



ALAGAPPA UNIVERSITY

[Accredited with 'A+' Grade by NAAC (CGPA:3.64) in the Third Cycle
and Graded as Category-I University by MHRD-UGC]

KARAIKUDI – 630 003

DIRECTORATE OF DISTANCE EDUCATION



M.Sc. [Psychology] 363 24

difficulty cognitive **emotions** developmental self-direction generous mental wellness **behavioural problems** cases therapeutic systems
symptoms occurring factors insufficient anatomical distribution brain stimulation
advanced stages sensory psychological diagnosis resources **problem solving** perform patients sociological perspectives
depression difficulty survey diagnosed characteristics severity gene therapy healthcare emotion medication
disorder primary rigidity **psychological** personality anxiety disorders opposition
advanced stages slowness biology environment treatment people different pathological clin

PSYCHOLOGY PRACTICAL – II

II - Semester



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SYLLABI-BOOK MAPPING TABLE

Psychology Practical - II

Syllabi

1. Anxiety Measurement
2. Anger
3. Assertiveness
4. Stress Measurement
5. Stress Coping Skills
6. Personality Measurement
7. Aptitude
8. Interest
9. Study Skills
10. Job Satisfaction
11. Organisational Climate
12. Mental Health

INTRODUCTION

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Understanding human mind and behaviour has always been one of the most intriguing subject matters for scholars of all times. The emotional constructs of human mind are extremely elusive and require an all-encompassing approach to study them. Psychology is such a field that integrates research from all other scientific fields, broadly categorized as social sciences, natural sciences and humanities, to form a most comprehensive approach to understand human mind. Psychology deals with mental functions and behaviour of humans and animals. It has contributed greatly to the society as a whole.

The present wealth of psychological knowledge is applied to various human activities such as family, education, health, etc. There are various schools of thought in psychology, each proposing a model that can explain all, or most, human behaviours. Various approaches to study mental processes lead to various sub-fields of psychology, such as biological psychology, clinical psychology, cognitive psychology, etc.

This book, *Psychology Practical-II* deals with the practical aspects of the subject. This will include a discussion on the concepts such as anxiety measurement, stress management, anger management, study skills, job satisfaction, mental health, etc.

1. ANXIETY MEASUREMENT

Anxiety is one of the common psychological problem in the modern society. It is the over-demanding and competitive lifestyle that is increasing an individual's worry, tension and fear. Reaching the office at the right time (especially in the metro cities, where traffic is the major issue), fear of examination, completing the piling of numerous tasks, etc., are some of the situational examples that can be the leading reasons of anxiety. It is also observed that, generally, individuals require social acceptance and thus are sometimes frightened of the disapproval of others. Discernment of being judged by others may cause anxiety in social environments. In this context, the perception of common people that anxiety is always a negative psychological condition is totally wrong, because a little bit of anxiety can play the role of a motivator to perform any task in time with proficiency and accuracy.

In many cases, anxiety during social interactions, particularly in interactions with strangers, starting a new job or beginning the work on any project is common. But if it persists for a long period of time, then it may create a number of anxiety disorders and as a result, the normal human life will be seriously affected. Therefore, the demand of psychological guidance and counselling is increasing day by day to manage the anxiety and to harness its positive effects. So, the measurement of anxiety using standardized tools and techniques can confirm the level of anxiety of an individual to help prevent them from the negative and severe problems in future. In this regard, it can be concluded that, negligence of anxiety measurement and management at primary level can lead the individual into apprehensive anticipation of future danger or misfortune accompanied by a feeling of discontent or somatic symptoms of tension.

Introduction to Anxiety

In day to day life, anxiety is one of the common psychological issue faced by most of the common people starting in the home setting to the workplace setting; starting from the school aged children (e.g. Examination anxiety) to the elderly (e.g. death anxiety). In this context, it is important to know the concept of anxiety. Feeling of unease such as worry or fear for any activity/object or situation is called anxiety. The level of anxiety can be mild in some to severe for others. The severity of anxiety also varies from time to time, situation to situation and even it depends on the nature of activity. Some of the simple examples of anxiety can be that people may feel worried and anxious about sitting for an exam, or having a medical test or job interview or traveling to a new and unknown place etc.

The negative form of anxiety can be defined as psychological or an emotional condition characterized by an unpleasant state of inner turmoil, often accompanied by nervous behaviour following the problem of pacing back and forth, different somatic complaints and thoughtfulness (Seligman, Walker, & Rosenhan, 2001). Besides that, it is important to note that, in many cases, people confuse anxiety with fear and vice versa. So, it is important to say that anxiety is not the same as

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fear. According to DSM 5 (APA, 2013) it can be said that, anxiety is a response to a real or perceived immediate threat and future anticipation of endangered results. Simply, it can be said that, anxiety is a feeling of uneasiness and worry, usually generalized and unfocused as an overreaction to a situation that is only subjectively seen as ominous (Tsakanikos, Costello, Holt, Sturme, & Bouras, 2007).

Types of Anxiety

Anxiety is mainly divided into two categories: trait anxiety and state anxiety. Let's discuss these types in detail.

- (i) **Trait Anxiety:** Anxiety is very common for all organisms. The general tendency of an individual to respond with worry or feeling of threat in the natural environment and social situations are also common for all which in psychology is called trait anxiety. Trait anxiety is a relatively stable characteristic of an individual in the entire life span. As psychological attributes vary from person to person, anxiety also varies from individual to individual. An individual in the society with higher trait anxiety feels more threats and worries for majority of the day to day activities compared to the individual having low level of trait anxiety. Further, it can be said that trait anxiety arises in response to a perceived threat, but it differs in its intensity. The intensity and duration of anxiety may be different on account of time and situation.

Person's perception and interpretation to a situation is important to decide which is intensive or which is not. So, the intensity of trait anxiety is dependent on the perception and experience of anticipation of the threats to the anxiety related situation/stimulus. In this concern, Endler, and Kocovski (2001) affirmed that, 'People with a high level of trait anxiety experience more intense degrees of anxiety to specific situations than most people do and experience anxiety toward a broader range of situations or objects'. Hence, psychologists stated that trait anxiety is a personality characteristic rather than a temporary feeling of worry or threat for life. Although anxiety is very common for all and it depends on coping mechanism of the individual to deal with different anxiety provoking situation/thing and objects, it is also observed that, people with trait anxiety are different in confronting them. For instance, public speaking engagement constitutes one measure of trait anxiety and while dealing with it an individual may feel only little bit of nervousness or on the other hand, faint and feel sickish in the same situation or stimulus. Besides that, it is also observed that individual with high level of trait anxiety experience anxious feelings in many different situations that do not elicit anxiety to many other persons in the same society. For instance, most of the students or in some cases every student experiences anxiety before examination, but students with high level of trait anxiety experience panic for the same situation.

Note: In psychological literature, trait anxiety is considered as a personality characteristic rather than a temporary feeling of anticipatory threats. Hence it can be said that, trait anxiety is a stable human characteristic that differentiates one individual to other.

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(ii) **State Anxiety:** Other than trait anxiety, the psychologist also found another type of anxiety namely the state anxiety. From the term ‘state anxiety’, it can be simply said that, this type of anxiety is not long lasting or stable, but still the inappropriate management of any anxiety is also dangerous for the individual and their society. State anxiety is somehow specific, but the intensity varies from situation to situation even for the same individual. Thus, state anxiety describes the experience of unpleasant feelings when confronted with specific situations, demands or a particular object or event. State anxiety arises when an individual assesses a particular situation as threatening, he/she may feel anxious/anxiety or worry about the situation. But when the threatening situation/object goes away or its not dangerous, the person no longer experiences anxiety or any threat to the same situation. Thus, state anxiety refers to a temporary condition in response to some perceived threat. There are many examples of state anxiety. For instance, many people experience anxiety before speaking in public. For most people, these feelings of anxiety start before they begin to speak and continue to speak but it subsides immediately after the speech ends or the same situation goes away.

Lazarus, (1991) defined state anxiety as an unpleasant emotional arousal in face of threatening demands or dangers. Lazarus, (1991) also stated that, state anxiety is a cognitive appraisal of threat, it is a prerequisite for the experience of this emotion. On the other hand, Lazarus (1991) defined trait anxiety by saying that it reflects in the existence of stable individual differences through the tendency to respond with state anxiety in the anticipation of threatening situations.

Moreover, a further distinction has been made in state and trait anxiety by (Spielberger, 1980) by distinguishing between *worry* and *emotionality*. Spielberger, (1980) stated that worry in any situation refers to the cognitive component of the anxiety experience. Individuals respond to threat with worries about the imminent danger and their perceived lack of competence to counteract the threat. On the other hand, emotionality, refers to the perceived arousal component of the anxiety experience. Finally, it can be said that, although both cognitive and emotional/affective components are usually present at the same time to some degree within the individual, these two components are only poorly to moderately related with each other. The cognitive and emotional components are different in terms of their behavioural consequences.

According to the recent definition of anxiety disorders, it can be said that, it refers to the disorder that include and share the features of excessive fear and anxiety and related behavioral disturbances (DSM5, APA-2013). Further, it can

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be said that there is a little difference between fear and anxiety, where 'Fear is the emotional response to real or perceived imminent threat, whereas *anxiety* is anticipation of future threat'. Therefore, there is a confusion between fear and anxiety as these two states overlap with each other, but they also differ. Further, it can be said 'fear' is the state that is more often associated with surges of autonomic arousal necessary for fight or flight, thoughts of immediate danger, and escape behaviours, whereas '*anxiety*' is more often associated with muscle tension and vigilance in preparation for future danger followed by cautious and in some cases the avoid or resistance behaviors. As a result, the avoidant/resistant behaviour helps to reduce anxiety and the threat of anxiety. Still, if the anxiety situation is not managed properly, is long lasting and the onset is more than 6 months to one year, then it can be considered as anxiety disorder in any form (DSM-5, APA, 2013). Although there is a difference between fear and anxiety, the irrational fear is the cause of anxiety and also people having anxiety develop many fear related symptoms. Therefore the fear related disorders (mostly the phobia) is also considered under the categories of different types of anxiety disorders mentioned in both *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)*, American Psychiatric Association APA, 2013 and *International Classification of Disorders (ICD, WHO- 1992)*.

Important: It is important to remember that, in the field of psychology, especially in Clinical Psychology, psychologists refer to the *Diagnostic and Statistical Manual of Mental Disorders, (DSM)* American Psychiatric Association, either the earlier version or the recent one (DSM-5, APA, 2013) and psychiatrists or other medical professionals refer to the *International Classification of Disorders (ICD, WHO- 1992)*.

Different Types of Anxiety Disorders: Some of the common types of anxiety disorders are:

- **Agoraphobia:** Agoraphobia is a type of anxiety disorder in which an individual, fears and often avoids places or situations that might cause panic and make the individual feel trapped, helpless or embarrassed.
- **Anxiety disorder due to a medical condition:** Anxiety disorder due to a medical condition that the symptoms of intense anxiety or panic that are directly caused by a physical health problem.
- **Generalized anxiety disorder:** Generalized anxiety disorder includes persistent and excessive anxiety and worry about activities or events even in the ordinary situation or in a day to day, routine issues. But it is important to say that, in generalized anxiety disorders, the symptoms of worriness is out of proportion to the actual circumstance, and to control or manage it, as a result may affect the individual both mentally and physically. Generalized anxiety disorders often occur along with other anxiety disorders or depression.

- **Panic disorder:** Panic disorder are often involved in anxiety disorders. Due to panic attack there may be repeated episodes of sudden feelings of intense anxiety and fear or terror that reaches its peak point within minutes (that may result panic attacks). The panic attacks may cause some of the physiological problems such as feelings of impending doom, shortness of breath, chest pain, or a rapid, fluttering or pounding heart (heart palpitations). These panic attacks may lead to worries about them happening again or avoiding situations in which they've occurred.
- **Selective mutism:** Anxiety may cause consistent failure of an individual to speak in certain situations, especially for children, such as school, even when they can speak in other situations, such as at home with close family members. This can interfere with school, work and social functioning of the individual.
- **Separation anxiety disorder:** Due to the parental detachment during the developmental stage, especially during the childhood, the individual may develop an anxiety called 'separation anxiety disorder.
- **Social anxiety disorder (social phobia):** Social anxiety disorder, also called social phobia, is a disorder where the individual feels high levels of anxiety, fear and avoidance of social situations due to feelings of embarrassment, self-consciousness and concern about being judged or viewed negatively by others.
- **Specific phobias:** Specific phobia are characterized by major anxiety when an individual is directly or indirectly exposed to a specific object or situation and has a desire to avoid it knowing that it can create panic attacks.
- **Substance-induced anxiety disorder:** In many cases the misuse of substances may cause anxiety and panic attack in the individual, this is called substance-induced anxiety disorder. The reason may be due to the exposure to substance or may be due to the withdrawal of any long used/addicted substances.
- **Other specified anxiety disorder and unspecified anxiety disorder:** Besides the above mentioned anxiety disorders, in some cases some anxiety or phobia don't meet the exact criteria for any anxiety disorders mentioned in DSM-5, APA-2013 or are not significant enough to be distressing and disruptive to the individual, these are called other specified anxiety disorder and unspecified anxiety disorder.

Note: Agoraphobia is one of the anxiety disorders and increasing day by day in the society due to many psycho-social factors such as single child, late birth, social and other threats to the parents etc.

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Symptoms of Anxiety

Some of the common symptoms even in normal anxiety situation or in anxiety disorders may include 'nervousness, restlessness, tense, worry, jitteriness, sweating, an increased heart rate, rapid breathing/shortness of breathing'. Other feelings and symptoms which commonly accompany anxiety are: sweating, trembling, feeling weak or tired, trouble concentrating or thinking about anything other than the present worry, having trouble sleeping, experiencing gastrointestinal (GI) problems, having difficulty controlling worry, and having the urge to avoid things that trigger anxiety.

Causes and Risk Factors of Anxiety

Even today, the causes of anxiety disorders aren't fully understood, still some of the researches and empirical evidences in this regard state that, life experiences such as traumatic events appear to trigger anxiety disorders in people who are already prone to anxiety. Even some of the psychologists state that, inherited traits also can be a factor. Medical causes of anxiety may be two ways such as for some people, anxiety may be linked to an underlying health issue and for other cases, anxiety signs and symptoms are the first indicators of a medical illness. The medical symptoms of anxiety and anxiety disorders are- Heart disease; Diabetes; Thyroid problems, such as hyperthyroidism; Respiratory disorders, such as chronic obstructive pulmonary disease (COPD) and asthma; Drug misuse or withdrawal; Withdrawal from alcohol, anti-anxiety medications (benzodiazepines) or other medications; Chronic pain or irritable bowel syndrome; and Rare tumors that produce certain fight-or-flight hormones. Besides that, due to the side effects of medicines, or withdrawal of medication may create anxiety or anxiety disorders.

Risk Factors of Anxiety: High risk of anxiety and anxiety disorders may be due to:

- **Trauma** ridden children are at higher risk of developing an anxiety disorder at some point in life. Adults who experience a traumatic event also can develop anxiety disorders.
- **Many times stress due to an illness may result in** significant worry about issues resulting in anxiety.
- **The anticipation of** a big event or the accumulation of smaller life situations may trigger excessive anxiety including situations like a death of a loved one, work stress or financial problems.
- **Certain personality type** make people more susceptible to getting anxiety disorders than others are.
- **Sometimes the presence of mental disorders may result in higher prevalence of anxiety, for example in the case of depression.**
- **It has also been seen that anxiety is often found in people having blood relatives with an anxiety disorder.**

- **Consumption and addiction to Drugs or alcohol or other** neurotic substances may also be the cause of anxiety and anxiety disorders.

Complications in Anxiety and Anxiety disorders: Anxiety or anxiety disorders may not make the individual worry or be tensed if appropriate management of anxiety induced stimulus is undertaken. Negligence of the first and initial symptoms of anxiety may lead to, or worsen, other mental and physical conditions, such as: depression (which often occurs with an anxiety disorder) or other mental health disorders, substance misuse, trouble sleeping (insomnia), digestive or bowel problems, headaches and chronic pain, social isolation, problems functioning at school or work, poor quality of life, suicide, etc.

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Consequence of Anxiety

The continuous and long-lasting state of anxiety has a significant effect on the body and can lead to the development of chronic physical conditions. The biological system of the body is also affected by continuous state of anxiety and anxiety related disorders and is responsible for releasing hormones such as adrenaline and cortisol, which many describe as stress hormones. Some of the long-term consequences of anxiety may be-

Increased risk of stroke: Constant release of cortisol or 'flight or fight hormones' increases risks to the cardiovascular system especially to the heart. A number of studies has proved that middle-aged men with symptoms of psychological anxiety and distress are more than three times prone to have different heart diseases such as cardiac arrest and heart stroke.

Early memory decline: Early psychological dementia or memory loss may be the cause by constant state of anxiety or anxiety disorders. The reason might be that anxiety can cause long-term damage to hippocampus cells, which affects memory and learning. As a result, anxiety can lead to early memory decline, especially in elderly patients suffering from anxiety and/or depression.

Insomnia: Insomnia and anxiety frequently go hand in hand with each other. Anxiety can cause insomnia, just as insomnia can lead to anxiety. Insomnia is often one of the first symptoms of anxiety.

Detrimental impact of emotional distraction: Anxiety can cause a lack of concentration, can lead to low performance at school or work as well as an inability to maintain relationships with family and friends.

Despite the above-mentioned negative consequences of anxiety, some of the psychologists affirm that there are lots of positive effects of anxiety, if it is not extreme and if it is managed properly in time. Anxiety may actually help you feel more motivated and prepared when faced with challenges. Research has shown that students and athletes who experienced some anxiety actually displayed improved performance on tests or while participating in competitive sports. Likewise, some degree of anxiety in those who have a good working memory

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may actually enhance performance on cognitive tests. Consider ways that your anxiety creates an incentive for you to be successful in some areas of your life. For instance, perhaps your anxiety assists you in putting extra effort into work or personal tasks, making a good impression, or moving towards your goals. When considering your own anxiety, try to think of ways that you can use it to inspire your growth and self-improvement.

Finally, it can be concluded that, although DSM-5 remains a categorical classification of separate disorders, most of the psychological research has confirmed that mental disorders do not always fit completely within the boundaries of a single disorder. Most of the mental health issues or domains of mental health are not restricted within its territory. For example, mental health issues such as depression and anxiety, involve multiple diagnostic categories and may reflect common underlying vulnerabilities for a larger group of disorders.

Measurement of Anxiety

Due to the advancement in psychological research, psychologists use different type of assessment techniques like merely observing the symptoms of anxiety and anxiety disorders to the application and/or applying different standardized tools to measure the anxiety and anxiety disorders across the globe. The first and foremost aim of the anxiety measurement is to design some of the best and appropriate intervention techniques for the person who is suffering from any anxiety disorders or some early intervention for the individuals to prevent severe form of anxiety disorders and other mental disorders. The initial or mild form of anxiety if treated at early stage can help the person and his family/society to manage a healthy social and individual life. Some of the frequently used anxiety measurement tools that have been used in psychological settings are:

State Trait Anxiety Test (STAT): State-Trait Anxiety Test (STAT) is designed and developed by Dr. Sanjay Vohra, (2011) and available in different psychological tools distributor across India and abroad. The main advantage of STAT is that it is developed and standardized in Indian population having the Indian norm. The STAT was developed as a means of getting clinical anxiety information in a rapid, objective, and standard manner. The test is designed in such a way that a common man can understand the language and it can be used with people having low educational status to assess the level of state and trait anxiety. The test can measure the level of anxiety of the participants having the ages of 14 years and above and throughout the adulthood. Using this scale one can measure the anxiety level for general and clinical purpose. The STAT contains 40 items distributing the characteristics of both trait and state anxiety.

State Trait Anxiety Test (STAT) contents five subs-test such as- Guilty proneness (Gp); followed by Maturity (Ma), Self-sufficient (Ss), Suspiciousness (Su) and Tension (Tn). Besides that, total anxiety, state anxiety and trait anxiety are also calculated individually. The number of items per anxiety components is approximately proportional to that component's importance in the anxiety patterns.

Further division of items was made into (A) those which appeared more covert or less obvious, and (B) those which refer to anxiety symptoms. Each question has three possible answers: 'Yes', 'No' and 'Sometimes'. All answers are marked directly on the two inside pages of the four-page test booklet. The front cover is used for examinee identification and for the instructions, the back cover for recording scores and making profile. The scoring is also based on its given scoring key to distinguish the total trait and state scores and its interpretation.

The standardization of the test based on Split-Half and Test-Retest reliability after 7 days and after 1 month for all the subtests such as Guilty proneness-abbreviated as (Gp); followed by Maturity (Ma); Self-sufficient (Ss); Suspiciousness (Su); and Tension (Tn). The Split Half reliability, Test Retest reliability after 7 days and after one month for the subtests such as Guilty proneness is ($r=0.93$, $r=0.83$, $r=0.77$); followed by Maturity ($r=0.87$, $r=0.82$, $r=0.75$), Self-sufficient ($r=0.82$, $r=0.85$, $r=0.81$), Suspiciousness ($r=0.86$, $r=0.78$, $r=0.76$) and Tension ($r=0.92$, $r=0.82$, $r=0.78$); State anxiety section ($r=0.91$, $r=0.89$, $r=0.80$), Trait anxiety section ($r=0.92$, 0.82 , 0.82) and for Total anxiety it is ($r=0.88$, $r=0.82$, $r=0.79$) respectively.

The validity of STAT is based on construct validity. The validity of the subtest of STAT for subtest Guilty proneness is ($r=0.86$); followed by Maturity ($r=0.77$), Self-sufficient ($r=0.80$), Suspiciousness ($r=0.77$) and Tension ($r=0.73$). Besides that, the State-Trait Anxiety Test is also correlated with other available anxiety tools.

Beck Anxiety Inventory: Beck's Anxiety Inventory (Beck & Steer, 1990): Beck Anxiety Inventory (BAI) is a 21-question multiple-choice self-report inventory that is used for measuring the severity of anxiety of adolescents and adults. The questions used in this measure ask about common symptoms of anxiety that the subjects have gone through during the past week (including the day you take it). It takes about 5-10 minutes to complete. Internal consistency for the BAI = (Cronbach's $\alpha=0.92$) Test-retest reliability (1 week) for the BAI is 0.75 (Beck, Epstein, Brown, & Steer, 1988). The BAI was moderately correlated ($r=0.51$) with the revised Hamilton Anxiety Rating Scale developed by Hamilton, (1959), and mildly correlated ($r=0.25$) with the Hamilton Depression Rating Scale developed by Hamilton, (1960). For details see Beck and Steer, (1990).

All the 21 items are based on 4-point rating starting from 0 to 3. The total score is calculated by finding the sum of the 21 items where the minimum score will be 0 and the maximum score will be 63. Further the level of severity of anxiety is based on the raw score such as individuals score of 0 to 21 will be leveled as low anxiety; individuals score 22 to 35 will be leveled as moderate anxiety and individuals score 36 and above will be leveled as severe anxiety.

Now that you have read all about anxiety management, in conclusion, it can be said that anxiety is a general state of affairs of all human being. The level experience of anxiety and perception of the anxiety related stimulus decide the severity of anxiety. In many cases, it is also observed that little bit of anxiety and

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taking positively the anxiety related stimulus is beneficial for the individual to perform a task with proficiency and it also play the role of self-motivator. But in many cases, the negative perception and experiencing in a negative and unhealthy manner may be the cause of different anxiety disorders which is really dangerous and it affects the day to day activities and performance of the individual.

Some type of anxieties are permanent (Trait anxiety) whereas some others are intensive but not stable (State anxiety). In this concern, all human-being always experience both trait and state anxiety but its management and perception always decides the severity. The anxiety and anxiety disorders have always negative consequences. The negative consequences are physical, mental, and social. Besides that, the other activities of the human beings are also affected by anxiety. Finally, it can be said that, anxiety may be measurable and the measurement of anxiety will help to design a better intervention programme, or coping mechanism. So early intervention, precautions and skills to cope with anxiety related stimulus will help to live an anxiety free life. Finally it can be said that, the knowledge of the concept of anxiety, symptoms of anxiety and the consequences of anxiety and anxiety disorders can also help an individual to do the self-regulation of the anxiety related stimulus and in any cases if it is not under control, the individual can take the help of any psychologist/psychiatrist for its healthy management.

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2. ANGER

Aggression is one of the common emotional characteristics of every organism. Aggression in any form verbal/non-verbal or physical or behavioural are harmful for the individual and the society itself. But it is interesting to say that, all individual experience anger or aggression in any form or any intensity. In our day to day life, there are many times when we experience and show anger according to the demand of the situation. In other words, if the situation is obstructive, or in a movement going in the antagonistic direction, or something around us is wrong, incorrect or unjust and at the time we are failing to do something we want; all these situations can induce aggression. In some cases, it is internal/intrinsic or in some cases it is external or extrinsic. Internal aggression/anger may be observed through different body languages whereas external or extrinsic aggression/anger may be manifested through action such as throwing something, destroying something, using verbal and abusive languages etc.

It is obvious to say that anger/aggression is always considered to be a negative trait. But some professionals also use aggression/anger as a positive trait which indirectly is a type of eustress or positive stress that directs/motivates the individual to do his/her work with full of energy and potentiality. On the other hand, misuse or inappropriate management of aggression may lead to destruction in many forms, that is usually consider by many people in the society as the negative form of aggression or anger. In contradiction to positive form or application of aggression, the negative form of aggression creates more negative results such physical and mental health issues, imbalance of social health and bad reputation and negative social relationship. As human being is a social animal, anger can ruin the social relationship and as a result ultimately it threatens the normal life of the human being in any form in the society (Laurent, & Menzies, 2013). Therefore, it is important to know the causes, sources and its management to live a healthy, mental, physical and social life.

Do You Know: Anger/Aggression is a normal and common emotional characteristic that every individual experiences at anytime but its perception and interpretation of challenging or anger induced stimulus and its management can decide the consequences whether positive or negative.

Introduction to Anger and Aggression

In many cases, anger is the response of frustration. The negative outcomes of anger/aggression may be dangerous for the individual and the society he/she lives in. The positive form of anger is beneficial for human and for his/her society, for instance, if an individual is being taken advantage of, anger may motivate the person to take action (not necessarily aggressive) to correct the situation. The negative form of aggression is always a threat for the individual and for his society. The physical form of aggression is action oriented, i.e. attacking someone or a group or destroying any objects is an example of negative form of aggression. The negative

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form of aggression/ or the physical form of aggression is intended to harm someone. The action form of aggression/anger can be a verbal attack-insults, threats, sarcasm, or attributing nasty motives to them, or a physical punishment or restriction. Further, it can be stated that anger is the emotional response that the individual has to an external or internal event perceived as a threat, a violation or an injustice. Although the concept of aggression is conceptualized by different social scientist, it is interesting to say that, there is no standard definition of aggression in the health care literature (Beck & Vogelpohl, 1999; Rippon, 2000). Cohen-Mansfield (2000) defined, it as an exacerbation of agitation. In some other context, the minor form of resistance to care, for example, pushing staff away and not cooperating are also a form of aggression (Gibson, 1997).

