonal relationships are given importance by one party and their interest is considered secondary. This is achieved by yielding to the other party or appeasing them to avoid conflict. This is approach can be called yield-lose/win approach. One part allows the other to win in order to resolve the conflict.

Controlling

This approach is the opposite of accommodating, where one party tries to use force to the extent necessary of their own gain, at the cost of the relationship involved. A win in the conflict is equated with status and competence.

Avoiding

This is an approach which is not favourable to any party.

It leads to a high degree of frustration for all parties where neither the interest is met nor is the interpersonal relationship fulfilled. This is a lose-lose approach of conflict management.

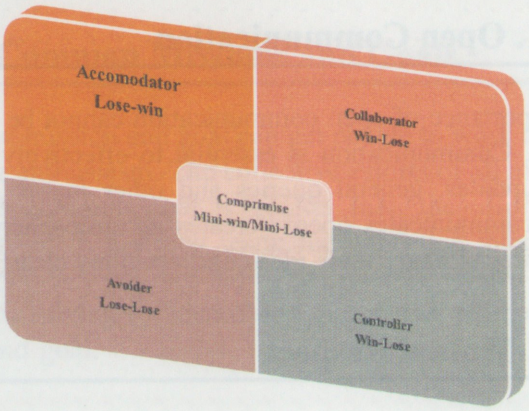

Figure 9.2: Matrix of Model of Conflict resolution.

Tip

Accept conflict, it is natural for it arise in any settings. You may not be able to avoid it, but managing it is in your hands

PROGRESS CHECK QUESTIONS 3

a. Why does peer pressure arise? How can one deal with it?
b. What is assertiveness? State some aspects of assertive behavior.
c. Why does conflict arise?

9.10. TEAMWORK

Team work forms the crux if any team whether in educational, workplace or social settings. It refers to the collective efforts undertaken by each team member to achieve the team's objective. In an effective team, every team member performs and contributes to the best of their abilities to achieve a predetermined goal. The most important aspect is the collective performance of the team and not individual performances.

In a real time, settings such as an organization, individuals work in teams to achieve a common goal. If a few team members perform to the best of their ability while a few maintain a laidback attitude, the team will fail to meet the target despite the hard work of a few. The

efforts of every individual are important to ensure maximum output. Instilling positive teamwork habits can help establish a powerful group which can tackle even the toughest of problems. This can be achieved by the following.

9.10.1. Open Communication

The importance of open communication cannot be stressed enough. Communication is essential to effectively discuss ideas, updates, general queries and other inputs. A team which communicates openly creates an atmosphere where everyone can share their ideas and opinions clearly.

9.10.2 Mutual Respect

A team should have a culture of mutual respect so that everyone feels appreciated. There may be differences in opinion, which is bound to occur when people with contrasting traits work with each other. However, mutual respect creates an open-mindedness towards others opinions ideas and views which is beneficial for the success of the team.

9.10.3. Collaboration

Collaboration is the essence of teamwork. Individuals with different talents and skills must fit with those of other team members. Each team member must be aware of their goals and contribute effectively to the team's success. A well-functioning team uses each member's complimentary skill sets to achieve the overall objective. Each team member should understand that all team members make a valuable contribution to the team.

9.10.4. Problem Solving and Conflict Management

An effective team is one which is able successfully manage conflicts and has good problem-solving skills. The team

should have an effective strategy in place and this will differ based on the situation and individual members. The team should be capable of working through roadblocks. This will help them work smoothly during challenging times.



Tip

It is important to build mutual trust and get to know each other better.

9.10.5. Common Missions and Goals

A common mission and goal can get people to work together and create enthusiasm. The collective efforts of all members towards a common goal is greater than the efforts of a single person. In a strong team, the collective interest is given importance of over individual interest. It also helps in problem solving by identifying the interest of the team and the end goal.

9.11. RISKY BEHAVIOUR

Trimpop defines risky behavior as "any consciously, or non-consciously controlled behavior with a perceived uncertainty about its outcome, and/or about its possible benefits, or costs for the physical, economic or psycho-social well-being of oneself or others."