It has been widely theorized that anger is an adaptive response and is a version of the fight or flight response, which in turn is believed to have evolutionary usefulness in protecting us from danger. In other words, the physical form of aggression also plays a role of free association/ self-intervention that can relieve the person from the conflict or frustration or from the mental disturbances caused due to unfulfilled desires/needs or goal. Although, in many cases, anger and aggression are used as the synonymous terms given that both are very much related to each other but these two are not exactly similar. Simply, anger is a feeling whereas aggression is a behaviour. In aggression, it is obvious that, 'When people behave aggressively, they don't acknowledge the other person's feelings or needs; instead, they want the other person to give in'. In the social aspects, it is observed that, the manifestation of aggression 'can be in physical actions, such as physical violence towards others, or in a more emotional way, such as cruel words or unkind behaviour, bullying, using abusive words'. Besides that, aggression may be manifest in the form of violence and even the serious form of aggression can be the reason of either homicide or suicide or any other form of crime in the society.

Therefore, it can be said that, Anger may cause more harm than any other emotion. First of all, it is very common and, secondly, it upsets at least two people: the aggressor and the aggressed against. The two problems of how to prevent or control your own anger and how to handle someone aggressing against you, is important for all, especially for the social scientist to manage aggression and other type of violence due to the impact of aggression. In this regard, Nay (1996) stated that, the overall effects of anger are enormous, one of them is frustration. Frustration tells us 'I'm not getting what I want'. As it is stated above, anger is usually associated to violence, crime, spouse and child abuse, divorce, stormy relationships, poor working conditions, poor physical health (headaches, hypertension, gastrointestinal disturbances, heart attacks), emotional disorders, social dysfunction, it is important to know the causes, etiology of anger and aggression and to know the effective management technique to save the individual and the society from the negative effects of anger and aggression or how to transfer the negative emotion to positive form that can give a positive outcome to the society. Hence in psychology, it is very important to say that, as aggression/anger is a state of emotion and it affects

all the cognitive and behavioural process of the human-being, appropriate behavioural and cognitive intervention strategies should be taken care of for the management of aggression.

Types of Anger and Aggression

Different social scientists have viewed different types of aggression on the basis of the behavioural, emotional and cognitive processing of the aggression induced stimulus. Psychologists have stated mainly two types of aggression such as impulsive aggression and instrumental aggression.

- **Impulsive aggression:** The affective form of aggression is known as impulsive aggression. The main characteristic of impulsive aggression is the emotional dysfunction or distortions. In impulsive aggression, it is observed that, it is not planned nor based on any executive process and often takes place in the heat of the moment. For example, when a car cuts in an abnormal manner, the first car driver/owner may begin yelling and berating the other driver. At that time the first car driver/owner may experience impulsive aggression. The neuropsychological impact of aggression suggests that impulsive aggression, especially when it's caused by anger, triggers the acute threat response system in the brain, involving the amygdala, hypothalamus, and periaqueductal gray (PAG).
- **Instrumental aggression:** Instrumental aggression is also known as offensive aggression; it is marked by behaviours that are intended to achieve a larger goal. Many times, it is observed that, instrumental aggression is planned carefully and usually exists as a means to an end. Due to the impact of instrumental aggression, people may commit robbery through hurting the person who is going to be robbed. The main characteristic of instrumental aggression is to show aggression to achieve something or to grab something and for that people do harm to another individual. Killing someone or harming physically are some of the common behavioural outcomes of instrumental aggression.

Some of the other social scientists have divided aggression into the following types: physical aggression; verbal aggression, non-verbal aggression and passive aggression. Let's discuss these types:

- **Physical Aggression:** Physical aggression often involves acts of violence taken with the intention of causing harm to the recipient, including death, by using weapons or even someone's bare hands. Anger is a frequent source of aggression, but aggressive behaviour can also result from intoxication or frustration. The cognitive processing of an individual **also** plays a major role for processing the aggressive induced stimulus. In this concern, it can be said that, people suffering from Alzheimer's disease may also manifest aggressive behaviour as a result of diminished cognitive capacity, confusion or frustration, according to Healthy Place. Self-

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mutilation, or physical violence turned against oneself, often occurs in conjunction with serious mental disorders, such as borderline personality disorder, (Yang, & Raine, 2009).

- **Verbal Hostility:** Many civilized people said that they don't fear the weapons, but they fear to the sharp or abusive languages. So according to many psychological researches, it can be said that the emotional abuse carried out through verbal hostility. Verbal aggression includes some of the negative behaviour such as bullying, abusing, teasing, threats or yelling. In an aggressive state of affairs, people also show their aggression by name-calling and insults under the category of domestic violence. Put-downs, intentional or perceived, can have profound detrimental effects on the recipients.
- **Nonverbal Aggression:** In some cases, it is observed that, at least in the perception of the person at the receiving end, nonverbal aggression often implies the threat of violence. The nonverbal aggression may be seen in case of antisocial behaviour or sexual abusive behaviour, especially in stalking. In stalking, the nonverbal aggression may be observed in the form of acts like following the victim, planting malicious software in a victim's computer, sending unwanted gifts and vandalism against the victim's property.
- **Passive Aggression:** The passive aggression can be defined as an indirect way of expressing displeasure or anger. In many cases, people may not able or unwilling to express the resentment directly, and in that context, they show their aggression in another form that is called passive aggression. For example, the child in the classroom setting may show his/her aggression by not answering the questions of the teacher when he/she is very much aware of the answer of those particular questions. In organization sector, deliberately or subconsciously performing a task poorly is one form of passive aggression, agreeing to perform a task but failing to do so is another. Psychologists have stated that, in some cases procrastination can also be a form of passive aggression.

An important new term has come into use: Indirect Aggression (Heim, Murphy, & Golant, 2003). This is where gossip or rumors are spread about someone or where a person is left out, shunned, or snubbed. This behaviour has been shown to be more common among teenagers, because they are more eager to be accepted into their social group and to have close personal relationships. Having bad things said about you or being neglected or avoided is very hurtful to teenagers. Sometimes it is called Relational Aggression because it is designed to hurt certain relationships in the group and build other contacts. It is a way to manipulate relationships and create excitement.

Important: It is important to know that anger in any form whether it is active or passive/emotional or physical/instrumental is harmful for human society

Symptoms of Anger and Aggression

Some of the behavioural symptoms of aggression are:

- Adopting a patronizing attitude
- Humiliating or talking down to someone
- Using wrong names or inappropriate forms of address
- Using jargon
- Telling individuals that they are wrong to feel/ behave as they do
- Telling people how they feel
- Making assumptions
- Calling by name with an odd voice
- Shouting on others
- Using physical threatening behaviour
- Demanding and neglecting and declining request or regret
- Blaming others without taking any responsibility
- Physical and abusive behaviour
- Usage of slang to make other down
- Speaking faster without pause and not letting others to speak
- Not ready to listen others
- Trembling of hands/legs and other body parts without any somatic problem
- Polarized thinking and irrational justification or logic
- Argumentative discussion and trying to dominate others
- Social avoidance
- Blaming others with irrational logic and trying to justify own-self right and other(s) wrong

Causes or Factors That Induce Anger and Aggression

A number of psychological, biological and social factors are responsible. The following are some of the factors responsible for aggression and anger.

- **Biological factors:** Research confirms that children to aggressive parents are more prone to aggressive behaviour than to non-aggressive parents. Besides that, the genetic effects also observed from studies on twins reveal that there is a significant relationship of aggression and identical twins.
- **Gender and Aggression:** Social psychologists and sociologists have stated that men are more likely indulge in physical aggression compared to women whereas women engage more in verbal aggression, relational aggression, and social rejection.

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- **Environmental factors:** The aggressive society is also responsible for the development of aggression in humans. People grow up from a society where aggression is socially acceptable are more prone to aggression than the people who are from a non-aggressive society. The Bobo doll experiment of Bandura's demonstrated that observation can also play a role in how aggression is learned and observational in nature (Bandura, Ross, & Ross, (1963). Children who watched a video clip where an adult model behaved aggressively can develop the aggressive behaviour in their day to day life.
- **Health factors:** Epilepsy, dementia, psychosis, alcohol abuse, drug use, and brain injuries or abnormalities are some of the important physical issues that can induce aggressive behaviour in individuals. So according to DSM-5, (APA-2013), it can be said that, aggression is associated with many mental health issues.

Consequence of Anger and Aggression

In some instances, chronic anger covers over other emotions that are less tolerable to a particular individual such as fear, sadness, helplessness, despair. Conversely, when the experience of anger doesn't feel tolerable it may be covered over by other more tolerable emotions or mind states such as chronic fatigue, rationalization, blame, cynicism, sadness, or helplessness. Anger may also be an expression of other psychological conditions such as depression (especially in men), or unresolved trauma. It may also be the result of other physiological conditions like substance abuse or injury to the brain.

Aggression may result in both physical and psychological harm to yourself, others, or objects in the environment. This type of behaviour centers on harming another person either physically or mentally. In aggression, both parties are affected suffering different physical, social and mental health problems. Aggression can be a sign of an underlying mental health disorder, a substance use disorder, or a medical disorder aggressor or it may create such mental health issue to the opposite parties. So, the consequence of aggression, may be suicide, homicide, different other antisocial behaviour, social isolation, social withdrawal and living in depression or may be the reason of many social health issues.

Aggression may create social harmony lending individual to live in a worse social life. Besides that, most of the cardiovascular disorders are also the reason of aggression such as breathlessness, shortness of breath, hypertension, high blood pressure, heart stroke, heart attack etc. Similarly, most of the respiratory issues, like asthma, respiratory abnormalities, gastrointestinal issues like peptic ulcer, gastric, diarrhoea, are also some of the important physiological problems observed due to the effects of aggression.

Measurement of Anger and Aggression

- **The BAGS Aggression Scale:** The BAGS Aggression Scale was developed by the Queen Elizabeth Geriatric Centre in Ballarat, Australia

(1992) (also known as the QEBAGS system). Participating staff were familiar with this tool. The BAGS is an hourly recorded measure of aggression and the carer's observations are recorded on a scale of 0 to 4, with 0 being no aggression and 4 being unprovoked physical aggression. The BAGS score takes into account whether aggression occurred when staff approached the resident, when they handled the resident, or for no understandable reason (unprovoked by anything carers could observe in the care giving environment). Inter-rater reliability was achieved by two carers independently observing a potentially aggressive resident for the duration of their shift using the BAGS scale. A total of 11 such inter-rater reliability tests were completed. Inter-rater reliability averaged 92 percent.

- **Aggression Scale by G.C. Pati (1976):** Aggression Questionnaire by Dr. G.C.Pati in English version and in Hindi version have been used for measuring aggressive behaviour. Dr. G. C. Pati's Aggression Questionnaire consists of 16 questions. Each question describes a situation, where some form of aggression or deviant behaviour has occurred and also some persons who have responded to that in low to mildly aggressive, moderately aggressive and highly aggressive manners. The subjects were requested to indicate the best appropriate response out of the given three responses elicited by the situation from persons described in the question. In this way, the questionnaire described 16 different situations relating to family, peers, certain outside persons, antisocial characters, police and court. Result of the pilot study indicated and several psychologists opined that all 16 questions were good enough as aggression questions. Aggression Questionnaire was administered to the subjects. They were given all instructions as laid down in the test to manually fill up their responses. The reliability coefficient of the aggression questionnaire was calculated by 'split half method' of the 16 questions; 8 odd and 3 even questions supplied the halves. The correlation for a group of 225 subjects was calculated which showed a good measure of reliability.

The reliability of the Aggression Scale by Pati (1976) indicates 0.55 and 0.71. To find out validity coefficient of the aggression questionnaire, it was compared with 'statements in questionnaire of aggression' borrowed from Murray. The group of subjects upon whom this validity study was made, comprised of psychiatrists, clinical psychologists, and students of psychiatry and clinical psychology of National Institute of Mental Health and Neuro-Sciences, Bangalore. Subjects were administered both questionnaires successively. They answered the questions of the aggression questionnaire in the manner described earlier. They appraised or scaled the 'statements of n-aggression' on a six-point scale as these applied to them. The scale was adapted from Murray as given in the 'psychological insight test'.

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Anger and Aggression Management

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Negligence of anger can be very harmful. Unresolved or inappropriate anger may damage, physical, social and mental health of an individual because unresolved anger can leave us in a state of perpetual emotional arousal or make us feel chronically helpless and hopeless. Therefore, it is important to say that, appropriate and timely management of anger can help an individual to be safe from numerous damages. Some of the following tips can help an individual to manage his/her anger without any risk or damage. During or before the anger induced situation, if an individual follows the following tips, then there is the chance of better anger management.

- Individual should not make the situation any worse by rash behaviour (words or actions).
- It is better to respond rather than react whenever possible. This means that individual may have to take a step back and slow down.
- Besides that, it is important for an individual to analyse that when an individual is in the grip of anger, the power of judgment is clouded, and the perceptions are distorted.
- It is also important that the individuals analyse that anything that decreases reactivity and helps gain an accurate perspective of a situation empowers us.
- Besides that, it can be suggested that the individual adopt any calming activity, such as deep breathing, or avoid the anger induced situation and also can decision making that can help to manage anger in a better manner.

Besides the aforementioned techniques, people can adopt other anger management techniques such as:

- As stress enhance the state of anger, people should manage effective stress reduction and stress management technique during or before the anger induced situation.
- People should focus on the areas in which he/she has better control.
- During anger it is better to stand up for oneself in a firm and respectful manner.
- People should set an appropriate limits and boundaries.
- During an anger episode, it is better to know when to let go and confronting when it is appropriate and safe.
- Anger can be better managed by avoiding when it seems appropriate.
- Anger can be better managed by developing humour.
- Regular physical exercises and progressive muscle relaxation may be helpful for the management of aggression in a better manner.
- Better life satisfaction can also reduce anger than to a dissatisfactory life.

- Enhancing the skills to strengthen to meet the life challenges can improve anger management.
- The realistic expectation of the effects of anger for own-self and for other can better manage anger and aggression.
- Emotional and psychological healing can improve the skills to manage aggression/anger.
- Flexibility on rigid thinking or exploring the mechanism to avoid and manage rigid thinking can help better anger/aggression management.
- Avoiding taking things personally and not personalizing the stimulus or situation may reduce anger and aggression.

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3. ASSERTIVENESS

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Assertiveness is quality which can primarily be defined as feeling of being self-assured about one's perspective and confidently. In assertiveness, individual is aware without being aggressive or showing anger towards where assertion. Assertiveness is also an innate ability and is expected to be in proper intensity. Otherwise assertiveness can result in quite a dangerous form. When an individual wants to express their viewpoints to the core for any topic or towards any gesture of the person in front, their assertion needs to be strong but positive at the same time to cover a whole lot of area. Assertiveness is the ability of affirmatively stating one's opinion without any source of proof or evidence where the person to have good emphasis also needs to respect their own boundaries and even the boundaries of others surrounding. Because this only creates distinction between passive and too much of aggression in the person when engaging in assertive behaviour.

Concept and Defining Assertiveness

Assertiveness is defined differently by different people. Pfaflman, and McEwan (2014) have given the following definition: 'Assertiveness involves appropriately expressing ideas, feelings, and boundaries while respecting other's rights, maintaining positive affect in the receiver, and considering potential consequences of the expression. It includes both positive and negative expressions and seeks to achieve personal and/or instrumental goals'. The normal conception about assertiveness and how it appears in actuality are entirely different from one another and even the level of intensity they tend to possess (Ames 2009). Despite this, psychology throughout has consistently stated that assertiveness respects mutual rights and fosters positive effects. Everyday notions of assertiveness tend to include even aggressive and relationship damaging expressions. In such type of cases positive feeling or notion is sort of created in the person on the receiving end where as a titillating feeling of aggression that is somehow hostile, shows little respect for the other, and fails to consider potential consequences of the action.

Note: Assertiveness involves appropriately expressing ideas, feelings, and boundaries while respecting other's rights. But when there is no such respect to the rights of other people around, then assertiveness becomes negative and may form aggressive behaviour.

Anderson and Martin (1995) clearly state the fact that 'where assertive personalities have high affection, inclusion, and pleasure motives, they have high control motives and tend to use force to dominate, control, defeat, or damage another's self-concept'. As we all are aware the normal routine perceptions and even popular write-ups on certain topics totally and routinely confuse aggression with assertion. Hence laypeople often identify assertiveness differently than experts. An example of assertiveness maybe 'I can solve the problem' or 'it is a simple problem for me'.

Similarly, a consistent and precise definition of assertiveness remains one of the challenges in assertiveness research. In this regard, St. Lawrence (1987) identified twenty distinctly different definitions regularly utilized in research and adapted in the assertiveness training. Even minor differences in how researchers operationalize the concept have meaningful impacts on how assertiveness is identified, evaluated, and judged and consequently produces inconsistent or even contradictory study results. Thus, to completely define assertiveness with all its variables, there are lot of instruments measuring assertiveness available which can give a detailed knowledge and understanding.

The beginning of the research about the variable of assertiveness began in the late 1940s and 1950s. Initially, psychologists theorized some mental illness might be caused by uncertainty (non-assertiveness) and resistance or inability to express ideas and feelings openly. Consequently, non-assertiveness was associated with anxiety and shyness. Norton and Warnick (1976) stated that ‘Individuals scoring low on assertiveness scales were generally more anxious and quieter; individuals scoring high on assertiveness were more talkative, precise, and remembered by others’. Thus, an early assertiveness training simply encouraged patients to talk more in an effort to increase confidence and self-acceptance. However, assertiveness is also about social competence. Wolpe (1954) viewed that assertiveness training for non-assertive patience was only appropriate when non-assertiveness was maladaptive. Later, Lazarus (1971) pointed out that open expression of any idea or feeling in any situation is also maladaptive and potentially aggressive.

Norton and Warnick (1976) after digging deeper into assertiveness study defined assertiveness as a ‘communication construct so that assertiveness research moved beyond psychology’s disciplinary domain as communication scholars began exploring non-assertiveness in association with communication apprehension’. This shift in focus also altered the intention of assertiveness training. Where previously the goal of training was confidence and self-acceptance, training and research now pursued assertiveness as a means to achieving instrumental goals.

Characteristics of Assertive Behaviour: Assertiveness include expressing one’s feelings, needs, ideas, and rights in ways that don’t violate the rights of others. Assertive behaviour is usually honest, direct, expressive, spontaneous, and self-enhancing. Assertive persons make their own choices, are confident, and feel good about themselves while being assertive and afterward. They usually achieve their goals; when they don’t, they still feel good about themselves because they know they have been straightforward.

Acting assertively reinforces their good feelings about themselves, improves self-confidence, and creates free, honest, and open relationships with others.

Characteristics of non-assertive behaviour: Non-assertive behaviour include not expressing feelings, needs, and ideas; ignoring personal rights; and allowing others to infringe upon them. Non-assertive behaviour is usually emotionally

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dishonest, indirect, inhibited, and self-denying. Non-assertive people often let others choose for them and end up feeling disappointed in themselves and angry with them; at best, they can be described as passive, at worst as a doormat. People often choose non-assertive behaviour to avoid unpleasant situations, tension, conflict, and confrontation.

Important to Note: The positive form of assertiveness improves good feeling, self-confidence, and also help a healthy social, and individual life.

Types of Assertiveness

There are many distinctions as far as the types of assertiveness are considered like positive, negative, adaptive and aggressive assertiveness. There is general consensus regarding two general categories of assertiveness such as:

Positive Assertiveness vs Negative Assertiveness: Positive assertiveness includes admitting personal shortcomings, giving and receiving compliments, initiating and maintaining interactions, and expressing positive feelings. Negative assertiveness includes expressing unpopular or different opinions, requesting behaviour changes, and refusing unreasonable requests. People often give in to their burnout, exhaustion, frustration due to workload and constant nagging of people around them. However, always engaging in negative expression of assertiveness towards others does not prove to be beneficial in long run. Frequent aggressive, hostile outbursts intimidate people into giving in or also to shock into silence which points low Emotional Intelligence (EQ). It is better to convey one's message and emotions through the evaluation of one's analysis of Strength, Weakness, Opportunities, and Threats (SWOT analysis) and then actually arriving at right assertive statement.

Negative assertive actions include expressing your feelings, needs, and ideas at the expense of others. Aggressive persons stand up for their rights but ignore the rights of others; they may dominate or humiliate other people. While this behaviour is expressive, it is also defensive, hostile, and self-defeating. Negative assertiveness is a mechanism in which individuals express their feelings and opinions and advocate for their needs in a way that violates the rights of others. Thus, aggressive communicators are verbally and/or physically abusive in negative assertiveness. In many cases, it is observed that, individual with negative assertiveness and aggression:

- try to dominate others
- use humiliation to control others
- criticize, blame, or attack others
- be very impulsive and have low frustration tolerance
- speak in a loud, demanding, and overbearing voice
- act threateningly and rudely

- not listen well
- interrupt frequently
- use “you’r” statements.

The impact or so to say consequences of a pattern of aggressive communication is that these individuals:

- become alienated from others
- alienate others
- generate fear and hatred in others
- always blame others instead of owning their issues, and thus are unable to mature.

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Symptoms and Nature of Assertiveness or Assertive Behaviour

One approach to understanding the nature of assertiveness is treating it as a personality trait and communication style. From this perspective, personality and cognitive processing combine to produce a communication style, defined as a learned predisposition to respond to certain cues in patterned ways. Much assertiveness research characterizes it as a style, which enables scholars to succinctly classify assertiveness behaviours. After a thorough review of literature, Rakos (1991) ‘identified three antecedent obligations distinguishing assertive individuals: (a) determining rights of all participants, (b) developing responses that persuade but do not judge or evaluate the other’s self-worth, and (c) considering potential negative consequences of assertion. Rakos, (1991) also identified assertive attitudes as (a) openness in close personal relationships; (b) willingness to volunteer opinions, question, and confront stressful situations without fear; (c) willingness to be contentious by standing up for self in close personal relationships; and (d) willingness to give neutral but definitive responses in impersonal situations’.

Lazarus, (1971) described the aspects or line of symptoms of the ‘assertive personality traits as the ability to talk openly, say no, and establish contact with others through social interaction’. He also stated in complimenting this information by reasoning that ‘non-assertiveness and aggressiveness were the products of faulty cognitive reasoning and erroneous conclusions, so assertiveness training incorporated various perception checking techniques.’

A conflict style approach views assertiveness as one’s relatively stable orientation toward conflict. Early conflict style research identified five conflict behaviours determined by two independent dimensions. The assertiveness dimension rate behaviours intended to satisfy self-interests, and the cooperation dimension rate behaviours intended to satisfy interests of the other.

A competing conflict style is a highly controlling or domineering orientation. These behaviours are high in assertiveness and low in cooperation. An ‘accommodating conflict style’ is the least likely to satisfy the speaker’s interests.

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It is low in assertiveness and high in cooperation. The 'avoiding assertiveness style' often signals disengagement. It is low in both assertiveness and cooperation. 'Collaborating' produces the most satisfying outcomes for both parties. It is high both in assertiveness and cooperation.

'Compromising' has moderate amounts of both collaboration and assertiveness. It tends to produce outcomes that are only partially satisfying to both parties. However, no single style is considered always appropriate. Similarly, Infante and Wigley (1986) argued 'aggressiveness is the learned predisposition to use personal attacks in conflict situations. They make a clear distinction between aggression and argument where argument is the defense of a position toward an issue including attacks against opposing positions toward the issue. Aggression, on the other hand, is a personal attack against the other's self-concept. Individuals are either motivated to engage in argument situations or avoid argument situations.' People who are motivated to engage are considered high in argumentativeness. They find argument intellectually challenging and exciting and derive excitement and satisfaction from the argument experience.

Individuals motivated to avoid argument situations are low in argumentativeness, find arguments uncomfortable and unsettling, and tend to lack the skills necessary to be successful in argument situations. Studies find that individuals low in argumentativeness are more likely to use personal attacks against self-concept (aggressiveness) where individuals high in argumentativeness more likely to use assertiveness. An alternative approach to assertiveness highlights situational factors as opposed to personality traits. Since assertiveness must be perceived by the receiver as appropriate, any expression violating cultural, contextual, or relational norms would be considered aggressive.

Furnham, (1979) explored the social and cultural influences on assertiveness. Furnham, (1979) argued that assertiveness is a specifically Western concept since expressions encouraged and valued in the West would not be encouraged or even tolerated in other cultures. Furnham, (1979) also viewed the cultural differences in self-reports of assertiveness across three different cultural groups in South Africa and explained these differences as variance along collectivist/ individualist orientations with collectivist cultures being lower in assertiveness than individualist cultures.

Likewise, Florian and Zernitsky-Shurka (1987) looked at cultural affiliations and level of discomfort with assertive acts. Comparing Arab Israeli and Jewish Israeli students revealed Jewish women were highest in self-reports of assertiveness and more assertive than Jewish or Arab men. Arab women were lowest in self-reports of assertiveness. Arab men and Jewish men were in the middle with Arab men reporting higher assertiveness than Jewish men. Finally, Florian and Zernitsky-Shurka (1987) concluded that cultural affiliation was more meaningful than gender is influencing reports of assertiveness. Regional differences also impact assertiveness.

Do you Know: Assertiveness is different from culture to culture. The factors that influence assertiveness in one part of the globe is different from the factors influence in other part of the globe.

Sigler et al. (2008) compared students raised and attending school in the upper Midwestern United States to students raised and attending school in New York Metropolitan areas. They found significant difference in assertiveness across the two regions but no significant differences within regions and no interaction between sex and region. Their findings suggest assertiveness is learned and shaped by environment. Other research indicates situation and expectations are also relevant to determining socially appropriate expression.

Pfafman and McEwan (2014) found women strategically modified how they asserted at work according to their goals, the situation, and the relationship between interactants. Because assertiveness is context and culture bound, scholars and practitioners should use caution in assuming non-assertiveness is deficient. Instead, non-assertiveness can be socially competent.

Note: Although very few researches confirmed the difference of assertiveness across gender, still some researches confirmed that, males are more assertive than their females.

Techniques of Being Assertive/Performing Assertiveness

Assertive behaviours include making requests; refusing unwanted or unreasonable requests; expressing one's personal rights; positive and negative feelings; or positive and negative ideas; and initiating, maintaining or disengaging from conversation. Each of these expressions can be performed using standard assertion, i.e. assertion plus elaboration, or empathic assertion.

According to Rakos, (1991) standard assertiveness is an expression of rights without elaboration or explanation. It is judged as (a) equally potent and more desirable than aggression, (b) less likable than non-assertiveness, (c) more socially competent than non-assertiveness, (d) less likable and more unpleasant than everyday non-conflict conversation, and (e) more unpleasant than expression of positive feeling.

Expression plus elaboration is more responsive to cultural, social, and relational norms than standard assertion. Elaborations can include a short explanation, acknowledgment of the other's situation, compromises or alternatives, praise, or apologies. This type of assertion is generally judged as effective and more socially competent than standard assertion. Empathic assertion pays particular attention to relationship health. Empathic assertions include a brief and honest explanation, acknowledgment and expression of the other's rights, praise or positive comment, apology for inconvenience or disappointment, and an attempt to achieve a mutually acceptable compromise.

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Empathic assertion is always necessary in enduring relationships but might be less important in temporary relationships. This approach is always preferred and recommended by practitioners. From a communication perspective, assertiveness should be performed with politeness. Politeness plays an important role in empathetic assertiveness as politeness is a socially and contextually negotiated subset of appropriateness determined by the interplay between identity, context, and relationship (Jenkins and Dragojevic 2013).

Brown and Levinson, (1987) stated that, empathic assertiveness enables people to make requests that are less infringing on the other or express negative ideas while maintaining a positive relationship. Because assertiveness can intrude on others' rights to pursue their own goals, it can also pose a face threat, defined as a challenge to one's chosen image (Goffman 1967). Even minors face threats (such as asking for a file in an office setup) can threaten the other's chosen image or damage the relationship. Politeness speech strategies mitigate these face threats.

Lakoff (1975) stated that, 'Negative face threats are behaviours that impede the receiver's actions or cause the receiver to feel imposed upon. Negative politeness strategies mitigate the threat by using indirect statements, tag questions (shortened questions at the end of declarative statements, for example, so, ... then, ... enough), or hedges (qualifications of utterances, 'I know him', 'Don't try to convince me', etc.). Positive face threats are challenges to one's self-esteem, or ability to be liked, admired, or viewed positively. In favour of the positive politeness strategies, Smith (1985) suggested that, paying attention to the relationship and expressing interest and concern for the other can be better manage assertiveness without the social, and personal life threats.

Measurement of Assertiveness

Most research on assertiveness analyses self-reported data collected with one of many different assertiveness measures. There are at least 30 distinctly different self-report scales widely used to measure and assess assertiveness. The Wolpe-Lazarus Assertiveness Schedule (WLAS) was developed by Wolpe and Lazarus in the year 1966. Wolpe-Lazarus Assertiveness Schedule (WLAS) is one of the earliest assessment instruments developed for therapists to assess clients and determine the potential usefulness of assertiveness training.

Wolpe-Lazarus Assertiveness Schedule (WLAS, 1966) is a 30-item schedule for measuring assertiveness. The schedule is shown to have moderate to high test-retest reliability ($r=.78; p<.01$) and split-half reliability ($r=.77; p<.01$). Validity in terms of the impressions respondents make on other people ($.33d^2 r^2 sd^2$.62; $p^2 s<.01$) and in terms of their indications of how they would behave in specific situations in which assertive, outgoing behaviour can be used with profit ($r=.70; p<.01$) is satisfactory.

Item analysis shows that 27 of the 30 items correlate significantly with the total scale score and 19 of 30 correlate significantly with external criteria. This

tool of measurement of assertiveness has 6 point rating scale following the positive and negative scoring processes starting from Positive 3 to negative 3 point such as- +1 for 'somewhat characteristic of me, slightly descriptive'; +2 for 'rather characteristic of me, quite descriptive'; +3 for 'very characteristic of me, extremely descriptive'; -1 for 'somewhat non-characteristic of me, slightly non-descriptive'; +2 'rather non-characteristic of me, quite non-descriptive'; +3 'Very Non-characteristic of me, extremely non-descriptive'.

High positive score describes high positive assertiveness and high negative score describes high negative assertiveness. However, Rakos (1991) and others report the WLAS, like most popular assertiveness instruments, lacks sufficient validity and reliability support. The few instruments that do have a degree of psychometric support are the Rathus Assertiveness Schedule (RAS, 1973).

Rathus Assertiveness Schedule (RAS, 1973): Similar with Wolpe-Lazarus Assertiveness Schedule, Rathus also developed an assertiveness schedule in the year 1973. The schedule contains a total of 30 items intended to measure assertiveness. Participants rate items on a 6-point scale of ranging from +3 (very characteristic of me, extremely descriptive) to -3 (very uncharacteristic of me, extremely non-descriptive), and the items are then summed to score. RAS has 17 reverse coded items to avoid response bias. Because of the statistical anomalies resulting from summing negative and positive numerals, a constant of 100 was added to each raw score. Split-half reliability is .77, and 8-week test-re-test reliability is .78 (Rathus, 1973).

Similar with Wople and Lazarus Assertiveness Schedule (1966), the Rathus, Assertiveness Schedule (1973) also have same interpretation of assertiveness such as high positive score indicates high positive assertiveness and high negative assertiveness score indicates high negative assertiveness.

Despite this many scholars caution that even these instruments with enough data to support their use do not sample the same behaviours or situations, so there are low correlations across instruments. The problem with assertiveness assessment measures makes drawing consistent conclusion across studies difficult at best. There are fewer behavioural measures for coding assertiveness.

A couple of the more popular measures include the Behavioural Assertiveness Test-Revised (BAT-R) developed by Eisler et al. (1975); the Assertive Interaction Coding System developed by Weeks and Lefebvre (1982); College Self Expression Scale (CSES; Galassi et al. 1974), and the Conflict Resolution Inventory (CRI; McFall and Lillesand 1971). Differences in instruments and precisely what they measure might explain some of the contradictory findings in assertiveness research. Besides that, some of the assertiveness tools are also available those are standardized in Indian population. For more details visit, Psychological test/scale and materials distributors such as Prasad psycho-corporation, Pearson India, National Psychological Corporation and etc.

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4. STRESS MANAGEMENT

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Nowadays stress has become a part of everyone's daily life. A certain amount of stress evokes a positive physiological reaction that enables us to manage every day issues and address difficulties, yet an excessive amount of stress can be devastating to our wellbeing. Depending upon the source of stress, for example, work stressors, environment, major life changes and emotional health, stress reduction strategies ought to be tailored to the particular stressor.

A stressor is a biological or biochemical agent, an external or internal stimulus, environmental condition and an event that causes stress to an individual. Today everyone is living with some level of stress. Stress is the body's reaction to a change or difficult situation, and it is a natural reaction or response. Perceiving stress to different situation is very common and it is increasing in younger generation. Hence it is very common to say that, now stress is a part of life of every individual. As it is clear that, no one can be free from stress and stressful situation, it is important to study the skills that can help with coping with these situations. So, the knowledge of knowing how to cope with stress may encourage an individual to plan for whatever comes their direction. In this concern, Schnall, Dobson, Roskam, & Elling (2018) stated that, 'Stress has become one of the most serious health issues of the 21st century and a worldwide epidemic.'

Stress can emerge out of any circumstance or thought that makes any individual feel angry, frustrated, or restless. The perception of everyone for any situation is different and has different coping skills. Thus, no two individuals will react the very same way to a given situation. Also, not all situations that are marked 'stressful' are negative. Being promoted at work, moving to a new home, marriage or birth of a child may not be perceived as threatening. However, one may feel that these situations are stressful because the individual is not fully prepared to deal with them. Finally, it can be said that stress is good in small quantities, as it can motivate and encourage to become more productive. In any case, too much stress, or a strong response to stress can be harmful. How an individual sees a stress provoking event and how he/she respond to it, decides its effect on individual wellbeing.

Do you Know: No one is free from stress. Only stress can be reduced through its proper management and using proper coping mechanism.

Introduction to Stress

Stress occurs due to the obstruction of any goal or activities. Besides that, any activities/assignment beyond the potentiality, or any inhibitory variables that affects the drive of an individual creates stress. Therefore, it is important to know the concept of stress. Simply, stress is described as the feeling of being tense, worried, frustrated, overloaded and irritated. All humans experience stress at times. Not every stress is bad as it can sometimes help an individual be motivated to get a

task finished or perform well at work. Be that as it may, stress can likewise be harmful if person if it is overstressed and it interferes with the ability of a person. As stress is the 'psychological, physiological and behavioural response by an individual when they perceive a lack of equilibrium between the demands placed upon them and their ability to meet those demands, which, over a period of time, leads to ill-health' (Palmer, 1989).

According to Lazarus (1991), stress is viewed as a relational concept, i.e., stress isn't characterized as a particular sort of external stimulation nor a particular example of physiological, behavioural, or subjective reactions. Rather, stress is seen as a relationship among individuals and their environment. Lazarus and Folkman (1986) defined the concept as: 'Psychological stress refers to a relationship with the environment that the person appraises as significant for his or her wellbeing and in which the demands tax or exceed available coping resources'.

Selye (1976) also defines this stress as 'a state manifested by a syndrome which consists of all the nonspecifically induced changes in a biologic system.' Selye (1985) depicted stress as non-specific in that the stress reaction can result from a wide range of sorts of stressors and further, he focused on the internal aspects of stress. An individual who is exposed to prolonged stress experiences three stages (Selye, 1985) such as Alarm Reaction, Stage of Resistance and Exhaustion and termed these set of responses as the General Adaptation Syndrome (GAS). This general reaction to stress is seen as a lot of reactions that activate the living being's resources to manage an approaching danger.

The impact of societies, organizational variables and the population around of an individual may be associated with stress. The reaction to the life events in the societal life is defines the level of stress. According to Dohrenwend, Pearlin, L., Clayton, Hamburg, Dohrenwend, Riley, and Rose (1982), the meaning of stress is the body's innate reaction to physical, mental or emotional stressors that can either be real or imagined. The stressor can be a stressful event that can either be discouraging or encouraging. Stress is powerful and it can affect one's overall well-being. Its effects can either be negative or positive relying upon the sorts of stress one experience Dohrenwend, Pearlin, Clayton, Hamburg, Dohrenwend, Riley & Rose (1982).

Types of Stress

Situations that are viewed as stress which are provoking are known as stressors. Stress isn't generally a bad thing. Stress is just the body's reaction to changes that make burdening demands. Numerous experts propose that there is a contrast between what we see as positive stress, which is eustress; and distress, which refers to negative stress.

- **Distress:** Distress occurs when an individual goes through unpleasant, and undesirable stressors. It has been used to refer to negative aspects of the body's reactions to stress, such as anxiety, anger, depression, and exhaustion.

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For example: accidents, fires and crashes are situations causing distress as it requires a lot of mental change in person to deal with it, for which person is not ready.

- **Eustress:** Eustress is referred to positive events that make demands on person to adapt or change. It is the optimal amount of stress that help people to achieve good health and wellbeing. For example: job promotion, marriage and having a baby is a positive stress for some people as it brings great deal of change in people lifestyles.

On the basis of the severity of stress, stress may be stated as:

- **Acute stress:** In this, there are many common stressors which leads to the acute stress such as pressure due to particular situation, deadline, performing a difficult challenge and facing up traumatic event. These can be brief sometimes and specific to the pressure and demands of the situations and can last only a short time. This is called acute stress. For example: arguments, fight with a friend, and cancellation of holidays. It ends when a problem end.
- **Chronic stress:** The type of stress involves ongoing demands, pressures and worries and many times it seems to go on forever, with little hope of resolving. Chronic stress is very harmful and related to person's health and happiness. It puts negative effect on individual health, relationships and overall health if it persists for longer period of time. For example, lack of job, tension of money and death of dear one.

Important to Note: Stress is not always negative. The positive form of stress may play the role of motivator and leads life success. The negative form of stress creates different disorders and timely management of stress can redistrict the person to avoid different life challenges.

Symptoms of Stress

Some of the common symptoms the individual under stress may experience:

- Frequent headaches
- Jaw clenching or pain
- Neck ache
- Back pain
- Muscle spasms
- Light headedness
- Faintness
- Dizziness
- Ringing in the ear
- Frequent blushing

- Sweating
- Dry mouth
- Problems swallowing
- Cold or sweaty hands and feet
- Frequent colds
- Infections, rashes, itching, hives
- Heartburn
- Stomach pain, nausea, excess belching, constipation, diarrhoea
- Difficulty in making decisions
- Difficulty breathing
- Sighing, nightmares
- Sudden attacks of panic
- Increased anger
- Chest pain
- Palpitations
- Frequent urination
- low sexual drive or performance
- Excess anxiety, worry, guilt, nervousness, frustration and depression,
- Frequent mood swings, increased or decreased appetite
- Insomnia (Hypersomnia) or Hyposomnia
- Difficulty in concentrating
- Racing thoughts
- Trouble in learning new information
- Forgetfulness
- Disorganization speech or language
- Confusion
- Feeling of frequent crying
- Suicidal thoughts
- Feelings of loneliness or worthlessness
- Little interest in appearance
- Punctuality
- Nervous habits
- Feet tapping
- Frequent use or over usage of substances and even certain drugs or alcohol,
- Increased frustration, overwhelmed, irritability, overreaction to petty annoyances,

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- Increased number of minor accidents
- Obsessive/compulsive behaviors
- Reduced work productivity
- Lies or excuses to cover up poor work
- Disturbing dreams
- Excessive defensiveness or suspiciousness
- Problems with communication and social withdrawal
- Tiredness, weakness, fatigue
- Weight gain or loss, and
- Excessive gambling or impulse buying

Causes/Sources of Stress

Stress can start from the daily hassles of family to the work place or from the work place to family. Those who are even living single, also facing stress. There are various sources which produced stress, where some are acute and some other are still chronic. The study conducted by Holmes and Rahe (1967) stated that the greatest number of people faced stress due to the death of spouse, divorce and marital separation as compared to the change of residence, vacation and violation of law, etc. Cohen and his colleagues (1998) conducted their research on chronic and mild stress. They found that severe reprimand at work or a fight with the spouse produced less chronic stress as compared to unhappy marital life or unemployment.

Some stress is of high frequency in nature whereas some are of low frequency. Some high frequency stresses like hassles in daily life are less severe than the low frequency stress like sudden work load in work place, support in social life (DeLongis, Folkman & Lazarus 1988; Kenner et a, 1981; Lazarus, Opton, Nomikos, & Rankin, 1985). In this context, it can be stated that stress are always with the human being and it comes from every set-up of human life, may be from marital life, daily hassles of family life, dissatisfaction in marital life, low academic performance, job dissatisfaction, disturbed love affairs etc. One thing that cannot be disregarded is that the sources of stress vary from person to person. Although there are several specific sources or causes of stress which make an event stressful. General types of stressors are:

- **Catastrophes:** Highly stressful events are unexpected, on the other hand major life changes are an expected part of life. Catastrophes are an unpredictable event which happen on a large scale and destroy property, threatens lives, and create tremendous amount of stress. An individual who encounters a calamity or natural disasters may deal with its psychological effects for years after the event. If a person reads about a catastrophe or sees an image of it on TV or internet can also have stress. For example: tornadoes, hurricanes and floods are catastrophes.

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- **Major life changes:** In every person's life major changes do occur. It may demand leaving the house, meeting new people, adjusting to new surroundings, and increased expectations. These are sometimes inevitable and become stressful as they demand or take the person's energy to adjust or adapt to a new situation, which could lead to the threatening of self-esteem and sense of security. If a person experiences more major life changes that person is more likely to feel stress. Both positive and negative stress can occur which could bring change in life, for example: getting admission in one's own choice of college is indeed a positive event but if one loses a job, it will make that person quit studies and find a job, so it can be both positive and negative stressful event.
- **Environmental Problems:** Everyday problems and conditions in a person's near surroundings affect the level of stress. Suppose an individual goes to work by overcrowded bus or transport, his/her level of stress may be quite high by the time he/she reaches office. On the off chance that he/she, at that point needs to chase for a cup of tea and finds tea machine is empty, his/her dimension of pressure will keep on rising. Individuals who live close to airports, railway and metro stations show signs of high stress because of the noises of planes taking off and landing, and of loud trains coming in and out of the stations. If a person is living in an unsafe or crowded condition, also increases the stress level and so does living in a poor air quality region or where litter gathers on walkways. Climate conditions can likewise add to stress.
- **Everyday Problems:** The daily annoyances like delays, frustrations, minor disagreement and irritations are common stressors which are called hassles. Hassles include instances like losing your keys, missing your transport, or having such a large amount of homework assignments around the same time. These problems might seem minor but contribute greatly to the overall feeling of stress in a person's life. This is on the grounds that issues happen throughout each and every day. Some other situations such as struggle in day to day life, conflicts with relatives, companions, are some of the major causes of stress.

Consequence of Stress

Stress shows itself in various ways. A person who is encountering stress may develop the followings:

- (i) **Physiological Symptoms:** The major concern of stress is first directed to physiological symptoms. The consequences of physiological are:
 - Lower back pain
 - Sciatica
 - Rectal difficulties
 - Some type of cancer

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- Sexual dysfunctions like infertility, vaginal infections, ovarian cyst, urinary infections
- Liver pain, pain in abdomen and intestine
- Heart problems, in some cases it produces heart attack
- Throat problem
- Brain tumor, hemorrhages, blood clots in the brain
- Blindness without any physical damage
- In some severe cases stress may lead to comas or sudden death.

(ii) Behavioural Symptoms: If any individual behaviour indicates that he/she is not acting like his/her usual self might be the sign of adverse reaction to stress. So, behavioural symptoms may include:

- Insomnia
- Increased smoking and drinking
- Drug misuse or abuse
- Avoids social gatherings
- Change in appetite: Under-eating or overeating
- Moving in a strained and jerky way
- Reacting nervously
- Remain in tension mood
- Reduction in productivity
- Irritably to everyday sounds
- Due to the behavioral change in person life may indicate that if he/she is not able to cope with stress then it becomes serious warning to lose inner peace.

(iii) Psychological Symptoms: Today psychological problems resulting from stress are very prominent and therefore considerable attention has been given to the relationship between stress and some of the other psychological disorders such as depression and anxiety.

- **Depression:** Hopelessness, worthlessness, guilt, change in appetite, feeling of sadness, loss of interest in activities, loss in weight, suicidal thoughts and difficulty in concentrating, so on.
- **Anxiety:** Anger, excessive worry, nervousness, inability to concentrate or sleep, chest pain, dizziness and palpitations, etc.

Besides that, the other psychological problem may be experienced due to stress are:

- Dissatisfaction and disappointment in day to day life, daily activities, and even at work place,

- Acute and severe stress may be the cause of anger, irritability, boredom, tension, aggression, hostility, complaints and jealous and nervousness.
- The stress related to workplace may lead to inability to concentrate, poor job performance, job dissatisfaction, poor decision making and low self-esteem.

Other type of job-related stress may lead to individual actions in the work place such as absence of clarity in work and decisions, lesser or more obligation, absenteeism, poor performance in experiments and duties, lesser satisfaction in work and other occupational issues.

Measurement of Stress

Stress can be measured through the behavioural and symptomatic observations. Besides that, number of psychologists have developed different standard tools to measure the level of stress starting from the home setting to the occupational setting of adult. Besides that, numbers of psychologist have also developed standard tools to measure childhood stress. Some standard tools for the assessment of stress are as follows:

- **The Holmes and Rahe Stress Scale (1967):** Holmes and Rahe (1967) developed a stress scale to see the level of stress related to different life events. The researchers (Holmes and Rahe, 1967) surveyed more than 5,000 medical patients and asked them to say whether they had experience any of a series of 43 life events in the previous two years. Each event, called a Life Change Unit (LCU), had a different 'weight' for stress. The more events the patient added up, the higher the score. The higher the score, and the larger the weight of each event, the more likely the patient was to become stressed and the consequences of more illnesses.
- **Perceived Stress Scale (Cohen, Kamarck, & Mermelstein, 1983):** This scale measures the degree to which situations in one's life are appraised as stressful. It assesses the degree to which participants evaluate their lives as being stressful during the past month. It comprises of 14 questions with responses varying from 0 to 4 for each item and ranging from 'never', 'almost never', 'sometimes', 'fairly often' and 'very often' respectively on the basis of their occurrence during one month prior to the survey. The PSS has an internal consistency of 0.85 (Cronbach á coefficient) and test-retest reliability during a short retest interval (several days) of 0.85. High score indicates high stress whereas low score of the scale indicates low stress.
- **Occupational Stress Index (OSI) developed by Srivastava and Singh, (1981):** It is one of the tools developed by Indians which is a widely used tool aimed to measure the level of stress in workplace setting. The present Occupational Stress Index consists of 46 statements with

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five alternative responses e.g., 5 for 'strongly agree', 4 for 'mildly agree', 3 'agree', 2 for 'disagree', and 1 for 'strongly disagree'. Total score on this scale will be considered for the assessment of occupational stress. Higher score on this scale indicates higher occupational stress. The Occupational Stress Index consists 12 dimensions of occupation related stress mentioned in the following table:

Items of Various Sub-Scales of Occupational Stress Index (OSI)

S. No	Dimensions	Items
1	Role Overload	1 13 25 36 44 46
2	Role ambiguity	2 14 26 37
3	Role conflict	3 15 27 38 45
4	Unreasonable Group & Political Pressure	4 16 28 39
5	Responsibility for persons	5 17 29
6	Under-participation	6 18 30 40
7	Powerlessness	7 19 31
8	Poor Peer relations	8 20 32 41
9	Intrinsic impoverishment	9 21 33 42
10	Low status	10 22 34
11	Strenuous working conditions	12 24 35 43
12	Profitability	11 23

Source: Occupational Stress Index (OSI) Manual developed by Srivastava and Singh, (1981).

The scale consists of 46 items, each to be rated on the five-point scale. Out of 46 items, 28 are 'true-keyed' and rest 18 are 'false-keyed'. The Scoring is based on for True responses it is 1 to 5 and for False responses, it is 5 to 1. The items relate to almost all relevant components of the job life which causes stress in some way or the other, such as, role over-load, role ambiguity, role conflict, group and political pressures, responsibility for persons, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions, and unprofitability. The reliability index ascertained by split half (odd-even) method and cronbach's alpha – coefficient for the scale as a whole were found to be 0.935 and 0.90 respectively. The reliability indices of the 12 sub-scales were also computed on the split half method.

The validity of the Occupational Stress Index (OSI) was determined by computing coefficient of correlation between the scales on the OSI and the various measures of job attitudes and job behaviour. The employees' scores on the OSI. is likely to positively correlates with the scores on the measures of such work-manifest attitudinal and motivational and personality variables, which provide lowering or moderating the level of occupational stress. The coefficient of correlation between the scores on the OSI. and the measures of job involvement, work motivation, ego-strength and job satisfaction were found to be -0.56(N=225), -0.44 (N=200), -0.40 (N=205) and -0.51 (N=500) respectively. The correlation between the scores on the O.S.I. and the measure of job anxiety was found to be 0.59 (N=400).

- **Stress Scale (SS-LVNS):** The Stress Scale was developed by Lakshmi and Narain in the year 2015. The test re-test reliability was calculated and was found to be 0.82, which was significant at 0.01 level. Stress Scale was validated against the Singh's Personal Stress Source Inventory (2004) and the resulting validity coefficient was 0.72 and further with Stress dimensions of Anxiety, Depression and Stress Scale by Bhatnagar et al. (2011) and the resulting validity coefficient was 0.83. The Scale consists a total of 40 items containing four domains such as (a) Pressure (item numbers- 2, 9, 15, 16, 21, 22, 27, 28, 29, 32, 34, 35, 36 and 39, Total 14 items); (b) Physical Stress (Item numbers- 1, 3, 30 and 39. Total 4 items); (c) Anxiety (Item numbers- 6, 8, 14, 17, 18, 19, 20, 23, 25, 31, 33, 37, and 40, Total 13 items); and (d) Frustration (Item numbers- 4, 5, 7, 10, 11, 12, 13, 24 and 26, Total items 9); and Overall Stress. Three level of stress are designed to measure are High, moderate and low stress.

Note: Stress can be measured and that is for the betterment of the individual. Anyone can measure his/her level of stress to cope an effective management technique.

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5. STRESS COPING SKILLS

Stress coping is a management of oneself for better wellbeing. It refers to the techniques and programs proposed to help individuals to deal more effectively and efficiently with stress which is in their life by analysing the particular stressors and taking positive activities to limit their effects. As indicated by Lazarus and Folkman (1984), stress is a psychological or physical phenomenon shaped through one's cognitive appraisal of the stimulation and is an aftereffect of one's interaction with the environment. The presence of stress relies upon the presence of the stressor. Feng (1992) and Volpe (2000) characterized stressor as anything that challenges a person's adaptability or stimulates a person's body or attitude.

The level of stress varies in regard to biological drive to the self-esteem. People with biological drive are comparably less stressed than people with interest to satisfy their self-esteem drive. So, stress and its severity are different from individual to individual. Stress prone people are always facing an unhealthy and unstable psycho-social life. This results in various developmental maladies and pathologies and can create havoc in normal development. Although stress cannot be totally written off, it can be minimized for a healthy and prosperous social life. It is quite important to discuss some user-friendly and effective coping strategies to manage the human stress. In this context Lazarus and Susan Folkman (1984, p.19) viewed that stress is the 'particular relationship between the person and his environment, that is appraised by the person as taxing or exceeding his or her resources and endangering his or her wellbeing'.

Further, it can be said that, in each and every moment in the life of an individual there is the war between the stressors and the coping mechanism of the individual. When the coping strategies of the individual fails to cope with the stressors, the individual enters into the depth of stress. Coffey and Appley (1967) avowed that in psychological stress the person perceives that, his wellbeing or (integrity) is endangered and that he must devote of his energies to its protection.

As stress can be caused by social factors, psychological factors, biological factors and environmental factors. There are numerous ways that individuals endeavor to cope with stressors and feelings/sentiments of stress in their lives. A large group of writing, both famous and scholarly, praises the practice of stress management and entire ventures are dedicated to it. Numerous techniques are accessible to enable people to adapt to the anxieties, worry, tension and stress that life brings. Some of the techniques such as meditation, relaxation, mindfulness and deep breathing etc., and from these techniques it is noted that stress management/ coping techniques induce a lower than usual stress in individual life.

Important: Stress is common for all and in every situation, there is the chance to be experiencing stress.

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Introduction to Coping With Stress

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The intensity of stress and the perception of stress are different from person to person, time to time and situation to situation, like this, the coping abilities, and coping strategies also differ from person to person, time to time and situation to situation. Although there is difference of coping strategies, there are some common coping strategies to live a healthy and prosperous life. So here one question may be raised, what are the coping strategies? Lazarus and Folkman (1984) defined that ‘coping is the process where the individual constantly changed his/her cognitive and behavioural efforts to manage specific external and internal demands, that are appraised as taxing or exceeding the resources of the person.’

Do you Know: Knowingly or unknowingly in our day to day life we use some of the coping mechanisms that helps us to deal with different life challenges effectively.

According many researches, it is affirmed that, cognition plays a vital role in experience of stress, cognitive and behavioural intervention can be better suggested for the management of stress. In this context Halahan et al, (2004) stated that ‘coping strategies mostly depends on the cognitive and behavioural of the person to manage his/her stressful condition or associated emotional distress’. Further, for coping of stress, researchers (e.g. Lazarus & Folkman, 1984) suggest a progressively explicit process of cognitive appraisal to decide if an individual believes that he/she has the assets or resources to react adequately to the difficulties of a stressor or change (Folkman & Lazarus, 1988; Lazarus & Folkman, 1987).