This is a broad definition of risky behavior and there are other definitions depending on the field of research. Turner et al. described risky behavior as a socially unacceptable volitional behavior without any precaution and which has a potentially negative outcome.

Examples include speeding, drinking and driving, drugs abuse etc. These risky behaviors can result in serious long-term consequences sometimes put the person in life-threatening situations. This is a common problem in teen and young adults and requires an effective strategy to manage it.

The following strategies can help in managing risky behavior in teens

9.11.1. Understanding Challenges

Adolescence can be a confusing period for most individuals when one goes through a lot of physical and mental changes.

They may also be facing social influence, peer pressure, competition etc. which may lead them to unhealthy choices. It is important to understand what they are going through to address risky behavior effectively.

9.11.2 Discussing Realities

Youth and teens may be overly optimistic about certain situations. They may take risks believing nothing bad will happen. They need to be appraised about the reality of certain situations. For example, the risk of car accidents is quite common and hence it is important to drive safely every time.

Setting Rules: It is important to have clear cut rules for some areas like late night outs, drinking and driving etc. These rules should be adhered to at every cost and there should be consequences for breaking the rules. This is important to reinforce good behavior.

9.11.3. Open Discussions

It is common for teens and young adults to experiment with drinking, drugs etc. exposing them to the risk of substance abuse. Alcohol and drug intake are common among those fighting depression, stress or anxiety. Discussing openly about the risks and consequences associated with it can help the individuals take the right decision.

9.11.4. Accepting Mistakes

It is important to accept that mistakes happen when children confide in their parents or other adults. They have to be constantly reminded of the consequences and why it is important to change the behavior. The children will continue to need support and listening to them gives the confidence that they can approach when in need. Establishing a rule that the child can seek for help in any situation or location ensures that they call for help when in trouble. Strategies and Approaches: teens and young adults may struggle to

get out of tricky situation they might find themselves in and why and how these situations can be avoided. It is important to discuss common situations like accompanying a friend who is drinking and driving.



Figure 9.3: Drinking and Driving Risky Behavior.

Source: Image by Pexels

CASE STUDY ON RISKY BEHAVIOR: REDUCING EXPOSURE TO SMOKING

Exposure to smoking (ETS) control is most likely to be achieved through a combination of a good practical and theoretical understanding of the task required, grounded in empirical evidence.

There are a number of behavioral methods by which ETS control around children can be achieved: some applicable to smokers, and others likely to be relevant for all parents or others concerned to protect children. Smokers, as the source of ETS, can respond either passively by complying with rules and requests about when and where to smoke or they can take active steps either:

- quit smoking altogether; or
- restrict when and where they smoke, by not smoking in close proximity to children, and/or not smoking in enclosed areas children are likely to inhabit (e.g. the home).
- For parents, the possible tasks range from personal actions to participating in social action. They can:
- actively discourage smokers from smoking in their homes; · encourage smokers not to smoke where children are present;
- choose non-smoking environments (whenever possible) when supervising children outside of the home;
- encourage independent children not to spend (too much) time in places where smoking is allowed; and
- work with others to pursue and/or maintain smoke-free policies in places outside the home where children spend time (e.g. schools).

Strategies for ETS control

There are a range of possible interventions to further ETS control. These include:

- Public education, through the mass media.

- Community programs.
- "Clinical" interventions, i.e specific behavioral interventions provided through face-to-face contact. · Policy development. · Legal and/or regulatory measures.

ACTIVITY 9.2

9.2.1 Different is Good

Food is an important part of the culture. Arrange a potluck where students bring an authentic cuisine that represents their culture. As you enjoy the food discuss about the origin of the food, what cultural influences can be seen in the food. For example, the occasion when it is usually made. Get the recipe

9.2.2. Be Assertive

Bullying is common even in college and certain students may indulge in it to seek a reaction or influence others. Being assertive and standing up to bullying can deter the bully. This activity involves role play in which the students act in pairs where one is a bully and the other one deals with the situation by being assertive.

9.2.3. Can You Resolve the Conflict?

Write down what you would do to resolve the conflict between two of your classmates. Share your conflict management techniques that you have used in the past to resolve the conflicts among your closed ones.