In the appraisal literature it is explained that coping process is expressed in terms of emotion-focused and problem-focused coping (Folkman & Lazarus, 1980; Lazarus & Folkman, 1984). At the point when person is faced with a challenge, he/she mostly appraises the challenge as either non-threatening or threatening and then in terms of whether to check he/she has the resources to fight or cope with the stress effectively.

On the off chance that the individual does not believe that he/she has the ability to respond to the challenge or feels an absence of control. The person is well on the way to swing to an emotion-focused coping response (Lazarus & Folkman, 1987), for example, unrealistic reasoning (e.g., ‘I wish that I could change what’s going on or how I feel’), removing (e.g., ‘I’ll endeavor to overlook the entire thing’). In the event that the individual feels he/she has the resources to deal with the challenge, the individual will more often than build up a problem-focused coping response, for example, analysis (e.g., ‘I attempt to break down the issue so as to comprehend it better’; ‘I’m making an arrangement of activity and tailing it’). Coping techniques vary from positive reasoning to refusal and are estimated and tested utilizing an instruments and scales, for example, the COPE inventory (Carver, Scheier, & Weintraub, 1989). Hence, appropriate and timely measurement of coping will help an individual to know his/her coping skills and also try to learn

some new coping strategies to manage different life challenges and stress. Therefore, learning coping mechanism and measures available for measuring/assessing coping skills is a necessary practice for every individual in society as life challenges are increasing.

Note: Without or lack of knowledge of positive coping mechanism, in many cases, individuals use negative coping mechanisms such as using substances, alcohol or drugs to manage with different life challenges/stressors. So, it is important to know about the concept of positive coping mechanism to avoid the life-threatening negative coping mechanisms and to live a healthy and prosperous life.

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Types of Coping With Stress:

Physical, social, environmental and psychological coping strategies are suggested for the better management of stress. Let's have a look at each of these stress-coping techniques.

- (i) **Physical/Behavioural Coping Skills:** Physical/behavioural coping skills include dealing with yourself in terms of taking care and remaining as healthy person. Here are a few instances of things an individual can do to help relieve stress.
- **Physical activity:** Physical activity helps in reducing tension and clearing the mind. It increases the energy of the person. It is generally said that adults should undertake something like 150 minutes of moderate-to-vigorous power oxygen consuming physical movements every week, in episodes of ten minutes or more. For instance, walking or jogging can help by giving energy and also gives relaxing change of environment.
 - **Yoga and stretching:** Yoga and moderate stretching, even only 5 to 10 minutes every day, also helps in reducing the stress. Along with it can be suggested that, during the work, especially in office or when someone is working with computer, in between the work, he/she can stretch his/ body parts that can also help the individual to reduce stress.
 - **Relaxation exercises:** Kick back, give the mind a chance to take a break. Person might need to set aside some time every day to loosen up. Relaxing may take numerous structures, yet a standout amongst the most well-known is breathing activities.
 - **Deep breathing:** Deep breathing is incredible as it very well may be done whenever and at any place. Breathing profoundly expands oxygen in the blood stream. Individual body discharges endorphins (normally called happy hormones) that re-energizes and advances relaxation. Do this activity for three to five minutes whenever you are feeling tense.
 - **Healthy Dieting:** Healthy and timely eating is a like worship of body for the better wellbeing. A well-balanced eating regimen wealthy in

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vegetables, organic product, entire grains, low-fat dairy and options, and lean meat and options. limit salt, sugar, immersed and trans-fat intake is generally recommended for a healthy diet.

(ii) Psychological/Cognitive Coping Skills: How you see or translate occasions identifies with how upsetting or stressful (unpleasant) you'll find them. Psychological/ Cognitive adapting skills include utilizing your thoughts and mind to check negative impacts of stress. The exercises underneath offer a couple of cognitive methods for coping with stress.

- **Problem solving/Critical thinking:** When looked with a distressing condition, a large number of us become overpowered and alarm. Try not to give the stress a chance to get you down! Keep in mind, each issue has one good solution. Time and again you simply need to utilize great critical thinking aptitudes or problem-solving skills to overcome it.
- **Reappraisal:** Sometimes your understanding of a stressor can amplify its effect, making it feel more distressing than it truly is. Practice the basic or simple steps to ensure you have not dramatically overemphasized the circumstance.
- **Meditation:** Meditation can settle your mind, enabling you to think all the more calmly. It additionally places you responsible for your mind by making you live at the time and watch your points of view. This is anything but a convenient solution. Reflection requires tolerance and stamina. On the off chance that you make it a tendency of habit you will receive its rewards.

(iii) Personal /Social Coping: Life ought to be a pleasure. A standout amongst the most ideal approaches to beat stress is to make satisfaction a need and happiness a priority. Time and again we get so caught up for lost time in our work and schedules that we feel vacant, segregated, and unfulfilled. Take a break! Try to encounter the positive qualities throughout your life. Search out things that fulfill you and that matter most to you. You can do this through numerous ways:

- Make a habit of spending quality leisure time with your friends and family.
- Explore your spirituality and even your qualities.
- Develop your personal interests, hobbies and go out for vacation.
- Enjoy nature and trips. Take a walk in a park center, appreciate the trees and birds and animals. Regardless of whether you have a lawn or live in an apartment, consider the mitigating nature of tending plants and watching them develop.
- Give back to the society. For this, volunteering can be rewarding and fulfilling.
- Try to help others as helping others helps to divert attention from yourself and can reduce your anxiety, tension and stress.

- Take a break from your normal routine. Be that as it may, ensure it is an occasion for your soul as well. A vacation is only refreshing when it doesn't add stress.

Consequence/Benefits of Coping with Stress

The benefits of stress coping include pleasant emotions as joy, happiness, love, contentment, excitement, while consequences include unpleasant emotions as sadness, anger, fear, worry, anxiety and depression (Watson, Clark & Tellegen, 1988). So as the prevalence of benefits of stress coping is more of concerned aspect of an individual life events. The after effects or benefits of stress coping skills are:

- Coping with stress puts an individual in a state of high energy and pleasurable engagement.
- Coping with stress improves the concentration level.
- Coping with stress improves various positive emotions such as confidence, eagerness, and excitement and helps an individual to fight with the challenges.
- Coping with stress helps an individual to find out the re-resolution of the stressful event come out as favorable and successful which leads to positive emotions as happiness and pride.
- Coping with stress helps to process emotional information accurately and efficiently, to solve problems, make plans and achieve in one's life.
- Coping with stress helps in broadening the mindset of an individual in terms of patterns of thoughts, openness to new ideas and information.
- Coping with stress helps an individual to deal with distressing situation, coping increases attentional focus and enhances the personal resources that can be useful to overcome.
- Coping leads to the better health, social support, optimism and creativity.
- Coping with stress develops the skills of problem solving to deal with the stressor or challenging event.
- Coping with stress not only helps people to cope with stress effectively, but also prepare an individual to fight with a stressful event in future with positive emotions.

Important to Know: Positive coping mechanism will deal a healthy physical, social and cognitive life whereas the negative coping mechanism will destroy the life of an individual. So, the healthy coping mechanism should be suggested to each and every individual in society as life stressors are increasing day by day.

Tips to Improve the Coping Mechanism to Manage Distress

- **Understand your stress:** The perception of stress decides the severity and its reaction. The perception and experience of stress is different for

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everybody. But by understanding what stress is, and how it looks or perceived by an individual, can be helpful to choose the stress coping skills or mechanism to manage stress according to the demand of the situation.

Identify your stress sources: Identifying the sources of stress/ stressors is necessary for an individual to design an effective coping mechanism to deal with stress. The sources of stress may be workplace or nature of work, family, change, environmental factors or any of the other potentials that trigger stress to the individual can help an individual to deal with the stress.

- **Learn to recognize stress signals:** Different individuals perceive stress differently. So, it is important first to know about stress symptoms and specifically when it triggers and creates psychological and social imbalance. The symptoms of headaches, low tolerance, anger, stomach pain or a combination all these can alert an individual to develop a coping mechanism to deal with stress effectively.
- **Recognize your stress strategies:** Coping with stress for even a same stressor is also different from individual to individual. It is important for an individual to know about some of the coping skills to deal with stress. The coping skills which individuals use to cope with stress is also learned from his/her experience over years. For instance, self-medicating, consuming substance, alcohol or drugs or indulging with any other exercises are also individual usage to cope with stressors.
- **Implement healthy stress management strategies:** It's great to be aware of any current unhealthy coping behaviours or practices so that one can change them out for a sound alternative. For instance, if overeating is the current cause of stress one could rehearse meditation rather. The American Psychological Association proposes that changing out one behaviour at any given moment is best in making positive change in life.
- **Make self-care a priority:** Taking enough rest, nourishment, personal time, and exercise are often the ones neglected. Besides that, one can set aside a few minutes for himself/herself. This can help an individual to be in sound state of mind and body for the better life ahead.
- **Ask for support when needed:** In case an individual is feeling down or tensed or stressed, he/she can contact with a friend or relative with whom he/she is more comfortable and can freely communicate and share his/her sources/causes of stress and can seek assistance to be free from it. It is one of the effective methods for lessening stress, adapting new techniques and preventing burnout.

Measurement of Coping with Stress

Some more widely used coping skill measures are discussed in the following section.

Coping Strategy Inventory (Tobin, 2001): The Coping Strategy Inventory was

developed by Tobin in the year 2001. The earlier version of Coping Strategy Inventory was developed by Tobin in the year 1984. Coping Strategy Inventory is a tool intended to measure the day to day coping of skills of an individual adopting to manage his/her day to day stress and other mental issues. The Coping Strategy Inventory contains 72 self-report items, prepared and based on 'ways of coping' (Folkman and Lazarus 1981). The scoring of coping strategy inventory is based on 5-point Likert scale following 1 for 'None' to 5 for 'Very Much'. High score indicates better coping and low score indicates minimal or failure to cope with different life challenges.

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The Coping Strategy Inventory (1984) contains 14 subscales following 8 primary scale, 4 secondary scale and 2 tertiary scale. The eight primary scales of Coping Strategy Inventory are problem solving; cognitive restructuring; social contact; expressing emotion; problem avoidance; wishful thinking; social withdrawal; and self-criticism (Tobin, Holroyd, Reynolds, & Wigal, 1985). Further, these eight primary scales are combined into four secondary scales such as problem centered change; emotion centered change; problem centered stasis; and emotion centered stasis. Finally, the two tertiary scales that collapse the scales further into change and stasis. Change centered coping strategies are defined by Tobin, Holroyd, and Reynolds, (1984) as 'attempts by the individual to alter the transaction both with regard to the stressor itself as well as the individual's emotional reaction to the stressor' (p. 5). The change centered strategies are grouped into problem centered and emotion centered change strategies (Tobin, Holroyd, & Reynolds 1984). Problem centered change strategies include efforts to alter the person-environment relationship, or to deal directly with the source of the stress. According to Tobin, Holroyd, and Reynolds (1984) individual may change the environmental conditions or change his/her own behaviours that serve to maintain the problem.

On the Coping Strategy Inventory (CSI) problem centered change strategies are measured on two sub-scales: problem solving and cognitive restructuring. The problems solving sub-scale measures both behavioural and cognitive coping techniques aimed at altering the stressor. Cognitive strategies used to change the meaning of the stressful situation or to see the event as less threatening or more positive are included in the cognitive restructuring sub-scale of the Coping Strategy Inventory (CSI).

The emotion centered change strategies are those efforts that the individual makes to control the stressful emotions or physiological arousal associated with the stressful event (Coyne & Holroyd, 1982; Tobin, Holroyd, & Reynolds 1984). Expressing emotion and social contact are the two sub-scales on the Coping Strategy Inventory (CSI) that measure emotion centered change (Tobin, Holroyd, & Reynolds 1984). The expression of emotions aroused by the stressful event is measured on the expressing emotion sub-scale. The social contact sub-scale of the Coping Strategy Inventory (CSI) evaluates attempts to seek emotional support from other people. Coping strategies that are employed in an attempt 'to maintain the status quo' are included in stasis centered coping strategies (Coyne & Holroyd,

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1982). The individual attempts to maintain the person-environment relationship that existed before the stressful event occurred. Once again, these coping strategies are broken down into problem and emotion centered strategies. Problem centered stasis strategies include attempts by the individual 'to preserve a transactional relationship with the environment that does not include the current stressful circumstances' (Tobin, Holroyd, & Reynolds 1984). The problem centered stasis coping strategies measured by the Coping Strategy Inventory (CSI) are problem avoidance and wishful thinking.

The problem avoidance sub-scale of the Coping Strategy Inventory (CSI) is comprised of items that related to the person attempting to deny the problem and avoiding thinking about or doing anything about the stressful event. The wishful thinking sub-scale includes items that involved hoping or wishing that things could be better and suggest an inability or unwillingness to see the situation in a different way. Attempts to 'maintain the status quo' with regard to the individual's emotional reaction to the stressful situation is defined as emotion centered stasis strategies (Coyne & Holroyd, 1982; Tobin, Holroyd, & Reynolds 1984). The individual attempts to maintain emotional interactions without expressing or acknowledging emotions generated by the current stressful situation. Emotion centered stasis coping strategies are measured by the Coping Strategy Inventory (CSI) on two sub-scales, self-criticism and social isolation. The items on the self-criticism sub-scale reflect the individual taking personal responsibility for the situation, blaming one's self for what has happened, and criticizing one's efforts. Items on the social withdrawal sub-scale refer to attempts to keep one's emotional reaction to the stressful event hidden from friends and family.

Test-retest reliability for the CSI, with two weeks between test administrations, was reported to range from 0.39 to 0.61, with a mean of 0.51. Tobin, Reynolds, Garske, Holroyd, and Wigal (1984) suggested that this was the result of the fluidity of coping styles, and the variability of the stressful event chosen. The CSI has been reported to discriminate between normal samples and a number of symptomatic populations: depressives (Tobin, Holroyd, Reynolds, & Wigal, 1985); neurotics (Tobin, Holroyd, & Reynolds, 1982); and muscle contraction headache sufferers (Holm, Holroyd, Hursey, & Penzien, 1986). The Coping Strategy Inventory (CSI) was predictive of depression in individuals with increased stress levels (Tobin, Holroyd, Reynolds, & Wigal, 1985). Individuals who reported increased perceptions of self-efficacy have been noted to use more adaptive coping strategies as measured by the Coping Strategy Inventory (Tobin, Reynolds, Garske, J., Holroyd, & Wigal, 1984).

The COPE Inventory (Carver, Scheier, & Weintraub, 1989): The COPE Inventory is a multidimensional coping inventory to assess the different ways in which people respond to stress. Five scales (of four items each) measure conceptually distinct aspects of problem-focused coping (active coping, planning, suppression of competing activities, restraint coping, seeking of instrumental social support); five scales measure aspects of what might be viewed as emotion-focused

coping (seeking of emotional social support, positive reinterpretation, acceptance, denial, turning to religion); and three scales measuring coping responses that arguably are less useful (focus on and venting of emotions, behavioral disengagement, mental disengagement). Cronbach's alpha for the 15 scales of COPE ranged from 0.37 to 0.93. With the exception of mental disengagement, the remainder of the alphas were all above .59, with the majority above 0.70. The average alpha was 0.79.

Besides the, Coping Strategy Inventory Other measure of Coping with stress and day to day challenges are:

- The Miller Behavioral Style Scale (Miller, 1987);
- The Mainz Coping Inventory (Krohne, 1993);
- The Coping Inventory for Stressful Situations (Endler & Parker, 1990a, 1990b, 1994);
- The Coping Strategy Indicator (Amirkhan, 1990); and
- The Ways of Coping Questionnaire (Folkman & Lazarus, 1988).

Note: Measuring the coping skills is not an abnormal behaviour or is not necessarily the indicator of abnormality. It helps an individual to know his/her ability of coping and also improve the coping skills through learning and taking the help of different experts for a healthy lifestyle.

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6. PERSONALITY MANAGEMENT

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Each one of us shares many personality traits with others. But, aside from commonalities we additionally find that people are unique inside the way they seem and behave. The observation of character offers with the problem of human individuality. It has attracted the attention of layman as well as academic psychologists. Each man or woman have a positive particular style of thinking, feeling and appearing. They constitute who we are and provide the premise of our interplay with other people. In regular life we often find those who are known as ‘competitive’, ‘jolly’, ‘satisfied’ and so on. Those are impressions of human beings which we take notice of and use at the same time as interacting with them. It is on this feel that we frequently appoint the word ‘personality’.

The examination of character has also attracted the eye of psychologists and that they have advanced diverse theories of personality. Also, they have developed positive tools to assess human being’s personality. The personality associated facts is used in choosing humans for numerous jobs, giving guidance to human beings inside the need of mental help, and mapping their capacity. As a consequence, the observation of persona contributes to specific kind of human behaviour. In many cases, it is observed that, every man is unique according to his/her personality characteristics. In this regard, the preference of job, food, other behavioural characteristics are different from individual to individual according to their personality characteristic. Besides that, it can be said that, personality is one of the popular psychological attributes in the human society. But it is important to say that, what a layman is understanding the concept of personality, (in many cases- understanding personality as same as smartness) is totally a wrong concept in psychology. Therefore it is important to know the concept of personality, importance of understanding personality and the importance of measurement personality of an individual can help for assigning any task, or observation of behaviour and also dealing with day to day activities are necessary not only for psychologist, but for every human in the society.

Do you know: The term ‘Personality’ is a very popular word in the society. Layman understand personality as smartness or ideal or handsome. This layman’s concept of personality is totally different according to the definition of personality in psychology.

Introduction to Personality

The concept of personality is one of the major psychological attributes in psychology and psychological assessment. According to American Psychological Association, personality is an attribute that differentiates individual in their characteristic such as different ways of thinking, feeling, behaviour and other actions. Most of the studies on personality mainly focuses on two broad areas that include understanding the individual differences in a personality characteristic like tetchiness or the sociability and the second is knowing how the different parts of an individual get together and

act as a whole. Personality is said to be that characteristic of an individual that account on the reliable patterns of different behaviours, feeling and the belief system (Pervin, Cervone, & Oliver, 2005). The development of personality grooms a person and also helps in making a sign of them. It takes so long for reducing stress and as well as the conflicts. It helps the person to see the life in a much brighter way. The development of the personality plays a very important part in the person's professional and personal life. Personality as a whole helps the person to be regimented, prompt and talented for the individual organization.

Hence, psychologists define personality as individual differences in the way people tend to think, feel and behave. There are many ways to measure personality, but psychologists focus on personality traits. Personality is a relatively stable set of characteristics that influences an individual's behaviour.

In the field of psychology, the concept of personality is very old. During four hundred BC, Hippocrates, a health practitioner, great philosopher and a very acute observer, claimed that the balance of the body fluids are responsible for differentiating a person from one another that is called personality type according to Hippocrates. For example, phlegmatic i.e. calm people are known to have a higher awareness of phlegm; sanguine i.e. constructive humans have greater blood; melancholic i.e. depressed humans have high tiers of black bile; and irritable human beings have high tiers of yellow bile.

Further, the neuropsychological concept to personality is the great support to the concept of personality proposed by Hippocrates. According to great pioneer worker in the field of psychology Allport (1961), 'Personality is a dynamic organization, in the individual, of psychophysical structures that create the individual's characteristic patterns of behaviour, mind and emotions. In relation to the stability of the personality characteristics, Child, (1968) stated that 'Personality of an individual is more or less stable, internal elements that help to build an individual's behaviour steady from one time to any other, and distinctive from the behaviour other humans could take place in similar conditions'.

Types of Personality

Different personality psychologists define personality into different categories. According to Jung, individuals have two major personality traits such as Introvert and Extrovert. Eysenck (1959) divided personality into the (a) Extraversion vs Introversion and (b) Neuroticism/Stability.

E - Extraversion/Introversion: Extraversion is characterized by being outgoing, talkative, high on positive affect (feeling good), and in need of external stimulation. According to Eysenck's arousal theory of extraversion, there is an optimal level of cortical arousal, and performance deteriorates as one becomes more or less aroused than this optimal level. Arousal can be measured by skin conductance, brain waves or sweating. At very low and very high levels of arousal, performance is low, but at a better mid-level of arousal, performance is maximized. Extraverts, according to

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Eysenck's theory, are chronically under-aroused and bored and are therefore in need of external stimulation to bring them up to an optimal level of performance. About 16 percent of the population tend to fall in this range. Introverts, on the other hand, (also about 16 percent of the population) are chronically over-aroused and jittery and are therefore in need of peace and quiet to bring them up to an optimal level of performance. Most people (about 68 percent of the population) fall in the midrange of the extraversion/introversion continuum, an area referred to as ambiversion.

N - Neuroticism/Stability: Neuroticism or emotionality is characterized by high levels of negative affect such as depression and anxiety. Neuroticism, according to Eysenck's theory, is based on activation thresholds in the sympathetic nervous system or visceral brain. This is the part of the brain that is responsible for the fight-or-flight response in the face of danger. Activation can be measured by heart rate, blood pressure, cold hands, sweating and muscular tension (especially in the forehead). Neurotic people who have low activation thresholds, are unable to inhibit or control their emotional reactions, experience negative effect (fight-or-flight) in the face of very minor stressors and are easily nervous or upset. Emotionally stable people who have high activation thresholds and good emotional control, experience negative affect only in the face of very major stressors are calm and collected under pressure.

The two dimensions or axes, extraversion-introversion and emotional stability-instability, define four quadrants. These are made up of:

- Stable extraverts (sanguine qualities such as outgoing, talkative, responsive, easygoing, lively, carefree, leadership)
- Unstable extraverts (choleric qualities such as touchy, restless, excitable, changeable, impulsive, irresponsible)
- Stable introverts (phlegmatic qualities such as calm, even-tempered, reliable, controlled, peaceful, thoughtful, careful, passive)
- Unstable introverts (melancholic qualities such as quiet, reserved, pessimistic, sober, rigid, anxious, moody)

Big Five Personality Factors: Personality is measure in many different ways, but psychologists focus on personality traits. Most widely of these traits are the big five: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. The big Five are the ingredients that make up each individual's personality.

By Openness we mean openness to experience. The people who are high in openness enjoy adventure. They are curious and appreciate art, imagination and new things. The motto of open individual might be variety is the space of life. The people low in openness are just the opposite. They prefer to stick to their habits and new experiences and probably are the most adventurous eaters. Changing personality is usually considered a tough process, but openness is a personality trait that has been shown to change in adulthood.

By Conscientiousness, we mean people who are organized and have a high sense of duty. They are dependable, disciplined and achievement focused. On the contrary, people low in conscientiousness are more spontaneous and free-wheeling. They may tend towards carelessness. Conscientiousness is a helpful trait to have as it has been linked to achievement in the school and job.

By Extraversion, we mean people who are more of social butterflies. Extraverts are chatty, sociable and draw energy from crowds. They tend to be cheerful in their social interactions. Introverts on the other hand plenty of alone time perhaps because their brains process social interaction differently. Introversion is often confused with shyness, but the two aren't the same. Shyness implies a fear of social interactions or an inability to function socially. The Introverts can be perfectly charming at parties, they just prefer solo or small group activities.

By Agreeableness, we mean people who have high extent of warmth and kindness. The more agreeable someone is, the more likely they are to be trusting, helpful and compassionate. Disagreeable people are cold and suspicious of others and they're less likely to cooperate.

By Neuroticism we mean emotionally unstable people. They die younger than the emotionally stable possibly because they turn to tobacco and alcohol to ease their nerves.

Psychoticism/normality: Eysenck (1966) later added a third trait/dimension:

Psychoticism – e.g., lacking in empathy, cruel, a loner, aggressive and troublesome. This has been related to high levels of testosterone. The higher the testosterone, the higher the level of psychoticism, with low levels related to more normal balanced behaviour.

16 Personality Factors, (Cattell, 1940, 2007): The Sixteen Personality Factor was developed by Raymond B. Cattell in evidence to several decades of empirical research in the field of personality. Cattell (1940) described 16 personality factors after analysing hundreds of factor followed by factor analysis. The major 16 personality factor retained finally in Cattell's research in personality is known as 16 personality factor (16PF). These are:

- **Abstractedness:** Imaginative versus practical
- **Apprehension:** Worried versus confident
- **Dominance:** Forceful versus submissive
- **Emotional Stability:** Calm versus high-strung
- **Liveliness:** Spontaneous versus restrained
- **Openness to Change:** Flexible versus attached to the familiar
- **Perfectionism:** Controlled versus undisciplined
- **Private-ness:** Discreet versus open
- **Reasoning:** Abstract versus concrete

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- **Rule-Consciousness:** Conforming versus non-conforming
- **Self-Reliance:** Self-sufficient versus dependent
- **Sensitivity:** Tender-hearted versus tough-minded.
- **Social Boldness:** Uninhibited versus shy
- **Tension:** Impatient versus relaxed
- **Vigilance:** Suspicious versus trusting
- **Warmth:** Outgoing versus reserved

Besides that, many personality psychologist defined different types of personality such as Type A and Type B Personality type.

Type A and Type B Personality Type: Based on personality, people can be divided into categories i.e. Type A personality and Type B personality. In the year 1959, Meyer Friedman and Ray Rosenman proposed two type of personality type on the basis of health behaviour such as Type A and Type B personality type. It is the most common individual-level stressor and explains two different types of personality. These are known to influence the possibility of an individual's acquiring health-related problems like heart ailments. **Type A** people are highly competitive, self-critical. They continuously strive for goals without paying much attention to efforts and accomplishments. On the other extreme, **Type B** individuals are usually more tolerant, relaxed, reflective than Type A.

Theories or Perspective of Personality

The development of personality or building of personality is not based on any certain factors. Psychologists believed that, there are many factors responsible for building of personality.

- **Biological Theories:** Biological theories propose that genetics are without delay accountable in shaping a personality type. Hans Eysenck, one of the most famous biological theorists, came up with the idea to narrate diverse aspects of biological processes and personality. For instance, similarly, describing his theory of introversion, he confirmed that introverts had excessive cortical arousal. This reasons them to avoid stimulation. However, extroverts are trying to find out extroverts reviews as they have got low cortical arousal.
- **Behavioural Theories:** Environment is just as accountable in shaping a person's personality, which in Freud's phrases is called nurture. Behavioral theory only studies the observable and measurable behaviours in the surroundings. Internal feelings and mind maintain no meaning in determining a personality of an individual via behavioural theory.
- **Psychodynamic Theories:** Psychodynamic theories are in most cases motivated by using the works of Sigmund Freud. Sigmund Freud's work

approximates the outcomes of unconscious thoughts and formative year studies on personality. The personality principle of Freud is also referred to as the Tripartite principle because of the 3 components. According to Freud, three components of personality are:

- (i) **Id**-The instinctive and primitive issue of personality that is responsive for all urges and wishes is referred as id. It operates on pleasure principle, which shows that each wishful impulse should be satisfied no matter the effect.
 - (ii) **Ego**- It's the choice making thing that works consistent with the truth principle. It mediates the demands of the identity, superego and fact.
 - (iii) **Superego** – This factor of character is responsible for the morals and values of the society. The different stages of psychosexual development have a great impact on building of personality of an individual. Further, Erikson one of the renowned psychologists in the world of psychology, who came up with his very own psychodynamic concept and suggested that personality has to overcome type of conflicts at diverse stages.
- **Humanist Theories:** Abraham Maslow and Carl Rogers are a number of the pinnacle human theorists to have come up with humanist theories. Those theories deal with the significance of self-actualization and man or woman experience, which enables in improvement of character and motivates conduct. Unfastened will and idea of self-actualization is critical for an individual's personal growth.
 - **Trait Theories:** The descriptive phrases used to describe someone like out-going, short-tempered, beneficent are all traits. Trait approach is one of the most important areas of look at in psychology that facilitates the discovery of a person's personality, as they can be defined as a stable function that reasons someone to depict steady responses in all conditions. These trait forms are unique from one individual to another. The concept distinctive to identify and measure individual personality characteristics can be defined as trait concept.

Type Theories of Personality: As you have seen before, type theory of personality was first proposed by a Greek physician, Hippocrates, in 400 B.C. He is now known as the father of medication. Hippocrates grouped humans in four temperament kinds: because of four forms of humours – liquid substance within the body). The personality type according to Hippocrates are-

- (i) **Sanguine:** Pleased, optimistic because of high quantity of blood in body
- (ii) **Melancholic:** Depressed, unhappy, morose because of black bile
- (iii) **Choleric:** Hot tempered because of yellow bile
- (iv) **Phlegmatic:** Sluggish moving, calm, unexcitable because of phlegm

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Hippocrates also defined the main structural components of human frame (body) and associated temperaments. Further, Hippocrates classified people into 3 exceptional classes based on the human body structure.

- (i) **Endomorphy (round appearance, round frame):** Developments of rest, love of consolation, pride in digestion, dependence in social approval, deep sleep, want of people while stricken.
- (ii) **Mesomorphy (square body with predominance of bone and muscle):** Assertive posture, lively character, directness of way, need of exercise, unrestrained voice, need of action when bothered.
- (iii) **Ectomorphy (Linear, thin, mild muscled):** Overly rapid response, sociophobia, proof against dependency, inhibited social deal with, terrible sleep dependency, youthful intendness, solitude while in trouble.

Measurement of Personality

The measurement of personality is based on mainly three techniques such as Objective or Non-Projective, Projective and Semi-projectives. Some of the frequently used personality test are discussed briefly in the following section.

Objective Personality Assessment Tools: Most of the subjective or non-projective psychological assessment tools are based on the rating scales. It may be the self-report inventory (e.g. Minnesota Multiphasic Personality Inventory, MMPI, Maudsley Personality Inventory, MPI; Big Five Personality Inventory, BFI) or It may be the psychological test (e.g. 16 Personality factor, 16PF). The objective assessment tools of personality generally contain the administration of a bank of questions that are marked and compared in opposition to standardized scoring mechanisms. Mainly the common form of personality test are self-report measures. There are a number of check codes, test formats, but each one requires respondents to provide information about their own personality. They normally use more than one-choice gadgets or numbered scales, which constitute a variety from 1 (strongly disagree) to 5 (strongly agree). The self-report measures are used with both clinical and nonclinical populations to see the personality factors in the individual from non-criminal population and the personality and its relation to different psychopathological behaviour in the clinical populations. Some of the extra extensively used personality self-document measures are the Myers-Briggs kind Indicator, Neo Pi-R, MMPI/MMPI-2, Sixteen Personality Factor Questionnaire, and Eysenck persona Questionnaire.

Myers-Briggs Type Indicator(Briggs, 1976):The Myers-Briggs Type Indicator (MBTI) is based on Carl Jung's idea of personality. The MBTI is one of the most popular personality inventories used with nonclinical populations; especially in organizational setting for screening, recruitment and for the purpose intervention in relation to organizational psychopathology. Similar with sixteen personality and other personality assessment tools, MBTI also measures individuals across four bi-polar dimensions:

- **Attitudes-Extraversion vs Introversion:** This dimension measures whether or not someone is “outward-turning” and action-oriented or “inward turning” and idea-orientated.
- **The perceiving feature-Sensing vs intuition:** This dimension measures whether or not a person is familiar with and interprets new records the use of their five senses (sensing) or instinct.
- **The judging function-thinking vs Feeling:** This dimension measures whether one has a tendency to make choices primarily based on rational notion or empathic feeling.
- **Lifestyle preferences-Judging vs Perceiving:** This dimension of MBTI measures whether someone pertains to the out of doors international mainly using their judging function (that’s both wondering or feeling) or their perceiving function (which is either sensing or intuition).

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Big Five Personality Test or Neo Personality Inventory-Revised (NEO PI-R) developed by Costa, and Mac Crae, (1992): Big five Personality inventory is one of the widely used personality test where the subject/participants is instructed to report according to his/her own self. Big Five inventory consists of 44 items related to Big five dimensions of personality such as (a) Extraversion, (b) agreeableness, (c) Conscientiousness, (d) Neuroticism and (e) Openness.

The standardization of Big Five Factor based on reliability and validity indicates high correlation in different studies. From the study of Benet-Martinez and John (1998) indicates reliability of Big Five factor Personality Inventory typically ranged from 0.79 to 0.88.

On the point of validation, Hutcheson, and Sofroniou, (1999) confirmed the validity of Big Five Personality inventory exceeds the minimum value of 0.6 for a great factor analysis (0.8 – 0.9). Bartlett’s test of sphericity was significant at $p < 0.001$, where it supported the factorability of the correlation matrix.

Maudsley Personality Inventory(MPI): MPI is a questionnaire designed to measure two major dimensions of personality, namely extraversion and neuroticism, according to the theory of personality of the German-born British psychologist H.J Eysenck (1916–97), first propounded in his books *Dimensions of Personality* (1947) and *The Scientific Study of Personality* (1952). Eysenck published the test initially in the journal *Rivista di Psicologia* in 1956. Later versions of it were called the Eysenck Personality Inventory and the Eysenck Personality Questionnaire. MPI abbrev. Although Eysenck developed the Inventory but it is named as Maudsley Personality inventory because of the reason that the inventory was tested and standardized at Maudsley Hospital in Denmark Hill, south London, where Eysenck worked, and which in turn is named after the English psychiatrist Henry Maudsley (1835–1918) who founded it. MPI contents two dimensions of personality such as Extraversion and Neuroticism.

Minnesota Multiphasic Personality Inventory (MMPI): The Minnesota Multiphasic Personality Inventory (MMPI) is the most broadly used persona

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inventory for both clinical and nonclinical populations and is normally used to help with the diagnosis of persona disorders. It turned into first posted in 1943, with 504 authentic/false questions; an updated model which include 567 questions became launched in 1989 and is known as the MMPI-2. The original MMPI turned into based on a small, limited pattern composed in the main of Minnesota farmers and psychiatric patients; the revised inventory changed into based totally on a greater representative, country wide pattern to permit for higher standardization. The MMPI-2 takes 1–2 hours to complete. Responses are scored to provide a scientific profile composed of 10 scales: hypochondriasis, depression, hysteria, psychopathic deviance (social deviance), masculinity as opposed to femininity, paranoia, psychasthenia (obsessive/compulsive traits), schizophrenia, hypomania, and social introversion. there is also a scale for ascertaining danger factors for alcohol abuse. In the year 2008, the check changed into revised another time the usage of greater superior strategies; that is the MMPI-2-RF. This version takes approximately one-1/2 the time to finish and has only 338 questions.

16 Personality Factor Test (16 PF, Cattell, 1940): The 16 PF (personality factor) inventory measures personality in accordance Cattell's 16 factor theory of personality. In many cases, 16 pf has been suing in non-clinical population for career guidance, marital counselling or even to know the personality type of an individual for his/her own purpose. In recent years, some psychologists are also using 16 PF in clinical population for diagnosis purpose and designing the effective intervention technique for different mental health issue following the dimension of tension, adjustment, emotional balance, and behavioral problems. So, in the field of psychology, it is one of the widely used personality test, in both clinical and non-clinical population due to its easy scoring and administration. Nowadays there are four forms of 16 PF available to assess the personality type of different population. For more details check the 16 PF Manual.

Projective Measures of Personality: Some of the frequently used projective techniques of personality are Thematic Apperception Test (TAT) developed by Morgan, and Murray, (1935), Rorschach Ink Blot Test (Herman Rorschach, 1921), and Projective Drawings. The main objectives of projective techniques are to find out the suppressed conflict desires and internal behaviour of an individual that will help to diagnose the psychopathological issues related to different human behaviour and its solution. Projective tests are based on Freudian psychology (psychoanalysis) and seek to expose people's unconscious perceptions by using ambiguous stimuli to reveal the inner aspects of an individual's personality. Two of the most popular projective measures are the Thematic Apperception Measure and the Rorschach test. The advantage of projective measures is that they purportedly expose certain aspects of personality that are impossible to measure by means of an objective test; for instance, they are more reliable at uncovering unconscious personality traits or features. However, they are criticized for having poor reliability and validity, lacking scientific evidence, and relying too much on the subjective judgment of a clinician.

Rorschach Test: Rorschach Inkblot Test is a psychological test in which subjects' perceptions of inkblots are recorded and then analysed using psychological interpretation, complex scientifically derived algorithms, or both. Some psychologists use this test to examine a person's personality characteristics and emotional functioning. It has been employed to detect an underlying thought disorder, especially in cases where patients are reluctant to describe their thinking processes openly. The general goal of the test is to provide data about cognition and personality variables such as motivations, response tendencies, cognitive operations, affectivity, and personal/interpersonal perceptions. The underlying assumption is that an individual will class external stimuli based on person-specific perceptual sets, and including needs, base motives, conflicts, and that this clustering process is representative of the process used in real-life situations.

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Rorschach was a Swiss psychiatrist whose interest included art and psychoanalysis particularly the work of Carl Jung. In 1913, he published papers on how analysis of patients' artwork could provide insights to personality. He died of peritonitis on 1922 at the age of 38. Using interpretation of 'ambiguous designs' to assess an individual's personality is an idea that goes back to Leonardo da Vinci and Botticelli. Interpretation of inkblots was central to a game from the late 19th century.

Psychodiagnostics: In the year 1921, Rorschach conducted 28 case studies for normal subjects (well, undiagnosed) and case of people with various psychiatric diagnoses (neurosis, psychosis, and manic-depressive illness) Inkblots printed in separate cards. Five (5) achromatic inkblots or without color/black and white. Two (2) inkblots are in black, red, and white. The remaining three (3) inkblots are multicolored. Free-association Phase where the test taker is instructed to tell what is on each of the cards like "What might this be?". In the Inquiry Phase, examiner attempts to determine what feature of the inkblot played a role in formulating the test taker's percept (perception of an image). Testing the Limits enable the examiner to restructure the situation by asking specific questions that provide additional information concerning the personality functioning.

To identify any confusion or misunderstanding concerning the task to aid the examiner in determining if the test taker is able to refocus percepts given a new frame of reference to see if a test taker made anxious by ambiguous nature of the task is better able to perform given this added structure. Location part of the inkblot that was utilized in forming the percept. Determinants indicate the qualities of the inkblot that determine what the individual perceives. Content- content category of the response. Popularity- It refers to the frequency with which a certain response has been found to correspond with a particular inkblot or section of an inkblot. Form- The form of the response is how accurately the individual's perception matches or fits the corresponding part the inkblot. Form level may be evaluated as being adequate or inadequate or as good or poor.

Rorschach Comprehensive System (RCS) developed by Dr. John E. Exner in 1960's. In 1969, Exner published 'The Rorschach Systems', a concise

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description of what would be later called “the Exner system”. Exner later published a study in multiple volumes called ‘The Rorschach: A Comprehensive system,’ the most accepted full description of his system. In the 1960’s, the Rorschach was the most widely used projective test. In a national survey in the U.S., the Rorschach was ranked eighth among psychological tests used in outpatient mental health facilities. It is the second most widely used test by members of the Society for Personality Assessment, and it is requested by psychiatrists in 25% of forensic assessment cases, usually in a battery of tests that often include the MMPI-2. In surveys, the use of Rorschach ranges from a low of 20% by correctional psychologists to a high of 80% by clinical psychologists engaged in assessment services, and 80% of psychology graduate programs surveyed teach it.

Thematic Apperception Test (Morgan and Murray 1935): TAT is a projective test consisting of a series of pictures in which the examinee is requested to create a story about the picture-method of revealing to the trained interpreter some of the dominant drives, emotions, sentiments, complexes and conflicts of personality. Apperception – refer to the process of projecting fantasy imaginary onto an objective stimulus. In the test administration of TAT, the examiner will show some pictures one at a time, and the subject will be making up as dramatic a story as he/she can for each picture card. 50 minutes for 10 pictures. The following story structure must be obtained: a) current situation ; what is happening at the moment?; b) thoughts and feelings of the character (s); what the characters are feeling and thinking?; c) preceding events; what has led up to the event shown in the picture?; and d) outcome ; what was the outcome? Time measured should begin when the picture is first presented and end when the subject begins his or her story. A subject’s complete responses should be recorded, along with any noteworthy behavioral observations: exclamation, stuttering, pauses, blushing, degree of involvement, and change in voice inflection. The questioning and inquiry should follow unhampered and free-flow of the subject’s fantasy material and the cards should be presented one after another according to the required rest interval demanding by the client.

For each of the scoring categories, practitioners should abbreviate their observations about the person. In some sections, practitioners are asked to indicate the levels of importance or strength for the per by putting one check (mere presence of characteristics), two checks (moderate) or three checks (strong). The entire scoring and interpretation procedure typically take a half-hour. A Murray, 1943 scoring the TAT involves evaluating the following five different aspects of the stories: (a) The Hero. Scoring for the hero involves identifying who is central character(s) in the story; (b) Need of the Hero. For Murray, it was also critical to identify the needs, motives and desire of the hero; (c) Identifying the presses. A press refers to any important environmental factor that may influence or interfere with the need of the hero. Scoring for themes; (d) Scoring for themes in TAT stories involves noting the nature of the interplay and conflict between the needs and presses, the types of emotion elicited by this conflict, and the way the conflict is resolved; and (e)

Scoring for the outcome of the story involves analyzing how the stories end by noting a happy versus unhappy ending and assessing the extent to which the ending is controlled by the strengths of the hero and forces in the environment.

Important: Projective and Semi-projective test of personality assess internal personality traits and conflict behavioural issues better than to the non-projective or subjective personality tests/inventory or tools related to personality.

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Besides that, the personality can be measured through some of the projective drawing developed by different psychologist such as Draw A Person Test (Sreedhar, & Rao, 1973). Besides that, some of the semi-projective test of personality have been using in the field of psychology to measure the different personality factors and related behavioural issues.

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7. APTITUDE

Every individual is unique according to his/her ability. For example, someone may be good in music whereas other may be good in reasoning. So, aptitude is one of the major psychological attributes that differentiates one individual from others. In most of the developing and underdeveloped countries, people focus on academic achievement which serves as the indicator of success of life. Here, it is important to say that every individual has some potential capability, that should be understood by the person himself/herself and the society to make the person more productive in the society. Choosing the right career according one's potentiality will definitely increase the satisfaction of the person at his/her workplace and also help produce something valuable for the society. Nowadays, a number of youngsters are confused about the future career choice. In many cases, without the self-assessment of individual's own potentiality, their selection of career/vocation leads to failure in life.

The inner abilities of an individual could help to improve his/her profession choice and if it is satisfied then, definitely the person, organization and the society will be benefited. Therefore, psychologists, in the modern era, suggest compulsory aptitude test for the welfare of the person to know his/her abilities in different sectors. The assessment of aptitude is not only necessary for career/vocational selection, it also helps an individual to improve his/her self-efficacy, self-esteem and reduces different negative psychological self-appraisal and self-perception. Changing the vocation from boring to interesting can also be more affirmed through the assessment of one's own abilities/aptitude.

In many parts of India and in most of the underdeveloped countries, the selection of stream after high school is based on parental or social pressure. Therefore, the aptitude tests help to get your profession or career moving in the right direction. Hence, suggesting for aptitude test/administration before selection of any stream or choosing right career for future education, is very important. Aptitude test can demonstrate the individual what different professions they ought to consider and this test shows that their need and abilities will motivate or enhance the individual to work better in their selected field. The aptitude test is an important part for parents, students, career counsellors and for schools to guide a person. Aptitude is one of the most important parts of competitive exams and job interviews to know the decision-making skill of the applicant and to learn how they resolve their problem in every sector.

Do you Know: Similar with personality, aptitude of an individual is a unique psychological attribute that makes an individual different and special.

Introduction to Aptitude

The word 'aptitude' comes from the word 'aptos' which means fitness. It is utilized reciprocally with the term 'ability'. But aptitude and ability are different from each

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other. Aptitude is future oriented. It predicts individual future success in the relevant field. An Aptitude refers to inherent ability to learn and understand the own innate, inborn capacity, talent or competency to do work on a certain level. Aptitude can also be referred as potential to acquire skill, a characteristic propensity to accomplish something great particularly one that can be additionally developed. Cronbach and Snow (1977) said that 'Aptitude is defined as any characteristic of individual that gauges his/ her likelihood of progress under a given treatment'. According to encyclopedic dictionary aptitude is defined as 'an ability to gain proficiency in a given line with some training'. According to Bingham (1937), aptitude is an index of fitness to acquire proficiency in a pursuit and to engage in it with satisfaction. Freeman (1971) stated that 'an aptitude is an individual ability to gain knowledge and skill with some training for example ability to speak a language, to be a musician and doing mechanical work'. As per Traxler (1957), 'Aptitude is a set of condition or qualities in an individual which indicate the probable extent to which individual will be able to gain some knowledge, skill or set of knowledge and understand the skill under suitable training, for example an ability to contribute to art or music, mechanical ability, mathematical ability or to read and speak a foreign language.' According to business dictionary, aptitude can be defined as acquired or natural ability that usually measurable with aptitude tests, for learning and proficiency in a specific area or discipline. Aptitude is expressed in interest and is reflected in current performance which is expected to improve over time with training. Further, Topal and Pant (2016) defined 'aptitude as an acquired or natural ability for learning and proficiency in a particular area or discipline and it is expressed in interest and is reflected in current performance. Besides that, Topal and Pant (2016) also suggested that, appropriate training may be helpful for the improvement of aptitude.

So simply, it can be said that, aptitude is a capability or ability or innate or acquired capacity of an individual which in layman's perspective is called the talent. An aptitude may be physical or mental and inborn talent to do specific sorts of work whether it is developed or undeveloped. The ability/aptitude helps to create information, knowledge, and understanding, learned or obtained capacities (skills) in an individual. The innate nature of aptitude is in contrast to skills and achievement, which speaks to information or capacity that is increased through learning Kiss and Nikolov (2005) noted, the meaning of aptitude depends on some assumptions such as: (a) the ability for languages not quite the same as from general intellectual capacities, (b) aptitude is relatively stable, (c) aptitude helps for upgradation of the work capacity and makes the process of learning simple and easy simplicity of learning (Sharma, 2006) and finally, (d) aptitude is a collection of different characteristics and qualities that helps an individual to make his/her life fulfilled. Hence, it can be said that 'a person's aptitude' is productive when it gains proficiency under suitable conditions (Sharma, 2006).

Important: Some psychologists state that aptitude is innate, and some say that it is acquired. But all agree in the point that, whether, aptitude is learning or innate, but it needs proper training and reinforcement from the society for its successful implication.

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Types of Aptitude

Human beings have numerous abilities or aptitude. There are some who are very good singers having the musical aptitude, others may have other types of aptitude, but due to the intensity, some are dominant, and some are recessive. According to psychometrician perspective, no one in the world has 0 (zero) percentage of any aptitude or potentiality. In this concern, although it is very difficult to classify and mention all types of aptitude, it is important to mention some of the common and regular aptitude observed in the human society.

- **Sensory Aptitude:** It contains sight, smell touch, taste and hearing. This sensory aptitude test is based on sensory capacities and abilities of an individual. In other words, it can be said that, some are comparatively better in certain sensory aptitude than to other, e.g. some are visually more able to other.
- **Mechanical Aptitude:** Mechanical aptitude is also known as engineering aptitude. Individuals having better mechanical abilities of the individuals may perform better in repairing vehicles, engines and machines etc.
- **Artistic Aptitude:** Individuals with good artistic aptitude may perform better in art, sculpture, paint, photography, poetry, acting, debate, designing, writing etc.
- **Musical Aptitude:** Individuals having good musical aptitude may perform better dance, music and other music related tasks.
- **Clerical or computational Aptitude:** Individuals having good clerical or computational aptitude may perform better in clerical, computational or other office related jobs.
- **Scholastic Aptitude:** This test is related to learning and academic based. Individuals having scholastic aptitude may perform better in teaching, coaching, linguistic and other academic related jobs.
- **Scientific Aptitude:** Individuals having good science abilities may perform better in innovation in a scientific manner, medicine, engineering, and etc.
- **Body kinesthetic or Athletic Aptitude:** Individuals with body kinesthetic or athletic aptitude perform better in outdoor games, sports, body building exercises etc.
- **Numerical Reasoning Ability/Aptitude:** Individuals having good numerical reasoning abilities may perform better general numerical tasks making correct

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decisions or inferences from numerical data, figures, charts and statistics data. It is expected to quantify the capacity to work with numerical data in a realistic workplace.

- **Verbal Reasoning Ability/Aptitude:** Individuals having verbal reasoning ability/aptitude are good in verbal logic and capacity to quickly grasp information from passages of text, comprehension of composed messages, gauge individual understanding of written texts and how factual drawn conclusions are from the written material.
- **Situational Judgement Ability/Aptitude:** Individuals having situational judgment aptitude may perform better in understanding a given work-place scenario, better judgemental ability, better evaluation ability, choose effective way to deal with taking care of issues identified with work and circumstances that may include other collaborators.

Theories of Aptitude

Although there is very less literature evidence in relation to the theories of aptitude, still some authors have analysed some theories of aptitude. Some theories suggested by Snow, (1992) are:

- **The Person-Situation Interaction Theory:** This theory states that, the formation or development of aptitude is an interaction between person and the demand of the situation. In other words, it can be said that as an individual has different abilities/aptitude, but according to the demand of the situation, a person can show his/her competency, that is the observed altitude of an individual.
- **Cognitive Information Processing Theory:** Cognitive information processing theory of aptitude states that aptitude differences, between one person to another, is the reason of deeper interpretation of any task and self-understanding and evaluation of own potentiality. Besides that, Snow (1992) also stated that the cognitive investigation to any type of task improves and develop the potentiality of an individual.
- **Social Learning Theory:** The social learning theory of aptitude states that the exposer different task or job assignment in a particular social situation helps to improve the aptitude of an Individual. For example, exposure to mathematics or music in the home or social setting and if it is from the early stage of development, then that particular type of aptitude may be augmented in the individual.

Development of Aptitude/Aptitude Formation

The two influential factors responsible for psychological attributes are the genetic/ heredity influence and the hereditary impact. Some researches affirmed that, there is the impact of genes in formation or development of aptitude. Besides that, the environmental factors such as parental occupation, Socio-Economic Status (SES),

Parental education, Socio-cultural issues, biological condition of an individual etc., are also responsible formation of aptitude in an individual.

Note: An Individual's aptitude may be influenced according to different psycho-social-psycho-education and psycho-biological factors.

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Measurement of Aptitude

The aptitude test can be used to identify or measure the skill, abilities of an individual. The test shows the total image of the mind or brain. The aptitude test is of an extraordinary significance for the student concentrating in school or individuals who need to change their profession. The test will give them exact result about the genuine capacity of the individual. The importance of the aptitude test can be understood by the fact that they are being widely used now for various purposes for example: a) choosing a career; the aptitude test outcomes informs us regarding the skills or capacities of a people. This result is of great help in choosing career, an individual will become more acquainted with what he/she is great at and he/she ought to pick/choose a career accordingly as needs be; b) Placement purposes- the aptitude test evaluates an occupation requires some particular abilities or some specific attribute in the individual; and c) scholarly improvement- if a student take an aptitude test it will help directly or indirectly tell him his strong and weak subjects and improve them. An aptitude test is given to high school students to determine which type of career they might be good at work.

Aptitude test helps an individual assessing their aptitude to become a fighter pilot or an air traffic controller etc. A test designed to test an individual's physical abilities needed for a particular job such as a police officer or firefighter. Aptitude tests are focused on determining how capable a person might be at performing a certain type of task. An aptitude test is intended to evaluate what an individual can do or to anticipate what an individual can realize or do given the correct training and guidance and what a person is capable of doing or to predict what a person is able to learn or do given the right education and instruction. It speaks to an individual's dimension of competency to play/perform a certain type of task. This test helps the students to make choice relating to their future occupation. The aptitude tests help the individuals to choose right professions according to their aptitude, and also help the counselor give the appropriate counseling service according to aptitude.

Through aptitude test individuals know whether he/she will become a good teacher, a good physician, a good social worker or a good artist etc. A teacher with good teaching aptitude must be aware of the following essentials of teaching viz., plan a lesson, motivate students, curricular statements related, learning materials, teaching-learning strategies, essentials of the content, consolidation, elaboration, group activity, continuous and comprehensive evaluation etc. (The Hindu, 2002, sep.3).

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Students regularly undertake a variety of aptitude tests throughout school as they think about what they might like to study in college or do for as a career someday. High school students often take a variety of aptitude tests designed to help them determine what they should study in college or pursue as a career. These tests can sometimes give a general idea of what might interest students as a future career. For example, a student might take an aptitude test suggesting that they are good with numbers and data. These tests can at times give a general thought of what may intrigue understudies as a future profession. Such outcomes may infer that a career as an accountant, banker, or stockbroker would be a good choice for that particular student. Another student might find that they have strong language and verbal skills, which might suggest that a career as an English teacher, writer, or journalist might be a good choice. It predicts future capacities of the individual. It is used in the purpose of vocational and educational guidance.

An aptitude test is a precise method for testing occupation competitor's capacities to perform explicit assignments and respond to a scope of various circumstances. Aptitude tests, on the other hand, are designed to measure a much narrower range of abilities than IQ test do. Special aptitude tests are intended / designed to know the person's ability in a specific zone. Multiple aptitude tests are intended to measure two or more different capacities or skills of the individual. In some cases, such tests may even be similar to intelligence tests in terms of their center of attention and scope. The Scholastic Assessment Test (SAT) that high-school students take during their senior year is a good example of a multiple aptitude test. The SAT measures aptitudes in areas including math, reasoning, and language and is often used by colleges and universities to determine if an applicant is prepared and has the ability to do well in college.