9.2.4 Do you long to belong?

Everyone desires a friend's groups however it can be problematic too. In this you will understand the significance of belonging to a group of friends and at the same time understand when it is ok not to go along with the crowd.

Write down the answers to the following questions

1. Have you done something with a group of friends that you did not want to do?
2. Why do you think it is difficult for people to say no to their peers?
3. What are some things that your peers have pressurized you do or to say?
4. How can you make some healthy choices about your peer group?

9.2.5. Risky Business

Write down the answers to the following questions and discuss them in the class.

- Define risky or dangerous behaviors
- What makes behavior safe, as opposed to unsafe?
- Write down the thoughts and productive behaviors that promote healthy behaviors
- Write down the thoughts and productive behavior that lead to risky and unhealthy behavior
- Discuss the differences and similarities of the points of all your classmates and how you all will implement the good ones

PROGRESS CHECK QUESTIONS 4

a. What is teamwork?
b. Why are collaboration and open communication is important?
c. What does risky behavior mean?

CHAPTER SUMMARY

Intrapersonal skills are those skills that one uses in the communication within his or her own mind. It includes self-concept, self-awareness, self-esteem, self-confidence and self-control. Interpersonal skills are innate personality traits which helps in establishing relationship with others. It plays an important role in every stage of life, be it academics or work-life.

Cultural diversity refers to the presence of people in a society belonging to different religion, race, ethnic backgrounds etc. It creates a mutual respect for other cultures and beliefs.

Gender and social inclusion are an important aspect. It refers to the acceptance of everyone regardless of their gender identity, expression and social status in social institutions. It is a significant aspect of life and hence it is crucial to create gender inclusive environment in which everyone is treated fairly.

Social influence refers to the changes in a person's beliefs, behavior and attitude which happens due to several factors.

Peer pressure is common in teens and young adults. It is an invisible pressure confirm to the beliefs and actions of one's peers and is brought about by the psychological changes which happens during this stage of development.

Assertiveness is a desirable trait which empowers a person to stand up for their rights and beliefs. It also teaches one to respect the right, values and beliefs of others.

Conflict refers to discord or misunderstanding between individuals and groups. There are various reasons due to which conflict can arise like limited resources, desire to attain power ideological differences etc. There are various ways for resolving conflict which can help in minimizing the damage.

Teamwork refers to the collective contribution of all team members to achieve a common goal. Positive team habits help in establishing an effective team which can contribute meaningfully to accomplish any task.

Risky behavior is a socially unacceptable volitional behavior which can have considerable negative impact on

the teens and young adults an also those around them. Risky behavior can be managed by following certain strategies like discussing openly, accepting mistakes, explaining realities, understanding their challenges.

ANDREW SALTER WAS ONE OF THE FOUNDERS OF BEHAVIOR THERAPY

Andrew Salter was graduate in psychology from New York University. He was one of the founders of behavior therapy. He established his independent psychology practice where he successfully applied autohypnosis to some problems like smoking, insomnia, overeating etc. He published a seminal paper and later a book on autohypnosis.

His extensive experience facilitated him to publish two other books, *Conditioned Reflex Therapy* (1949) and *The Case Against Psychoanalysis* (1952) which play a significant role in behavior therapy today. Though it was appreciated by supporters of psychology, behavior therapy and psychiatry, it was risky to critique psychoanalysis at that time.

Salter is also credited as the founder of assertiveness training. He did not coin the term, however, in his book Conditioned Reflex Therapy (1949) contains many case studies which mentions primitive assertiveness techniques termed "excitatory exercises". These later laid the foundation of behavior therapy for assertiveness.

In 1964 Salter published *The Conditioning Therapies* along with Joseph Wolpe and Leo Reyna. It contained the proceedings of the first conference on behavior therapy. It played a significant role in educating about the clinical achievements to a large audience. Most importantly, on the basis of the experimental studies of learning, he was able to present the perspective as well as the potential that scientific approach held to clinical intervention.

He also made a significant contribution in founding the Association for Advancement of Behavior Therapy (AABT). Though he stopped publishing after the mid-1960s, he occupied himself in his practice in which he came across eminent people in the profession.