Differential Aptitude test: The Differential Aptitude Tests (DAT) is a standardized test, developed by Dr, G.K. Bennett, H .G. Seashore, and A.G. Wesman published by the Psychological Corporation in 1947. The original manual of this test standardization on 20,000 boys and girls in 30 school of U.S.A and its revised test published in 1952 standardized on 47,000 students in over 100 schools in 26 states of the country. DAT is a multifactor test contains eight aptitude tests i.e. Verbal Reasoning (VR), Abstract Relations (AR), Space Relations (SR), Numerical Ability (NA), Clerical- Speed and Accuracy (CSA), Mechanical Reasoning (MR), Language Usage - Spelling (LU-sp) and Language-Usage-Grammar (LU-gr). The DAT test is useful in the vocational counselling of young adult out of school and in the selection of employees. Each test should be an independent test. The test material should be practical. The Differential Aptitude Tests were developed to provide an integrated, well standardized procedure for measuring the abilities of boys and girls in junior and senior high school which were directly interpretable by informed counsellor of special training. The DAT test can be administered in morning and afternoon session in school. The test limit 6 to 30 minutes each test. This test gives a premise to the instructive and professional direction for the educational and vocational guidance of students in grade 7 to 12.

The reliability of all the tests, except CSA which is a speed test, was concentrated split-half technique. Reliability of the CSA was studied by the Equivalent Forms method, the correlation between the scores of Forms A and B. Reliability was conducted for each grade from 8 to 12 of American schools separately for each sex. The average Reliability coefficients for all grade student ranged from .85 to .93 in case of boys and .71 to .92 in case of girls. The Standard Errors of Measurement of this test, the median values range from 2.8 to 6.4, in case of boys and 2.6 to 6.6 in case of girls. The inter-correlation of various tests of Form A, ranged from 0.6 to 0.67 and the median inter-correlation coefficient was 0.41.

The validity data of this test about 4000 studies have been reported which are- available in form of microcards or microcopies from the American Documentation Institute. Predictive validity was studied for school success. The criteria were (i) the school grades in various subjects and (ii) standardized achievement tests. Concurrent validity was also conducted with scores on achievement, aptitude, and intelligence, tests and Kuder Preference-Record.

David's Battery of Differential Abilities: David's Battery of Differential Abilities was developed by Sanjay Vohra in 1947. It is revised in English. This test contains eight sub-tests such as Verbal Ability (VA), Numerical Ability (NA), Spatial Ability (SA), Closure Ability (CA), Clerical Ability (CL), Reasoning Ability (RA), Mechanical Ability (MA), and Psycho Motor Ability (PMA). Each test is intended to measure a single primary ability factor. This test is applicable in industrial settings and for choosing a career and vocational counseling for ages between 13.5 to 30 years. This test takes 1 hour to administer (1 set contains manual, 10X7 question booklets, 100 consumable booklets for PM, scoring stencils, 100 answer sheets, 100 ability graph sheets). The stencil given is placed above the score sheet. The answers that are circled are the correct answers. The client gains, '1' point for every correct answer. The scores are added in every category and then the Sten score is found out using the Sten score sheet. Generally, a Sten score of 4, 5, 6 or 7 is indicative of an average level of ability. A Sten score of 1, 2 or 3 is indicative of a lower level of ability. A score range from 8 to 10 indicates a high level of skills in the particular ability domain.

A Battery of Differential Scholastic Aptitude: A Battery of Differential Scholastic Aptitude was developed by Varma. This test was primarily prepared for educational -guidance, this does not claim to have been based on a study of factor analysis though factorial loadings were reported and 4 factors were extracted. The Battery consists of nine tests such as: (1) Numerical, (2) Verbal, (3) Inductive Reasoning, (4) Deductive Reasoning, (5) Spatial, (6) Perceptual Speed, (7) Finger Dexterity, (8) Rote Memory, and (9) Physical relations. The test is administered time 161.5 minutes. Reliability ranges from .60 to .93 but the manual does not report the method used. Separate validity coefficients, of each test with each subject is not reported but corrected validity coefficients between a group of tests and each of the 4 subjects (Language-Marathi, Geography, Science and Mathematics) was .56, .47, .45 and .66 respectively.

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The General Aptitude test Battery (GATB): In the period 1942-1945, the U. S. Employment Service (USES) decided to develop a 'general' aptitude battery that could be used for screening for many occupations. Drawing on the approximately 100 occupation specific tests developed since 1934, USES staff identified a small number of aptitudes that appeared to have relevance for many Jobs (U. S. Department of Labor, 1970:17). It has been extensively used to study the relationship between cognitive abilities, primarily general intelligence and job performance. The GATB consisted of 12 separately scored and timed subtests that were used to compute nine aptitude scores. The GATB composed of eight paper and pencil test and four apparatus measures. Test administration did not require a professional and this battery can be administered 2.5 hours. The test was appropriate for individuals in Grades 9 through 12 or for those in the workforce. Subtests included Name Comparison, Computation, Three-Dimensional Space, Vocabulary, Tool Matching, Arithmetic Reasoning, Form Matching, Mark Making, Place (a pegboard test), Turn (another pegboard test), Assemble, and Disassemble. The sub-tests involve both verbal and quantitative reasoning and both verbal and performance measures. Some subtests were highly speeded and were appropriate for clerical positions. Aptitude scores are computed; most commonly used are cognitive (including general, verbal, and numerical aptitudes), perceptual (including spatial aptitude, form perception, and clerical perception), and psychomotor (including motor coordination, finger dexterity, and manual dexterity) composites. Reliability of this GATB test concentrated on two measures i.e. stability and equivalence. U. S. Department of Labour (1970a) reports

GATB conducted on various population such as male, female, local employment service office applicant, high school and college student. The median coefficient of equivalence measured by paper-pencil test of Form A and B of GATB ranged from .72 to .88 with median coefficient .84. The median coefficient of stability measured by paper-pencil test of Form B of GATB ranged from .81 to .91. The median validity coefficient for the specific norms is .65. The subtests of GATB are

- **General Learning Ability (intelligence):** This test includes Vocabulary, Arithmetic Reasoning and Three-Dimensional Space.
- **Verbal Aptitude:** This test includes Vocabulary
- **Numerical Aptitude:** This test includes both Computation, and Arithmetic Reasoning
- **Spatial Aptitude:** It contains Three-Dimensional Space
- **Form Perception:** This test composes of Tool Matching and Form Matching
- **Clerical Perception:** This test contains Name Comparison
- **Motor Coordination:** The ability to coordinate eyes and hand, it contains Mark Making.

- **Finger Dexterity:** It is based on assemble and disassemble. The ability to move fingers and manipulate small objects with the fingers rapidly
- **Manual Dexterity:** It is composite of place and turn. This test is expressing the ability to move the hand easily and skillfully.

Scholastic Assessment Test (SAT): Scholastic Aptitude Test turned into the Scholastic Assessment Test (SAT) in March 1994 to emphasize the changes in content and format. The SAT test is published by the College Board in USA. The test is to quantify a student's academic capacity and accomplishment instead of student's aptitude. The tests designed to measure verbal and mathematical abilities and achievement in various branches of knowledge. The SAT scores give a pointer of the of the student's capacity to do college-level work. The objective of this test is intended to compare the skill of those students who come from different cultural backgrounds and types of schools. The SAT test can also help the students, their parents, and guidance counselors to make right decisions in the college application process. The SAT test has two major components such as SAT I: Reasoning Test and SAT II: Subject Tests, it is formerly called Achievement Tests.

All SAT test-takers complete SAT I, a three-hour multiple-choice test. The Test of Standard Written English, which prior to 1994 comprised a half-hour section of SAT I, has been eliminated. The new SAT I have three verbal reasoning and three mathematical reasoning sections. However, not all of these are half-hour sections. For both the verbal and mathematical components, two sections take 30 minutes, and the third takes only 15. This brings the total test time to 2.5 hours. The remaining half hour is devoted to an experimental section called Equating, which can be either a math or a verbal section. The SAT-I contain verbal reasoning and mathematical reasoning. The Verbal reasoning sections take a greater emphasis on reading comprehension or Critical Reading, in this the student answer questions two different text passages instead of one. As before, the Verbal Reasoning sections also include sentence completion and analogy questions. The Mathematical Reasoning sections consist of multiple-choice questions based on arithmetic, algebra, and geometry; multiple choices and a section of problems requiring students to calculate their own answers. Students are allowed to use calculators for the math sections. SAT II includes a variety of tests in subjects such as English, foreign languages, math, history and social studies, psychology, and the sciences. SAT-I and SAT-II are administered on alternative day because SAT I and II cannot be taken on the same day.

Raw SAT scores are calculated based on the number of correct answers. Minus marking taken for each wrong answer. Subtracting points for wrong answers compensates for guesses made by the test-taker and is called the "guessing penalty." The SAT-I verbal reasoning and mathematical reasoning score ranges from 200 to 800. Scores are reported about six weeks after the test date to students and their high schools, and to the colleges of their choice. Students may take verbal reasoning

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and Math Reasoning Scores are the SAT more than once, and many do, hoping to improve upon their initial scores. The SAT has been criticized on grounds of cultural and gender bias, charges that the revised version has attempted to rectify.

A Multifactor Test Battery: Multifactor Test Battery developed by Mitra. This test consist of 11 tests includes (1) General- Knowledge, (2) Matching, (3) Classification, (4) Following directions, (5) Perception, (6) Dexterity, (7) English Usage I, (8) English Usage IX, (9) Simple arithmetic, (10) Greater and lesser numbers and (11) Number series. This test takes 72 minutes to administered. No reliability was reported but a complete factor analysis using Thurstone's Centroid method was done extracting two factors 'Factorial validity was reported. It was prepared primarily for selection of entrants in-statistical and other courses in Indian Statistical Institute. The former test is published but is not available for sale.

Do you know: In recent years, in most of the organization, selection and recruitment for various job are following different aptitude test. For Stream selection after 10th or high school degree or for appropriate future career can be better and scientifically affirmed by the aptitude test. Even in many school settings in India, there is the compulsion of aptitude testing for the students for selection stream.

Some other frequent test used for the assessment of aptitude in psychology are:

Intray Exercise: In-Tray and E-Tray exercises are standardized assessment tests that give information about an applicant's general capacity or ability to handle and to arrange a series of various tasks, to negotiate conflicting demands and analyse different priorities and need. It is a business-related scenario that measures how well individual can priorities tasks and candidates are specified a particular job role. The difference between the both the In-Tray and E-Tray exercise is that the E-Tray is computer based and all individual responses are entered on-screen. The In-Tray exercise is based on a series of paper-based materials.

Diagrammatic Tests: This test measures individual logical reasoning. It is also known as abstract reasoning tests. The purpose of the test is **measuring** individual ability to understand shapes, abstract ideas, theoretical thought and **how quick individual would be able to watch or concentrate rules** from illustrations and use them to new example to come up with the right answer. This test might be very challenging since there will be no words or numbers, but **yet just simply outlines portraying various shapes, arrangements, and examples that** progressively increase in the level of difficulty. This test may be beneficial **valuable for certain businesses** employers, as they will have a clear idea of the logical reasoning abilities of their employees that are not bound by **linguistic or numerical abilities and information**, knowledge. This test is generally utilized when screening job candidate for positions that require conclusive thinking capacities, problem-solving abilities and activity to work.

Logical Reasoning: Logical reasoning tests are standardized tests. This test provides the utilizing association with information about applicant general critical

thinking and problem-solving capacity. This type of test usually does not require numerical or verbal skills. Logical reasoning tests are intended to survey a competitor's capacity at aptitude (skills), for example how to understand patterns additionally the connections between shapes or the relationships between shapes.

Situational Judgement Tests: This type of aptitude test design is used to assess how individuals evaluate their judgment in settling work-based issues. This aptitude test aims to measure your understanding in a given work-place scenario and basically evaluates your judgment in making the most proper way to deal with taking care of issues identified with work and circumstances that may include other collaborators, the administration as well as the entire organization itself. Situational judgment tests are one of the most commonly used tests during a job application. It provides the employing organization with information about an applicant's general capacity to choose the most suitable action in workplace situations. These tests are designed to measure a candidate's ability to handle situations that they could encounter in the job that they are applying for.

Inductive reasoning test: This test is intended to identify an applicant's ability to work flexibly with unfamiliar information and find solutions. People who perform well on inductive reasoning tests tend to have a greater capacity to think conceptually as well as analytically. This test identifies how well a candidate can see the underlying logic in patterns, rather than words or numbers.

Word Problem Tests: Math word problem tests are used in aptitude tests as well as in SAT and ACT tests. Math word problem tests are standardized psychometric assessment tests that provide the employing organization with information about a candidate's general reading comprehension skills, ability to visualize information and numerical aptitude. By practicing math word problem tests you can improve your performance during the real test by familiarizing yourself with the format and time-pressure.

Cognitive ability test: It is the test for measurement of general intelligence, covering many categories of aptitude test.

Mechanical Reasoning Test: Mechanical reasoning test measures individual ability to apply mechanical or engineering principles to problems. It is used for technical roles. This test usually targets and evaluates individual intensity of capacity and competency with mechanical ideas. Also, they may help measure your innate capacity, intrinsic ability to utilize application engineering principles in order to come up with the right answer. Usually, mechanical reasoning tests are used in the recruiting process of technical and engineering job positions. These tests may identify problems relating to mechanical and engineering concepts and may be designed to gradually increase in difficulty while maintaining the similar measure of time limitation.

Watson Glaser Tests: This test is commonly designed to measure an applicant's ability to critically consider arguments. It is basically used by law firms. It plays a vital role in scholastic guidance and occupations that require cautious investigation thinking to perform basic employment capacities. These tests are widely used for

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selecting candidates of graduate, professional and managerial level. The test measures critical thinking ability of individual. It also measures general understanding of the importance of evidence when making conclusions. The test intends to measure the ability to differentiate between inferences, abstractions, and generalizations through applying logic. This test interprets judgment, problem solving skill, creativity, openness to experience of the individual.

Verbal Analogies: Verbal analogies tests are standardized test that provide the information regarding the candidate's general verbal acuity and insight to the employing organization. Verbal analogies tests are intended to design to measure the applicant's ability to identify relationships between ideas, think methodically and fluency in the English language.

Vocabulary Tests: Vocabulary Tests are the standardized test that gives the information about applicant's general verbal size to the employing organization.

Spatial reasoning tests: This test also called spatial awareness test. It is a nonverbal test intended to measure individual inborn ability to manipulate images, remember shapes, object and patterns. This test used in applications for jobs in design, engineering, in the military sector, astronomy, natural sciences, economic forecasting and architecture etc.

Mental Arithmetic Tests: Mental arithmetic tests provide the information about a candidate's general numerical aptitude to the employer organization. These tests are designed to measure a candidate's basic numeracy and can be categorized as a speed test. Day to day practice of this test can improve individual performance during the real test.

Syllogisms: Syllogism tests are one of the most commonly used aptitude tests that are used during a job application. Syllogism tests provide the information about a candidate's deductive and logical reasoning skills to the employer organization.

Error Checking test: This type of aptitude test that focuses on individual ability to identify errors in complex data sets.

Important to Note: The Tests and other measurement tools mentioned in this section does not cover the entire gamut of tools applicable and scientifically necessary to know one's aptitude. For more test, the reader/learner can search from any other sources following different test distributors or online resources.

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8. INTEREST

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Interest is a subjective psychological characteristic that varies from time to time, situation to situation, object to object and so on. Interest may range from food selection to career selection. The psychoanalytic principle always focuses on the importance of interest that is always pleasure related. In other words, interest of an individual gives pleasure and satisfaction. Doing any activities or any behaviour that directs the individual to indulge and get satisfaction leads to interest. In the social sector people do most of their activities according to their interests or as per the manner that give(s) them satisfaction. Hence, many people's behaviour are guided by their interest. Any activity, if done without interest, either due to the pressure of external or internal forces lead(s) to dissatisfaction and unpleasant feeling. Any unpleasant work could not be productive, and directly or indirectly forms as the threat for the person and his/her society.

Human beings have different interests according to the demand of the situation, time, environment, psychological factors. In recent times, the interest in career is an important field of research in the field of psychology. In the early days, selection of job/career or occupation was based on traditional or family occupation. The concept is totally changed now. Due to the modernization of the society and introduction of technology, the selection of vocation is quite broad. But in some of the under-developed societies and developing societies, still, there is the importance of government job starting from peon or office assistant in the offices to the administrative job. But in recent years, the importance of measurement/assessment of career interest is increasing in the Indian educational system. Numbers of youngsters are selecting their job according to their preference of interest of area. The perception of nature of job like government, private, sports, arts and music has now changed its respect and dignity.

There is no barrier in selection of job for a youngster according his/her interest. Today there is no such restriction for females to go outside for a job in respect to her interest. Hence, some of the educated and socially aware parents are not forcing their children to select job according to the parental, peer or social pressure. In some of the school systems in metro cities and advanced societies, parents are going with the selection vocation of their children according to their children's interest or in some cases, they are also taking the help of career guidance professionals and taking the assessment of career interest for a healthy and bright future career. Besides this, it is also observed that the socio-economic status, depiction to various job opportunities and the school setting are some of the important factors tend individual to choose future career options (Mahakud, 2015). People develop their career interest according to the family educational, economical and psychological profiles and the exposure to different job profiles. Therefore, here it is important to know the concept interest as general and the concept of career interest in particular for a healthy and prosperous future life of an individual in his/her society.

Important to Know: Interest is one of the most important psychological attributes that helps an individual to select a career for a healthy and wealthy future life.

Concept and Definitions of Interest

An interest is a subjective attitude motivating a person to perform a certain task. It affords pleasure and satisfaction. It results in curiosity towards the object of interest, enthusiasm to be attached to the object, strength of will to face difficulties while engaged in the task of one's interest, a definite change in behaviour in the presence of the object characterized by attention and concentration. Interest has a reference to needs, desires and motivation. It is a set of forces or disposition towards a particular object or item. Thorndike (1947) considered interest to be a pleasurable feeling which aids learning. In his opinion, interest is the result of past experience. Although, human beings have different interests and its usual in day to day life, mostly there is more importance in career interest than to the other as the interest of an individual in this area can help make a better future in many directions of life.

John Dewey once described interest as 'being engaged, engrossed, or entirely taken up with' an activity, object, or topic (Dewey, 1913, p. 17). More contemporary interest theorists have divided interest into two components: individual interest and situational interest (Hidi & Baird, 1988; Renninger, 2000). Individual interest is more enduring, and trait-like, and endures over time.

Thurston, (1931) classified interest under four heads such as: (a) Sequence, (b) Language, (c) People, and (d) Business. Allport and Vernon's (1931) classification of interests includes six areas: (a) Theoretical, (b) Social, (c) Economic, (d) Political, (e) Aesthetic, and (f) Religious. Further, Kuder's Preference Record includes ten areas of interest such as: (a) Outdoor, (b) Mechanical, (c) Computational, (d) Scientific, (e) Persuasive, (f) Literary, (g) Musical, (h) Artistic, (i) Social services, and (k) Clerical.

In relation to the psychological attribute contributed to the career interest or selection of any vocation, the study of Humlum, Kleinjans, and Nielsen (2012) asserted that high socio-economic status of school students positively influences a better career choice compared to a low socio-economic group (Thout, 1969). Therefore, it can be stated that individual difference is a key factor for interest to do any task. In this context, Rosenstock and Steinberg (1996) and Borchert (2002) affirmed the determination of career choices among adolescents are perceived from their environment, personality, and job opportunity. People with interest and great enthusiasm always perform better in their work place as compared to the people without interest or low enthusiasm.

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Type of Interest

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An individual has different interests according to the availability of situation and the available psychological attributes and their exercises. Psychologists have clubbed human interest into following major four categories such as:

- **Expressed Interest:** Expressed interest is the verbal profession of interest in an object, activity, task or occupation. The expression interest states that, when a client simply states that he likes, is indifferent to, or dislikes the activity in question is the indication of expressed interest. For example, 'I like to be an electrical engineer'.
- **Manifest Interest:** In some case, some people develop interest when they participate in a particular job or situation. Some professionals call manifest interest as the participation interest. This interest also avoids the subjectivity of interest and in many cases is also static. For example, people who participate in cooking activities may develop interest in the cooking profession.
- **Tested Interest:** In many cases, it is observed that, anything an individual involve in testing and getting satisfaction from that test, also develop interest. It is important to say that, tested interest are not as same an inventory interest. Mainly, the tested interest is here is used to refer to interest as measured by objective tests, as differentiated from inventories which are based on subjective self-estimate. It is assumed that since interest in a vocation is likely to manifest itself in action, it should also result in an accumulation of relevant information.
- **Inventoried Interest:** Some specific people are there in the society they always think anything in a creative manner. They engage in inventing something and for that, they get satisfaction. As a result, an initial inventory or creation of something that is satisfactory and pleasant for an individual may develop interest in that particular field, that is called the inventory interest.

Interest Formation/ Development of Interest

With the interaction in different situation, and nature of the work or situation is responsible for development of interest. The family environment, social opportunities, parental education, schooling, type of peers are some of the social factors responsible for the formation of interest in an individual. In this context, Hidi and Renninger (2006) take the classic Lewian social psychology approach that interest in an individual develops as a function of both the person and the situation interaction. Individual personal characteristic and its interaction with the society may develop the interest in an individual. For example, the availability of movie industry can help a person to develop his/her career interest in movie related interest that should be according to the individual characteristic of an individual. Thus, personal characteristics and social contexts both (Hidi and Renninger, 2006)

contribute to the experience of interest when engaging in an activity. According to this, three factors contribute to the development of interest: knowledge, positive emotion, and personal value. As individuals learn more about a topic, they become more skilled and knowledgeable. An increase in knowledge can bring about positive effect as individuals feel more competent and skilled through task engagement (Hidi & Renninger, 2006).

Note: Exposure to different sources of job opportunities, social approval and skill or potentiality of an individual helps to develop and improve interest in an individual.

Some of the other variables like frequently interacting or exercising any task, understanding and comprehending about the nature of any subject or things or object, competency and social approval, reinforcement for certain activities are also responsible for the development of interest in an individual. For example, daily practice of cricket or any sports may develop the interest to be a cricketer in future. The reason might be that as individuals spend more time with the activity, they may find personal meaning and relevance in the activity (Hidi, & Renninger, 2006).

Importance of Interest/Career Interest

Selection of career or doing any activities according to the interest of an individual always give pleasure and satisfaction to the individual. Besides this, doing according to the interest of an individual also improve the skills, potentiality and the performance of an individual, which directly benefits to the individual and directly or indirectly influence the performance of the society, or the organization in which the individual is involved. In the same direction, the society or the organization should also create opportunities for the individual to empower his/her interest for its practical implications.

The development or reinforcing the interest in an individual can also help for better learning and achievement. In this context, Hidi (1990) stated that the social, psychological, cognitive and environmental resources are also necessary for the empowerment of interest in an individual. Numerous researches (e.g. Ainley, Hidi, & Berndorff, 2002; Hidi, 1990; Hidi & Renninger, 2006) have affirmed that both situational and individual interest promote attention, recall, task persistence, and effort. In this regard, Schiefele, Krapp, and Winteler (1992) conducted a meta-analysis over 150 research studies in the field of interest to find out the relationship between interest and performance. The meta-analysis result of the study by Schiefele, Krapp, and Winteler (1992) affirmed that individual interest is correlated with both academic and laboratory performance.

According to positive and health psychology perspective (e.g Lucas, 2007; Sheldon & Lyubomirsky, 2007), well-being of an individual is the result of happiness and life satisfaction. In this concern, doing any activity according to one's interest

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always gives satisfaction and happiness and as a result, it helps an individual to maintain his/her physiological, social and organizational well-being. On the other hand, Sheldon and Elliot (1999) viewed that, pursuing activities and topics that we find interesting plays an important part in determining how fulfilled we are with our lives, and not doing so leaves us with a feeling of unease and discontent. Hence, it is important to note that interest is a crucial component of success in academics, sports, or other areas of our lives (Harackiewicz, Durik, & Barron, 2005; Hidi & Harackiewicz, 2000; Maehr, 1989; Nicholls, 1979).

So, it is important to say that, people should also choose their career according to their interest and that can help an individual to improve his social, individual and organizational satisfaction along with improving the performance, achievement, skills and potentiality and finally the important psychological factor that is the life satisfaction and well-being.

Do you Know: In many cases, individual's interest is hidden or suppressed. Therefore, the acknowledgement or awareness about one's interest will drive a person to select proper career or vocation for a satisfactory individual and professional life.

Measures of Interest/Career Interest

Interest is measured through the verbal assessment or taking one's view by giving certain options. The main limitation of assessment of interest through this un-scientific method may be stated that, the resource of options may be limited, the person who is asking may not be the right person to get the honest and appropriate answer or any other psych-social interfering variables may be the barriers to elicit a person's correct interest or choice of interest. In this concern, the psychological science has been focusing on the scientific procedure or method of assessment (Kitson, 1925; Miner, 1922) of one's interest in a particular field especially in the process of career choice for a better and healthier future life. Parsons (1909), hypothesized that occupational adjustment was enhanced if an individual's characteristics and interests matched the requirements of the occupation. Along with the other career assessment standard tools and required materials such as aptitude, intelligence and personality, interest also an important psychological attribute that will scientifically guide an individual for a better career selection (Strong, Jr. 1943; Mahakud, 2015).

Some of the interest scientific inventory and tools, specifically related to career interest, career choice which have been using in the field of education and psychology for career guidance and counselling in recent years are discussed for the learner/readers reference.

- **Vocational Interest Blank (Strong, Jr, 1943):** Vocational Interest Blank, a career interest tool developed in 1927 by Strong is one of the oldest psychological assessment tools used in the field of psychology for the measurement of career interest of men and women. The original test was

designed for men only; a version for women was developed in 1933. In 1974 the Strong test was merged into the Strong-Campbell Interest Inventory, which was further revised in 1981. The test contains 325 activities, subjects, etc. Takers of this test are asked whether they like, dislike, or are indifferent to 325 items representing a wide variety of school subjects, occupations, activities, and types of people. They are also asked to choose their favorite among pairs of activities and indicate which of 14 selected characteristics apply to them. The Strong-Campbell test is scored according to 162 separate occupational scales as well as 23 scales that group together various types of occupations (“basic interest scales”). Examinees are also scored on six ‘general occupational themes’ derived from J.L. Holland’s interest classification scheme (realistic, investigative, artistic, social, enterprising, and conventional).

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- **Kuder Preference Record (1939):** Kuder Preference Record, originally developed in 1939 is also one of the oldest and widest career interest tools in the field of psychology used for career diagnosis and career guidance. The Kuder Preference Record contains 168 items, each of which lists three broad choices concerning occupational interests, from which the individual selects the one that is most preferred. The test is scored on 10 interest scales consisting of items having a high degree of correlation with each other. A typical score profile will have high and low scores on one or more of the scales and average scores on the rest.
- **P.S.M. Inventory (1959):** P.S.M. Interest Inventory also known as Prantiya ShikshanMahavidyalaya, Jabalpur developed in the year 1959. This inventory has been prepared by Vocational Guidance Bureau, Prantiya Shikshan Mahavidyalaya, Jabalpur. It is a verbal inventory which can be given both to individuals and groups in the age range of 13-18 years. Unfortunately, it can be said that this career inventory does not seem to contribute significantly to prediction of academic achievement. But better prediction is possible for those subjects with which the pupils had longer acquaintance. This is in agreement with previous findings which have shown that cognitive skills are acquired in relation to subject-matter fields and not as skills that could be generally applied.

Important Application/Usage of Career/ Vocational Interest Inventory

Some of important application or usage of interest inventory can be summarized as:

- They enable students to have a better choice in ease of adopting subjects, courses, occupations and recreational activities, etc.
- They useful for employers to select a student a favourable occupation in the concerned occupational set-up.

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- These are highly useful for the teachers and guidance workers to ascertain students' performance in his field of interest.
- These are useful for the parents as they insist them to help their children for their liking field.
- These assist the counselor, teacher and guidance worker in dealing with problems of the children.
- These give economical and more scientific prediction of career selection for future career/vocational satisfaction.

Career selection is one of the important life tasks of an individual that can result in one's future life being satisfactory or dissatisfactory. Career selection as per the parental, social and peer pressure may lead to a dissatisfactory work-life in future. Career selection in respect to the interest of an individual can only lead to a professional and personal life satisfaction. In most of the societies, career or vocational choices are by family pressure, parental pressure or peer pressure which is un-scientific and as a result a right job may not be assigned to a right person. Therefore, nowadays most of the educated parents and aware parents are helping the process of career selection as per the children's interest. Taking into view of the demand of career and scientific procedure of career selection nowadays, various scientific tools are available worldwide for assessment of career interest of a youngster.

In many of the educational system, especially in secondary and higher secondary school system, professional, school authorities are giving importance to career interest inventories assessment for youngsters facing dilemma in stream selection and even career selection. Although, career interest inventories are different from country to country and society to society, still some career/vocational fields are similar in many countries and societies. Taking this issue into consideration, nowadays, in many countries, the culture free career or vocational interest inventories are developed in respect to their societies and availability of the career options in the respective society.

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9. STUDY SKILLS

Performance of an individual is always influenced by his/her study skills. Life is a process of learning. During their life time, humans try to learn many things, it is not just the curriculum based or academic related. Humans can learn from the society, from different gestures, postures, social cues and etc. The skills or potentiality to learn things are different from person to person and according to the resources and available practices and techniques. The study of social behaviour are also important and it is not necessary that it should be learned from the text books. The learning is a two-way process between the teacher and the learner.

But basically, study skill, as a concept is related to learning based on academic process. The approaches applied to learning which are critical to success in school, considered essential for acquiring good grades, and useful for learning throughout one's life is also called study skills in the general understanding of human beings.

Further, it can be said that, 'Study skills are an array of skills which tackle the process of organizing and taking in new information, retaining information, or dealing with assessments.' In the academic process, study skills involve different strategies for better performance in that particular field. In other words, study skill indicates the better retention capacity of an individual for better performance and effective implication and application of the learning information or stored information.

Finally, it can be said that, study skill is an important characteristic of an individual that indicates human potentiality in different sectors of society and leads to satisfactory personal and social life by performing well in different demanding social situations. More broadly, any skill which boosts a person's ability to study, retain and recall information which assists in and passing exams can be termed a study skill, and this could include time management and motivational techniques. They are discrete techniques that can be learned, usually in a short time, and applied to all or most fields of study. They must therefore be distinguished from strategies that are specific to a particular field of study (e.g. music or technology), and from abilities inherent in the student, such as aspects of intelligence or learning styles.

Introduction to Study Skills

The term study skill generally means the learning skills or academic skills. Although study skill is an old and traditional concept, still, most of the researches in the field of psychology and education were undertaken during 1950s to 1960s. The concept of study skill, its measurement and empowerment was primarily associated with the field of education, and at the later stage, when professionals observed that, the psychological, social and environmental factors are most essential for the best or worse development of study skill in children, it becomes an interdisciplinary research topic. For example, the role of parent, parenting style and parent education are some of the important psycho-social variables that directly or indirectly influence the study skills in children. In relation to the

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parent's role in improvement of study skills in children, Marvin Cohn (1978, in the book *Helping Your Teen-Age Student*) suggested different management approaches to the parent for the improvement of study skills of their children. Besides that, the scientific procedure of development of study skills in children followed by scientific assessment of study skills, was promoted by Gary Gruber (1986), one of the eminent educationists, in his book *Essential Guide to Test Taking for Kids*. In this book, the author suggested different strategies and some of the standard measurement method to improve the study skills in primary and upper primary children (Gruber et al, 1986).

Psychological attributes such as motivation, determination and self-discipline are indispensable tools and some of the important factors that affect the study of skill of children. Although all the psychological, psycho-social and psycho-educational factors are necessary for better study skills, researchers affirmed that self-discipline is key to every study technique as it is helpful for maintaining the study skills for a relatively long period of time. Self-discipline and intrinsic and extrinsic motivation for learning and study skills. For example, maintaining the time table is an indication of self-discipline that improves the study skills of a children/ individual at any stage of life.

On the other hand, researches also viewed that in many cases, students do not lack motivation, but more often lack knowledge and experience when it comes to organizing their studies properly. For instance, a strong self-discipline is not worth much if the student forgets to revise his/her knowledge and consequently forgets half of the syllabus before the exam. Here, the importance of practice, exercises, along with self-discipline can also improve the motivation in children and that further, improve the study skills in an individual. Along with the concept of self-discipline, drill, practice, and motivation, concentration is important for the improvement of study skills in school going children and adolescents. Environmental factors such as study environment that may be school environment or home environment also help to improve the study skills in children. For example, loud music and noisy environment may negatively affect the children. Some of the cognitive factors such as, general intelligence, social intelligence, emotional intelligence, perception, attention and planning and execution of any task also improve the study skill in an individual.

Hence, it is important to say that a well-developed study skill or training to improve the study skill is an essential criterion for acquiring good grades, and useful for learning throughout one's life. Study skills also vary from person to person and mostly it is based on the social learning process (Bandura, & Mischel, 1965) and it is not only restricted to academic field. It is applicable for all or most field of study. Therefore, the strategies for development of study skills are also different from strategies that are specific to a particular field of study (e.g. art and music), and from abilities inherent or learned from the society through modelling or imitation in the student, such as aspects of intelligence or learning styles.

Do you Know: Study skill of an individual is mostly associated with his/her academic performance. The study skill is a composition of many psychological attributes such as aptitude, intelligence, achievement social awareness, emotional competency and etc.

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Some of the strategies important for development or improvement of study skills are as follows:

Rehearsal and rote learning: Rehearsal, simply said memorization, or the process of rote learning or parroting is one of the skills that can help to improve the study skills of an individual. In laymen terms, it is called ‘practice makes man perfect’. Similarly the same practice, or rehearsal is also supported by many psychologists like Daly’s Drill and Practice technique (Daly, Martens, Dool, & Hintze, 1998) is one of the important behavioural intervention for learning disabled or struggling learner to improve the study skills. In other words, it can be said that, if an individual has no good skills in any particular text, and with an interest, and if he/she rehearses it then definitely, the memory for the same text will be improved and the skill to do that task will be easier than to the previous condition. In our day to day life, such rehearsals take the form of deliberate mental process to store in memory for recall of items such as experiences, names, appointments, addresses, telephone numbers, lists, stories, poems, pictures, maps, diagrams, facts, music or other visual, auditory, or tactical information. Simply rehearsal is the practice that is based on the learning any information by merely repeating it over time.

Reading and Listening: Rehearsal is based on the passive reading and listening style. To minimize this limitation, John Dewey in the year (1910) argued that students need to learn critical thinking, questioning and weighing up evidence as they learn, and it is best possible during lectures or when an individual is reading books or ant text. For the development of new skill in youngster, in the study of Tasdemir, (2010) it can be suggested that, during the reading and listening, the REAP method that is **Read, Encode, Annotate and Ponder** can help an individual to restore the text more better and even for a long period of time. This method helps students to improve their understanding of the text and bridge the idea with that of the author’s. The REAP can be illustrated as -

- **Read:** Reading a section to discern the idea.
- **Encode:** Paraphrasing the idea from the author’s perspective to the student’s own words.
- **Annotate:** Annotating the section with critical understanding and other relevant notes.
- **Ponder:** To ponder about what they read through thinking, discussing with others and reading related materials. Thus, it allows possibility of elaboration and fulfillment of zone of proximal development.

Further, the method of REAP can be better understood by analysing its effectiveness such as Annotating and Encoding helps the student reprocess the content into

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concise and coherent knowledge which adds a meaningful symbolic fund of knowledge. Precise annotation, Organizing question annotation, Intentional annotation and Probe annotation are some of the annotation methods used.

Miqowati, and Sulisty (2014) suggested PQRST method of learning a difficult task in a meaningful and comprehensive manner. PQRST stands for **Preview, Question, Read, Summary, Test**. This method is used to focus on key information when studying from books uncritically. PQRST method prioritizes the information in a way that relates directly to how they will be asked to use that information in an exam. Simply PQRST method of learning can be illustrated as:

- **Preview:** The student looks at the topic to be learned by glancing over the major headings or the points in the syllabus.
- **Question:** The student formulates questions to be answered following a thorough examination of the topic(s).
- **Read:** The student reads through the related material, focusing on the information that best relates to the questions formulated earlier.
- **Summary:** The student summarizes the topic, bringing his or her own understanding into the process. This may include written notes, spider diagrams, flow diagrams, labeled diagrams, mnemonics, or even voice recordings.
- **Test:** The student answers the questions drafted earlier, avoiding adding any questions that might distract or change the subject.

Flashcard training: Flashcards are visual cues on cards. These have numerous uses in teaching and learning but can be used for revision. Students often make their own flashcards, or more detailed index cards – cards designed for filing, often A5 size, on which short summaries are written. Being discrete and separate, they have the advantage of allowing students to re-order them, pick a selection to read over, or choose randomly for self-testing. Software equivalents can be used.

Keywords: The large amount of information in the text, or a large text or chapter is very difficult to memorize. In this concern, the Key Word technique can help students summarize the entire content using some important terms or words that is called the key words technique. For instance, a big essay can be better memorized noting down some important words from the essay, and using these key words, the students can better recall or explain the entire essay whenever it is required. This is also one of the easy techniques for the development of study skill in students, especially for large and difficult text.

Organization or Summarization Techniques: In some cases, psychologists, suggest organization of the text, either by noting down the heading, subheading or key points or words in a tree structure or following the sequential flow chart model or the pyramidal structure. This can help to memorize or comprehend the text for a relatively longer period of time. This technique is also helpful for development

or empowerment of study skills. Such as outlines showing keywords and definitions and relations, usually in a tree structure.

Simple Diagram and/or Spider diagrams: Diagrams are often underrated tools. It can be used to bring all the information together and provide practice reorganizing what has been learned in order to produce something practical and useful. Diagram can also aid the recall of information learned very quickly, particularly if the student made the diagram while studying the information. Pictures can then be transferred to flashcards that are very effective last-minute revision tools rather than rereading any written material.

Along with the simple diagram, spider diagrams or mind maps are also a more comprehensive tools for easy memorization. This is one of the important and an effective way of linking concepts together. It is better than simple diagram because, in spider diagram, more cognitive and deep level of cognitive processing takes place for learning although in simple diagram, there is the use of cognitive processing. In spider diagram technique, an individual involved in planning and execution in a logical and more scientific manner in any difficult task to make it easy and to store in long term memory. Hence, for the improvement and development of study skills of a student, teachers and parents should follow both the simple diagram and the spider diagram especially for demotivated, slow and learning disorder students to orient them for learning a new and complex task.

Visual Imagery: Except, the children with learning disorders and visually impaired children, most of the children are well versed with visual modality of learning. For the improvement of study skills, in these children teachers or parent can use the visual imagery technique and definitely, the students will be benefited greatly from taking information from their studies which are often heavily verbal by encoding and retaining the information in long term memory than to any traditional manner. Some memory techniques make use of visual memory, for example the method of loci, a system of visualizing key information in real physical locations e.g. around a room.

Acronyms and mnemonics: Acronyms are the technique where we can remember a string of words or information using a single word taking the first letter of every word in a simple and easy manner for the memorization process. For example, seven colours such as Violet, Indigo, Blue, Green, Yellow, Orange, and Red can be easily memorized through using the acronym VIBGYOR. Another technique of memorization or important for the development and empowerment of study skill psychologists suggest is *mnemonic*. Mnemonics is a method of organizing and memorizing information. In the technique of mnemonics, it is suggested to use a simple phrase or fact as a trigger for a longer list of information. For example, to memorize the information processing model of memory, the name Atkinson can trigger a student to memorize the entire Atkinson-Shiffrin Model of Memory.

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Time Management: For every type of task, time management can improve the study skills of a student by enhancing the performance in that particular field or in daily learning activities. For effective learning students should make a time table and set target time to finish the task along with practicing the daily exercises for home or other assignments in class.

Study Environment: If any environment is boring, tedious or unpleasant, the student should change the physical setting of the study if possible. In some cases, it is not possible for the students to change the study environment. For example, if the school is in a noisy area, it is very difficult to change the school, but in that case other mechanisms should be suggested to make the study environment noise-free, pleasant and interesting for the student that will improve the study skills of the student. In most cases, it is also observed that many students use bedroom for study purpose which may not be a good study environment for the child. In that case, the child can use terrace, or if other room is available only for the study purpose. The impact of study environment on improvement of memory and study skills are proved in many researches. Carey (2015) affirmed that, a simple change in study setting improved retrieval strength (memory) by 40 percent.

Note: Most of the learning psychologist and behavioural perspective psychologist suggest that study skills of a student can be improved/enhanced through different cognitive and behavioural practices and exercises.

Factors Affecting Study Skill

Study skills may be affected due to different factors such as:

- **Intellectual factor:** The term refers to the individual mental level. Success in school is generally closely related to level of the intellect. Pupils with low intelligence often encounter serious difficulty in mastering schoolwork. Sometimes pupils do not learn because of special intellectual disabilities. A low score in one subject and his scores in other subjects indicate the possible presence of a special deficiency. Psychology reveals to use that an individual possess different kinds to intelligence. Knowledge of the nature of the pupil's intellect is of considerable value in the guidance and the diagnosis of disability. The native capacity of the individual is of prime importance in determining the effectiveness of the, learning process.
- **Learning factors:** Factors owing to lack of mastery of what has been taught, faulty methods of work or study, and narrowness of experimental background may affect the learning process of any pupil. If the school proceeds too rapidly and does not constantly check up on the extent to which the pupil is mastering what is being taught, the pupil accumulates a number of deficiencies that interfere with successful progress. In arithmetic, for instance, knowledge of basic addition is essential to successful work in multiplication. Weakness in addition will contribute directly to the deficiency

in multiplication. Likewise, failure in history may be due to low reading ability or weakness in English. Similarly, because of faulty instruction, the pupil may have learned inefficient methods of study. Many other kinds of difficulty which are directly related to learning factors may interfere with progress.

- **Physical factors:** Under this group are included such factors as health, physical development, nutrition, visual and physical defects, and glandular abnormality. It is generally recognized that ill health retards physical and motor development, and malnutrition interferes with learning and physical growth. Children suffering from visual, auditory, and other physical defects are seriously handicapped in developing skills such as reading and spelling. It has been demonstrated that various glands of internal secretion, such as the thyroid and pituitary glands, affect behaviour. The health of the learner will likely affect his ability to learn and his power to concentrate.
- **Mental factors:** Attitude falls under mental factors attitudes are made up of organic and kinesthetic elements. They are not to be confused with emotions that are characterized by internal visceral disturbances. Attitudes are more or less of definite sort. They play a large part in the mental organization and general behavior of the individual. Attitudes are also important in the development of personality. Among these attitudes are interest, cheerfulness, affection, prejudice, open-mindedness, and loyalty. Attitudes exercise a stimulating effect upon the rate of learning and teaching and upon the progress in school. The efficiency of the work from day to day and the rapidity with which it is achieved are influenced by the attitude of the learner. A favorable mental attitude facilitates learning. The factor of interest is very closely related in nature to that of symbolic drive and reward.
- **Emotional and social factors:** Personal factors, such as instincts and emotions, and social factors, such as cooperation and rivalry, are directly related to a complex psychology of motivation. It is a recognized fact that the various responses of the individual to various kinds of stimuli are determined by a wide variety of tendencies. Some of these innate tendencies are constructive and others are harmful. For some reason a pupil may have developed a dislike for some subject because he may fail to see its value or may lack foundation. This dislike results in a bad emotional state. Some pupils are in a continuing state of unhappiness because of their fear of being victims of the disapproval of their teachers and classmates. This is an unwholesome attitude and affects the learning process to a considerable degree. This is often-times the result of bad training. Social discontent springs from the knowledge or delusion that one is below others in welfare.
- **Teacher's Personality:** The teacher as an individual personality is an important element in the learning environment or in the failures and success of the learner. The way in which his personality interacts with the personalities

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of the pupils being taught helps to determine the kind of behavior which emerges from the learning situation. The supreme value of a teacher is not in the regular performance of routine duties, but in his power to lead and to inspire his pupils through the influence of his moral personality and example. Strictly speaking, personality is made up of all the factors that make the individual what he is, the complex pattern of characteristics that distinguishes him from the others of his kind. Personality is the product of many integrating forces.

In other words, an individual's personality is a composite of his physical appearance, his mental capacity, his emotional behaviour, and his attitudes towards others. Effective teaching and learning are the results of an integrated personality of the teacher. Generally speaking, pupils do not like a grouchy teacher who cannot control his temper before the class. It is impossible for a teacher with a temper to create enthusiasm and to radiate light and sunshine to those about him. Children love a happy, sympathetic, enthusiastic, and cheerful teacher. Effective teaching and learning are the results of love for the pupils, sympathy for their interests, tolerance, and a definite capacity for understanding. The teacher must therefore recognize that in all his activities in the classroom he is directly affecting the behavior of the growing and learning organism.

- **Environmental factor:** Physical conditions needed for learning is under environmental factor. One of the factors that affect the efficiency of learning is the condition in which learning takes place. This includes the classrooms, textbooks, equipment, school supplies, and other instructional materials. In the school and at home, the conditions for learning must be favourable and adequate if teaching is to produce the desired results. It cannot be denied that the type and quality of instructional materials and equipment play an important part in the instructional efficiency of the school. It is difficult to do a good job of teaching in a poor type of building and without adequate equipment and instructional materials. A school building or a classroom has no merit when built without due regard to its educational objectives and functions.

Factors Enhancing Study Skills

The enhancement of the study skill of a student is influenced by several factors. The problem in learning or poor performance in any activities are not only due to a single factor. Some of the psychological factors like motivation, aptitude, interest, intelligence, social intelligence, emotional intelligence, parent child relationship etc., play a vital role in the enhancement of study skill in students whether in early stage or at later stage. But early intervention taking into the consideration of these factors may be more helpful than to the late intervention or after a stage of severity of any study related issues.

- **Motivation:** Motivation is one of the important psychological factors directly responsible for high or low study skills or good or bad academic performance of a student. Motivation is mainly divided into two types-intrinsic and extrinsic. Intrinsic motivations are innate in nature and students having intrinsic motivation do not need or need little appreciation of reward for his/her performance. Besides that, in any case where students need motivation from external sources that may be the parents, teachers, text book, schools and/or any social agents for learning, it is called the extrinsic motivation. Hence, it can be said that, someone who is motivated to learn a particular task or bit of information generally succeeds, even if he/she has to work long and hard to do so. Appropriate feedback, incentives, rewards both verbal and non-verbal in the classroom setting or in any other social setting motivate the students for better performance and to improve their study skills for any task.
- **Intellectual Ability:** Traditionally, even today in many school settings all the students from variety of intellectual levels study in the same classroom setting. The performance of a student is determined by his/her intellectual level. For example, a student with intellectual disorders cannot perform as better as his/her peer who is intellectually average or, above average or superior. Due to this reason there was/is a common discrimination between students and also by the teachers which is/was directly or indirectly lessened the study skills of the students and in many cases, it becomes the reason of school dropouts. In psychology, although intelligence and memory are different attribute, still there is very less discrimination between these two. In other words, it can be said that, students with low intelligence have lesser memory skills and that also diminish the study skills of a students. For example, some people have an easier time remembering information than others; some students can readily understand abstract concepts, while others need concrete examples because of their intellectual capacity. So, tips and strategies to improve intelligence by parents, peers and teachers can directly or indirectly enhance the study skills of a students for any task. Besides this, it can be suggested that, providing or developing teaching-learning strategy according to the intellectual level of the students and giving instruction/information according to the intellectual level of the students will enhance the study skills in students at every stage of life.
- **Attention Spans:** The span of attention is another important psychological attribute that is also responsible for development and improvement of study skills. The span of attention varies from person to person and also the span of attention for different modalities. For example, one's visual modality better than to auditory modality and one's auditory modality is better than to visual modality. Some people simply prefer to be on the go and have difficulty in attending a lecture or task for any length of time. Since the most popular method of teaching requires students to listen and read, often while sitting

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still, students who have a short attention span might have difficulty learning. But it is also observed that, some children are efficient in chunking the large information into small units for better memory process that is the indication of better study skills.

- **Prior Knowledge:** Students with basic prior knowledge or primary knowledge perform better than even students having high innate IQ without prior knowledge. The exposure to basic information related to the lesson will be an influential factor for the empowerment of study skills and learning performance. For example, a student who has the knowledge of multiplication of will perform better in algebraic equations than the student who is without any prior knowledge of multiplication tables or knowledge of basic number. Felton et al (1992) in their study evaluated the hypothesis that poor readers are characterized by poor non-word reading skills, but that a specific deficit, as opposed to a developmental lag, in non-word reading would be found only in subjects whose reading is discrepant from intellectual ability. To test this hypothesis, they measured non-word reading skills in 93 third-grade poor readers and 54 fifth-grade poor readers who were matched to 147 nondisabled first graders on word identification skills. Results showed third-grade and fifth-grade poor readers to be significantly more impaired than word-identification level match first-graders on all measures on non-word reading. These findings were not related to the verbal IQ level within the poor reader groups and, thus, provided strong evidence for a deficit in non-word reading skills that is not explained by verbal intelligence.

Hassanbeigi et al (2011) investigated the relationship between various study skills and academic performance of university students. A total of 179 participants were involved. The instrument used was 'Study Skills Assessment Questionnaire' taken from counseling services of Houston University. The findings of their study showed that the study skills scores of university students with a grade point average (GPA) of 15 or more (out of 20), were statistically higher than that of those students with a GPA of less than 15 in all of the 7 skills of time management and procrastination, concentration and memory, study aids and note taking, test strategies and test anxiety, organizing and processing information, motivation and attitude and reading and selecting the main idea.

Important to Note: Exercises and enhancement/improvement of different cognitive and behavioural factors can improve the study skills such as parent child relationship, parental education, intellectual capacity, memory and level of attention.

Measurement of Study Skills

Study skills can be measured using different psychological measurement techniques that may be mere observation of the skill or potentiality of a student on a certain

task, taking the interview or asking the text related questions and/or using the standard scientific measurement tools. The measurement of study skills is essential to understand whether they are lacking or age appropriate so that appropriate measures can be adopted to ensure optimal learning. Some of the ways to measure study skills are:

- **Tyler-Kimber Study Skills Test:** Tyler-Kimber Study Skills Test developed by H. T. Tyler and G. C. Kimber in 1937, appropriate for use with students in Grades 9-16, was described by two reviewers as more a measure of intelligence than of study skills (Jones, 1938; Wrenn, 1938). Wrenn noted that, despite its authors' assertion of suitability for use with both high school and college students, the Tyler-Kimber Study Skills Test was normed only with junior college students and contained content too advanced for all but the rarest of high school students.
- **Study Habits Inventory:** Study Habits Inventory is one of the earliest study skills measures was the Study Habits Inventory developed by C. G. Wrenn in approximately 1934 for use with students in Grades 12-16. Jones (1941/1972) criticized the lack of objectivity inherent in the process used by Wrenn to select the 30 items included in this measure. A revised version of this inventory came on the scene in 1941. Scates (1949) writing in *The Third Mental Measurements Yearbook*, described this inventory as so short that only seven or eight minutes was sufficient time to complete it. Scates (1949) further described the measure as one intended for clinical use with primary emphasis on responses to individual items rather than the total score. Beyond the inherent age/grade-related limitation, Scates (1949) criticized the Study Habits Inventory because only 12 of 28 items were discriminating in the case of females. In sum, Scates (1949) questioned the validity of the measure as well as other aspects of its standardization.
- **Test of Study Skills:** Test of Study Skills developed by J. W. Edgar and H. T. Manuel in 1940 for use with students in Grades 4-9. Test of Study Skills was a machine scorable paper-and-pencil version that Scates (1949) described somewhat more favorably than he did the Study Habits Inventory described above. The Test of Study Skills was available in two forms and it consisted of two parts. The first part dealt with use of reference materials and reading of graphs, tables, and maps; the second part dealt with critical inference in the use of printed materials. Based on the absence of items addressing such skills as outlining and selecting the main idea in reading passages, Scates (1949) criticized the test for having a name broader than its actual content. Nonetheless, he praised the measure as one without false claims—one that did what it was supposed to do to the extent that any paper-and-pencil measure can in a limited time. He also praised the manual for its authors' inclusion of cautionary statements about the validity of this test in particular and about the nature and role of standardized tests in general.

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Besides the aforementioned, some other study skill measurement tools have been using to measure the study skills of students are:

- (i) The Study Skills Counseling Evaluation Survey (G. Demos, 1962)
- (ii) The Survey of Study Habits and Attitudes (W. Brown and W. Holtzman, 1967)
- (iii) The Study Attitudes and Methods Survey (W. Michael, J. Michael, and W. Zimmerman, 1972)
- (iv) The American College Testing (ACT) Study Power Assessment (ACT, 1987)
- (v) The Learning and Study Strategies Inventory-High School Version (C. Weinstein and D. Palmer, 1990)

Suggestion to Parent and Teachers: Measurement of Study skill is important for all children irrespective of their performance to guide and suggest the appropriate ways of management and improvement of study skill for better performance in academic and psycho-social life. This is the duty of both the parents and the school professionals to measure the study skill of the children in timely manner and to find out the effective strategies for enhancement of the study skills in children especially at primary and secondary school level.

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10. JOB SATISFACTION

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Satisfaction in any job of an individual is of great significance. If we ask the common question to anyone ‘Whether he/she is satisfied his/her job?’, the general answer will either be no, or not sure and very few will be yes. The reason for this may include things like the person opted the job due to some external forces, without his interest or choice, or the opted job is not rightly aligned with his/her abilities etc. Dissatisfaction in job not only affects the individual life, it is directly involved with the loss of organization, low productivity and low organizational performance. Generally, people understand that the assessment of job satisfaction is reserved only for the individual working in any organization or company. But scientifically, before even assigning the job or during the job, the measurement of job satisfaction should be measured and it should be applicable for all, whether engaged in a low-profile job or high-profile job.