José Manuel Rodríguez Delgado a Spanish professor of neurophysiology famously remarked:

"Although we now know much more about the workings and chemistry of the brain than was known 65 years ago, Salter's techniques remain extremely effective and life

altering. His works remained in print for over 25 years and have been translated in over a dozen languages and his books have earned numerous accolades. Proponents of Behavior Modification, Assertiveness Training, Auto-relaxation, and Progressive (Systematic) Desensitization & Psych prophylaxis have all used principles and applications proposed, developed or applied by Salter, whether or not they acknowledge that reality."

MULTIPLE CHOICE QUESTIONS

1. Identify the intrapersonal skill

a. Diversity management
b. Team work
c. Self-awareness
d. Conflict resolution

2. What can be a possible stressor?

a. Self-esteem
b. Traumatic events
c. Emotional intelligence
d. Resilience

3. What does multiculturalism mean?

a. Treatment different communities fairly in public arena
b. Segregating people on the basis of culture
c. Absence of distinct cultural
d. A festival

4. What are the teens and young adults at a risk of?

a. Assertiveness
b. Exposure to diverse culture
c. Risky behavior
d. Mutual respect

5. What is not a type of conflict?

a. Intrapersonal
b. Interpersonal
c. Social
d. Role

REVIEW QUESTIONS

1. Why is mutual respect important in teamwork
2. What are the key interpersonal communication skills?
3. Explain the methods of conflict resolution.
4. How does common mission and goals help in teamwork?
5. How can open discussions help in managing risky behavior?

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UNITEXT FOR FRESHMEN:

GENERAL PSYCHOLOGY

ABOUT THE BOOK

Psychology is a diverse and varied field. It involves the scientific study of mind and behavior. Psychology is a multifaceted discipline and encompasses many sub- fields. Some of the major sub- fields include study of sports, health, human development, clinical, social behavior and many others. The scope of this discipline is vast and involves application of knowledge to various spheres of human activity.

Primarily psychology is concerned with the way people act, think and the way they can improve themselves. Basically, everything a person does is connected to psychology whether it is a conversation with a friend, argument with a peer or disciplining oneself. Most people do not understand the rationale behind their behavior and decisions, psychology helps in understanding how the mind works.

Psychology has its roots in experimental research. It was a part of philosophy until it emerged as a separate branch of science towards the end of nineteenth century.

The essence of psychology may be found in various forms. There are several theories of learning in the field of psychology which have applications across various forms and verticals. These theories need to be explained to the readers so that they are well versed with the learning process in psychology.

The field of psychology also establishes the relation between the way people memorize things and also how and why they tend to forget certain other things. This has a lot of application across the field of education, where the teachers can understand the exact reason as to why their students are forgetting some things that are taught in the classrooms and what needs to be done to improve their learning and retaining capabilities.

This psychological aspect of the humans can also be used by the various organizations to help their employees remember the tasks assigned to them, so that the tasks are completed in time and with good efficiency.

Proper understanding of psychology can enable a person to help other improve their personality and thus present themselves in ways that are desired across various fields in the corporate as well as personal environments. Psychology helps the people to undertake a changeover in themselves, is required, to suit the thinking of the people they may be surrounded by.

The book introduces the readers to the various subjects related to the field of psychology. The readers tend to get hold of the way that psychology can be applied across various fields and how it can be utilized to enhance the various attributes of the people. It also explains the manner in which psychology can help the decision makers to take important decisions regarding certain matters that can be heavily influenced by the manner in which the people think and act.

I hope that the book can provide the readers with the necessary inputs and information regarding the field of psychology and that the book can make them aware about the various aspects related to psychology in a detailed way. The book aims to enlighten the readers on psychology so that the various principles and theories can be appropriately used by them for the various constructive endeavors that may be taken by them.

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Joanna Yates pursued his Masters in Education & Developmental Psychology and Doctorate in Applied Developmental Psychology at University, Nyborg. Yates is an associate professor in the Department of Psychology in Hove. He has contributed in many articles on psychology. He has wide-ranging areas of academic and research interests in educational psychology, grown-up advancement and maturing, including character improvement through midlife, indicators of memory perceptions and the connection between physical wellbeing.

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