Although, the term satisfaction is subjective in many cases, but some psychological characteristics related to a certain job or after doing or during the job may satisfy many individuals. For example, attending a party or celebrating a festival usually should give satisfaction to everyone. But involvement in certain problem-solving task or doing any complex work may be a satisfactory work for some individual and not for all. Hence simply it can be said that, doing any work, wish fulfillment, or reaching the goal, or satisfaction of expectation, are some of the indication of satisfaction. In other words, it can be said that, while doing any activity without harming others if an individual gets pleasure, it is the indication of satisfaction. Job satisfaction may also be considered in the same manner. That is to say that any job either in the workplace or at home if pleasurable and fulfilling the wish of an individual is the indicator of job satisfaction.

Do you Know: Satisfaction is a psychological characteristic that varies from person to person. But doing some activities (e.g. helping other in any crucial situation or solving a difficult problem) gives satisfaction in general to all.

Introduction to Job Satisfaction

Job satisfaction is one of the key factors in the organizational sector. The employees’ job satisfaction will not only be beneficial for the employee, but it will also be one of the performance-enhancing factors for the organization. Job satisfaction is an employee’s attitude and perception of achieving the desired level of need or satisfaction. According to Greenberg and Baron (2008), ‘job satisfaction is a feeling that can produce a positive or negative effect toward one’s roles and responsibilities at work in addition to understand the various ways to satisfy all workers in the workplace.’

Job satisfaction is one of the key psychological attributes responsible for employee empowerment in every organizational sector. The concept initiated in the year 1918s (Rowden, & Conine Jr, 2005) however, other researchers (e.g. Locke, 1976) mentioned that the examination of the role of work attitude began in

1912 and was highlighted by the Hawthorne studies in 1920 and eventually a systematic approach to studying job satisfaction was initiated in 1930s. Job satisfaction is considered an important concept to study as it is relevant both for the humanitarian perspective and utilitarian perspective (Yücel, 2012). Defining job satisfaction in view of the humanitarian perspective Yücel, (2012) stated that, around the premise of an organization, the level of employee satisfaction refers to the extent that employees are being treated fairly and appropriately. On the other hand, the utilitarian perspective (Yücel, 2012) suggests that employee satisfaction can lead to behaviours that influence the functioning of the organization.

Important: Job satisfaction is an important matter of concern in any organisational sectors as it is reason of job turnover, conflict in organisation, work life balance, occupational stress etc in any type of organisation.

According to McNabb, (2009), ‘job satisfaction is a measurable representation of an affective reaction to a particular job that is the individual’s satisfaction with his or her job’. Locke (1976) stated that, ‘job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one’s job’. Ostroff (1992) was of the view that job satisfaction is the general attitude that the employee has towards her job and is directly tied to individual needs, including challenging work, equitable rewards and a supportive work environment and colleagues. Schneider, and Snyder (1975) defined ‘job satisfaction as a personal evaluation of conditions present in the job, or outcomes that arise as a result of having a job’. Robbins (2005) defined ‘job satisfaction as a collection of feelings that an individual holds towards his or her job’. Armstrong, (2006) defined ‘job satisfaction as the attitudes and feelings people have about their work where positive attitudes indicate job satisfaction and negative attitudes indicate job dissatisfaction’.

From the above definition and viewed by different scholars in respect to job satisfaction, it can be said that, there have been many ideas about what the concept of job satisfaction actually refers to, but researchers have failed to agree on one definition or factors that measure this concept. One reason that the concept of job satisfaction is so complicated to define, and measure relates to the various factors that can contribute to one being satisfied in his or her work (McNabb, 2009). Further, McNabb (2009) stated that while on the surface job satisfaction seems to be straightforward, it is actually a very complex idea with a number of aspects to that must be addressed.

Job satisfaction can encompass many concepts and plays an important role in many of the things that are important in our life not only as individuals but also as a society. McNabb (2009) stated that people should not underestimate the importance of being satisfied with one’s work, which has a strong role in defining one’s identity and position within our society. In this regard, Buitendach and Rothmann (2009) stated that job satisfaction is one of the important dimensions of individual’s happiness at work, as most people spend large amounts of time at their work.

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Types of Job Satisfaction

Job satisfaction can be defined in many ways. For example, some may be satisfied for the purpose of money, some for the purpose power prestige and status. In this manner there are different types of job satisfaction, illustrated as follows:

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- **Intrinsic vs extrinsic vs General job satisfaction:** Weiss, Dawis, and England, (1967) stated that job satisfaction is mainly divided into three types such as: intrinsic, extrinsic, and general job satisfaction. Intrinsic job satisfaction refers to how people feel about the nature of the job tasks themselves. Some of the researches (Spector, 1997; Abdallah, Obeidat, Aqqad, Al Janini, & Dahiyat, 2017) affirmed that the personal factors that focus on individual attributes and characteristics are the essence of intrinsic job satisfaction. Besides this, intrinsic job satisfaction based on some of the key factors such as creativity, achievement, morale values, independence and authority. On the other hand, extrinsic job satisfaction refers to how people feel about aspects of the work situation that are external to the job tasks or the work itself (Spector, 1997). Abdallah, Obeidat, Aqqad, Al Janini, and Dahiyat, (2017) stated that, 'Extrinsic satisfaction is usually influenced by environmental factors that are associated with the work itself or the work environment.' Further, Feinstein, Vondrasek, and Restaurants, (2006), some of the other factors that must be addressed to evaluate extrinsic satisfaction are advancement, company policy, compensation and recognition. Finally, there is general satisfaction which is the combination of the both intrinsic and extrinsic dimensions in addition to two other dimensions which are working conditions and coworkers.
- **Global vs Specific Job Satisfaction:** The second type of job satisfaction can be characterized as global vs specific job satisfaction. The global vs specific job satisfaction is based on the level of employees' feelings regarding their jobs. The global job satisfaction (Mueller & Kim, 2008) refers to employees' overall feelings about their jobs (e.g., overall my job is satisfactory). On the other hand, some employees are satisfied with some specific aspects of job (e.g. boss of the organization, pay-packages, timing or schedule of the job etc.) (Mueller & Kin, 2008). The specific job satisfaction can be measured through the statement of the employees like the statement 'I am satisfied with my job in its work schedule, the hierarchy but not as a whole' (Kerber & Campbel, 1987) means here the employees wants some more things that the organization to do for overall job satisfaction. The specific job satisfaction suggest(s) the organization to improve some aspects or organizational management for the overall job satisfaction to avoid the job turnover and employees absenteeism for a healthy organizational development (Kerber & Campbell, 1987).

Important to Know: All individuals are intended to satisfy both the specific and global job satisfaction. But in some cases, according to the availability and opportunities, individuals restricted with the specific job satisfaction but still there is a search of global job satisfaction. So, satisfaction in job may not be cent percent for any satisfied employees.

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Factors Affecting Job Satisfaction

Some of the following factors affect job satisfaction in employees irrespective of the type of organization (Syptak, Marsland, & Ulmer 1999):

- **Working Environment:** The negative and unhealthy work environment is responsible for job dissatisfaction in employees of any organization. In the working environment such as hot, noisy, uncleaned affects the performance of an employee and an employee cannot do according to his/her full potentiality.
- **Fair Policies and Practice of the Organization:** In many cases, it is observed that employees are demotivated and dissatisfied with their jobs because unfair policies and practices of the organization that prevails at their place of work. An unfair policies and practices, discrimination on the basis of any reason and the frustrated work place of any organization lead to job dissatisfaction.
- **Caring Organization:** If the organization is not caring or not behave warmly the issue and personal problems of the employees then it may lead to dissatisfaction among the employees. The careless behaviour of the organization such as for career development, adult treatment, being taken seriously and being appreciated for a job may lead greater job dissatisfaction.
- **Appreciation:** In any organization sector, it is the common tendency of an employee to be appreciated. If any organization is not serious about the appreciation of employees for their work/performance, then it leads to dissatisfaction.
- **Pay/Salary:** Timely salary and good pay are some of the important basic needs of an employee. If any organization fails to pay the salary/wages in time and right salary for right job, then employee dissatisfaction may increase and that will lead employee turnover and other organizational issues.
- **Promotion:** Time to time promotion for an efficient worker in the organizational system is one of the key factors for job satisfaction. If there is no such possibilities or the organization is not so serious about the promotion of an employee according to the demand of the time, then it may be an important factor for job dissatisfaction. In Indian setting, especially in government and public service organization, there is very delay of promotion or in some cases there is very low expectation of promotion of employees. For example, in National institute of Mental Health, India, employees are

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dissatisfied with their job due to delay promotion or even in some cases after 20 to 25 years of service employees are not getting any promotion having all the required eligibility for promotion. It is only an example similar cases are there in many organizations in all over the globe.

- **Feel of Belongings:** Feeling of belongingness or in the team or the organizational morale refers to the feeling of ownness in the organization. It is one of the key factors for organizational satisfaction. If an employee works with the feeling that he/she is in the organization only for work purpose, or a wagger, then there will lesser satisfaction or no satisfaction of work job the employee may experience. Not giving any importance to the employee's personal or family issue, not considering the employee's crisis situation or not being serious about the employee's day to day activities may lead to greater level of job dissatisfaction.
- **Initiation and Leadership:** In many organizational set ups, it is observed that the hierarchy is strictly maintained. Even a lower grade employee having good decision-making capacity, problem solving skills, or any creativity are not encouraged in the organizational system due to the hierarchy which creates high level of job dissatisfaction in employees.
- **Feel of Being Loved:** The warm behaviour between the employer and the employee or between the co-worker may lead to greater job satisfaction in employees. Either due to the hierarchy in the organization or due to hierarchical-culture, office politics, negative competition or due to many other reasons, the feeling of isolation or lack of cooperation or non-friendly behaviour. This may reflect negatively in the organization and result in job dissatisfaction.
- **Safety and Security:** Many Indian organizational systems are not following the standard safety and security for workers in their organizational setting (e.g. providing primary health care support, supplying of helmet and other safety kits for skilled labor and other primary prevention of industrial accidents etc). For example, in mining companies the company authorities have not been following the standard safety and security policies mentioned by Ministry of Company Affairs. As a result, the frequent industrial accidents and other problems have been increasing. Due to lesser or no safety and securities in the organizational set up, employees may become dissatisfied and this may result in higher employee turnover in their companies.
- **Challenges:** Too many challenges also lessen the motivation to work and may be the reason of job dissatisfaction. On the other hand, too little challenges may be the reason of job dissatisfaction for highly motivated employees in the organizational setting. So, the organization should manage the day to day challenges in the system such a manner that should not affect the performance of the employees or it may be a reason of job dissatisfaction.

- **Responsibilities:** Similar with organizational challenges, too much of work responsibility or no responsibility may be the reason of job dissatisfaction. For instance, if a person is not interested in taking any responsibility and he/she is assigned a major responsibility, this will create job dissatisfaction. On the other hand, people having the capabilities and interested to take responsibilities are neglected from organizational responsibility, it may be the reason of job dissatisfaction.
- **Creativity in Job:** Disrespect to the employees' creativity or the ideas of the employee by their boss or the coworkers are one of the common factors in various organizational sector. Due to this reason, the job may be perceived as boring and monotonous for the employees and further, it may be the reason of job dissatisfaction.
- **Personal Interest and Hobbies:** According to the standard criteria of career selection or career choice it is observed that, people having a job of their interest gets more satisfaction than to the person who is pursuing a job which is not for his/her interest. Besides this, if in the organizational sector, the personal interest and hobbies like reading books in leisure time, playing certain games or sports or working with a project which is according to the employees' level of interest will increase the level of job satisfaction. So, the absence of opportunities for the fulfillment of interest or hobbies may be the reason of job dissatisfaction in many organizational settings.

Besides, the abovementioned factors affecting the job satisfaction in employees, factors such as 'not getting respect from co-workers', 'lack of or no feedback', 'negative or harsh relationship with supervisor or immediate boss', 'unhealthy/unpleasant nature of work', and 'no job flexibility/time flexibility' affect the job satisfaction level of an employee in any type of organization.

Factors Enhancing Job Satisfaction

Both the intrinsic and extrinsic factors clubbed together and managed properly can enhance the level of job satisfaction in any organizational setting. Let's have a look at each of these factors.

- **Extrinsic Factors:** Taking into account the two factor theory of Herzberg's (1959) that is 'motivation-hygiene theory' both the 'Motivators' and 'Hygiene' directly or indirectly influence the level of job satisfaction in employees in any organization. In this context, Tietjen and Myers (1998) affirmed that, 'motivators' including factors such as recognition, possibility of growth, advancement, achievement, responsibility, and the work itself influence the level of job satisfaction in employees. On the other hand, Tietjen and Myers (1998) also stated that, 'hygiene' factors including monetary salary, interpersonal relations at work, job security company policies and administration, supervision, working conditions, factors in personal life and status similarly influence the level of job satisfaction in employees in any

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type of organization. Absence of both ‘motivators’ factors and ‘hygiene’ factors are the reason of job dissatisfaction in employees (Golshan, Kaswuri & Aghashahi, 2011). Hence, every organization should be serious for the presence and proper management of both motivator factors and hygiene factors for better job satisfaction in employees.

- **Intrinsic factors:** Similar to the importance of extrinsic factor responsible for the enhancement of job satisfaction level in the organizational set up, researches also evidenced that some of the important intrinsic factors include ‘Degree of Employee Autonomy’ (e.g. Messersmith, 2007; Mehmood. Irum. & Ahmed, 2012); ‘Personal Recognition/Place in the organisation’ (e.g. Danish, & Usman, 2010; Barton , 2002); ‘Meaningful Work’ (e.g Pocock, 2006; Yaseen, 2013); ‘Proper and Timely Training and Development in the organisation’ (e.g. Kabir, 2011; Abdullah & Djebavni, 2011); ‘Assigning Organisational Responsibility’ (e.g. Lai 2011); ‘Skill Variety or Creating a Healthy Organisational Competency’ (e.g Jackson, 2011; Döckel, Basson & Coetzee 2006); ‘Task Significance or Assigning a Significant Task for A significant Worker’ (e.g. Lunenburg & Ornstein, 2008); ‘Job feedback’ (e.g. Govender & Parumasur, 2010; Vlosky & Aguilar, 2009; Döckel, Basson & Coetzee, 2006); and “Job Involvement’ (e.g. Koponen, Laamanen, Simonsen, Sundrell & Suominen, 2010; Govender and Parumasur (2010). Appropriate management of all the above-mentioned intrinsic factors and the extrinsic factors are necessary for the enhancement of job satisfaction in any organizational set up. Although, it is not possible for the organization to apply and manage all the above mentioned extrinsic and intrinsic factors, psychologists, and researchers in the field of organizational and industrial setting suggest application and management of maximum and the emergent extrinsic and intrinsic factors according to the standard observation of the employees’ profile, needs, demand, and other psychological variables can be helpful for the enhancement of level of job satisfaction.

Note: Although salary/wage is the basic need of an individual works in any organisation, but it is not always true that individual is working only for salary, besides the salary or wages, individual needs some other psycho-social and environmental supports for the satisfaction in his/her job.

Measurement of Job Satisfaction

In this section, let’s have a look at some of the important and frequently used test/ scale inventory or the psychological tools to measure the level of job satisfaction.

Job Satisfaction Scale (JSS) by Singh and Sharma (2009): Job Satisfaction Sale developed by Dr. Amar Singh and Dr. T., R., Sharma (2009) consists of 30 statements which are categorized as:

1. Job Intrinsic statements (factors inherent in the job)

- (a) Job concrete statements such as excursions, place of posting, working conditions: 6, 11, 13, 19, 23, and 25.
- (b) Job abstract statements such as cooperation, democratic functioning etc. 8, 15, 16, 17, 20, 21, and 27

2. Job Extrinsic statements (factors residing outside the job)

- (a) Psycho social such as intelligence, social circle: 1, 3, 4, 7, 10, 12, 26 and 30
- (b) Economic such as salary, allowance: 2, 5, 9, 18
- (c) Community/National growth such as quality of life, national economy: 14, 22, 24, 28, and 29.

The test- retest reliability works out to be 0.978 with N = 52 with a gap of 25 days. The scale compares favorably with Muthayya's job satisfaction questionnaire giving a validity coefficient of 0.743. The Job satisfaction scale has both negative and positive statements. Each of the items has five alternatives from which a respondent has to choose any one which candidly expresses his response. Items at Sr. No. 4, 13, 20, 21, 27, and 28 are negative, others are all positive. The positive statements carry a weightage of 4, 3, 2, 1 and 0 and the negative ones a weightage of 0, 1, 2, 3, and 4. The total score gives a quick measure of satisfaction/dissatisfaction of a worker towards his job.

Some other frequent global Job satisfaction measuring tools used to find out the job satisfaction level of the employees are:

- **Overall Job Satisfaction** by Cammann, Fichman, Jenkins, and Klesh in the year 1983.
- **Job Descriptive Index (JDI)** developed by Smith, Kendall, and Hulin in the year 1969.
- **Job Descriptive Index Revised (JDI-R)** developed by Roznowski (1989).
- **Job Descriptive Index (JDI) Shorter Version- 30 items version** developed by Gregson in the year 1990.
- **Job Satisfaction Relative to Expectations** developed by Bacharach, Bamberger, and Conley in the year 1991.
- **Minnesota Satisfaction Questionnaire (1967)** developed by Weiss, Dawis, England, and Lofquist, in the year 1967.
- **Job in General Scale** developed by Ironson, Smith, Brannick, Gibson and Paul in the year 1989.
- **Job Satisfaction Survey** developed by Spector in the year 1985.

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- **Job Satisfaction Index** developed by Schriesheim and Tsue in the year 1980.

Some other job satisfaction measurement tools are also available worldwide following different cultural norms. The reader/learner is not restricted to the above-mentioned tools of the job satisfaction. But it is important to suggest that, readers/learners should go in-detail of psychological properties of the job satisfaction tools and according to the accessibility the researcher can select any of the above one or can also use some others. If the researcher/learner is interested to use any foreign tools, it is suggested to that, a pilot study can be done to see its cultural effectiveness.

Important to Note: Measurement of Job satisfaction is not only the work of an employer. Employees should be serious about their level of job satisfaction using some standard tools and the help of the employer to improve his level of job satisfaction. Besides that, the job satisfaction measures/tools should be user friendly following user-friendly languages, it should be comprehensive and should be related to the cultural aspects of satisfaction in relation to different kind of job profiles available in different cultures.

Tips to Improve Job Satisfaction

If an organization follows carefully the following tips or guidelines, then there will be an improvement of job satisfaction in employees and that will directly improve the productivity and profit of the organization which is the very reason every organization is established.

- Respectful treatment of all employees
- Establishing Trust with Senior Management
- Expanding job benefits
- Offering competitive compensation
- Fostering job security
- Strengthening employee relationships
- Focusing on employee engagement
- Providing opportunities for career advancement
- Training on job skills
- Providing professional development opportunities
- Providing a clear career path
- Strengthening relationships with immediate supervisor
- Recognizing employee job performance

Many research studies related to organizational and industrial psychology suggest many tips for the enhancement of job satisfaction level in employees working in diverse set up. Besides the above-mentioned tips/ suggestions for

enhancement of job satisfaction, learner/researchers in this field may also go through other advance research studies citing and focusing other important suggestions for the enhancement and improvement of level of job satisfaction in employees as it is gradually decreasing and creating many organizational problems.

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11. ORGANIZATIONAL CLIMATE

Organizational climate is one of the new and emerging topics in organizational and industrial psychology. In recent years, organizations are facing more challenges ever before. Most of the business organizations are running with competition and as a result, the challenges for management of organization are increasing regardless of their structure and size. Due to the impact of constant changes in the societies, all the organizations are facing numerous challenges. The changes in the society are posing as major competitions for the organizations in relation to the restructures, mergers, acquisitions, technological trends, political and international trends. If there is a unhealthy competition, then it may create lots of problem in behaviour and perception following decreased motivation, employee dissatisfaction, increased turnover and absenteeism. The result of negative behaviour of the employees in the organization is primarily responsible for poor or rich performance of an organization. Therefore, to survive in the competitive market, organizations are improving their performance following different psychosocial strategies and taking the help from different experts and professionals.

The term climate can be stated as the condition or a sustainable system and its variables. The climate indicates the long-term practice of certain aspects of an organization. An organization is the unit of different system like employees, employer, hierarchy of employees, job distribution, management, job satisfaction etc. Hence, the concept of organizational climate is now an important concern for every organization across the world because organizations are ensuring themselves and try their best to keep their efficient employees by minimizing absenteeism, turnover for high quality product, branding of the organization, profit of the organization and the overall development of the organization. Finally, the importance of efficient and honest employees and management of every aspects for the retention of these employees are indicators of a healthy organizational climate.

Note: Climate is the term not only restricted to environment or weather. Organizational psychologists use the term organizational climate, that is the perception of employees towards the organization.

Introduction to Organizational Climate

The concept of climate in an organizational setting came into light of the research in the field of organizational and industrial psychology in the year 1940 and now an emergent topic of research and application in the field of organizational and industrial psychology and the field of management. Organizational climate mainly focuses on the behavioural aspect of an individual in his/her organization. The situational or environmental determinant of human behaviour is now a major concern of organizational climate. Besides this, many psychologists or the professionals working in the field of organizational behaviour are confused with the term organizational climate and organizational culture. Although both the terms are somehow related with each other, these are not exactly similar with each other. For differentiating

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organizational climate from organizational culture, Buono, and Bowditch,(2003), stated that ‘Organizational culture is connected with the nature of beliefs and expectations about organizational life, while climate is an indicator of whether these beliefs and expectations are being fulfilled’.

Just like the concept of personality, that makes an individual unique from others, organizational climate refers to the characteristics of an organization that differentiates one organization from the others. In other words, it can be said that, as the personality of a person is unique to them, organizational climate is the environment or atmosphere that an organization have peculiar to it. It is a set of specific characteristics and features that are perceived by an employee about their workplace or per se organization. This perceived organizational climate is a major force influencing the behaviour of the employees towards their organization and motivates them to work at the same workplace. So in simple terms, organizational climate can be understood as the social setting of an organization that helps to build a good organizational morale, job satisfaction, motivation to work, feeling of belongingness and etc.

For an in depth understanding, let’s look at these definitions given by various researchers in the field. For example, as per Forehand and Gilmer (1964) organizational climate ‘consists of a set of characteristics that describe an organization, distinguish it from other organizations are relatively enduring over time and influence the behaviour of people in it.’ Campbell, Dunnette, Lawler, and Weick (1970), defined organizational climate as ‘a set of attributes specific to a particular organization that may be induced from the way that organization deals with its members and its environment’. The researchers (Campbell, Dunnette, Lawler, & Weick (1970) stated that ‘for the individual members within the organization, climate takes the form of a set of attitudes and experiences which describe the organization in terms of both static characteristics (such as degree of autonomy) and behaviour outcome and outcome- outcome contingencies.’

It is possible to have different kind of climates in one organization because of the types of personalities people have. These different personalities, when considered collectively, contribute to the whole atmosphere of the work place setting. An individual’s actions become more meaningful when viewing in total impact upon the climate and determining the stability of the work environment. Separate departments of an organization have different climates within themselves and these will be integrated to a certain extent to denote overall organizational climate. Similarly, the change of workforce, human resources and the management or boss may have the impact on the process of changing of organizational climate.

Dimensions of Organizational Climate

The important dimensions or components which collectively represent the climate of an organization are:

- **Dominant Orientation:** As the name suggest, dominant orientation is basically the domain on which the organization adheres its functioning. If

the dominant orientation is to adhere to the established rules and regulations, the climate is characterized by control. If the orientation is to produce excellence, the climate will be characterized by achievement. Simply, dominant orientation indicates the attitude of the employee and the employer to drive the organization in a developmental way.

- **Inter-Personal Relationships:** Both the formal and informal groups are there in many organizations. In this regard, the interpersonal relationship between group members is necessary for feeling of in-group membership. The interpersonal relationship between members of different groups in organization helps to improve the level of job satisfaction and minimize the job turn over as it meets the demand of social needs of an individual. But in some case, more inter-group relationship may derail the main goal of the organization
- **Conflict Management:** In any type of organization, the inter-group and intra-group conflicts are more common, due to individual difference and difference in views, statements and purposes. The organizational effectiveness is bases on the effective management of both inter-group and intra-group conflicts. If the inter and intra group conflicts are managed effectively, there will be an atmosphere of cooperation in the organization. If they are not managed properly there will be an atmosphere of distrust and non-cooperation which will directly disrupt the overall organizational development.
- **Individual Autonomy:** Individual autonomy in organizational setting enhances the creative, innovative, and problem-solving skills due to the freedom of work and this also helps to promote flexibility of thought process. The improvement of efficiency of an individual in groups helps the individual to improve the operation of ideas that is directly improve the quality, quantity and profit of the organization. But in many cases, too much of autonomy may be negative for smooth processing of an organization. So, controlled autonomy may be suggested for better and smoother development of the organization.
- **Organizational Control System:** The control system of the organization can be either rigid or flexible. Rigid control will lead to impersonal or bureaucratic atmosphere in the organization. There will be minimum scope for self-regulation. Although flexible control is helpful for organizational development but in some cases, it may lead to laziness in employees, or it may lead to the monopoly in the employees.
- **Organizational Structure:** Organizational structure is primarily concern with the hierarchy of the job profile in an organization. The organizational structure serves as the basis of inter personal relations between superiors and subordinates. It clarifies as to who is responsible to whom and who is to direct whom. If there is centralization of authority, the participation in

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decision making by the subordinates will be very less and it may lead to demoralize the employees and the employees may lose motivation, and efficiency for the work assigned to them. On the other hand, if there is decentralization of authority, there will be an atmosphere of participative decision making and it will improve the quality, quantity, profit and branding of an organization.

- **Task Oriented or Relations Oriented Management:** The task-oriented and relationship-oriented leadership indicates the autocratic vs democratic leadership, or profit-oriented or people-oriented leadership. The dominant style (autocratic or profit oriented) of managers affect the organizational climate where the employees are not getting any freedom to work and due to the over demand of the work, they may lose their motivation to work, or develop job dissatisfaction. On other hand, the democratic or people-oriented or relationship-oriented leadership enhances the motivation, job satisfaction and organizational morale in employees and indirectly leads to the better quality, quantity and profit of the organization. Hence, it can be said that, punishment is not the only criteria for better performance in employees whereas love affection and warm relations maintaining a standard hierarchy is healthy for better organizational development.
- **Rewards and Punishments:** In many cases, especially in psychological research, it is observed that reward has a greater impact on improvement of positive behaviour and punishment is responsible for creation of negative or neutral behaviour. Similarly, the role of reward and punishment have been observed in many organizational researches. The impact of reward system is directly related to performance and productivity, there will be an atmosphere of competition among the employees. Everybody will like to work hard and earn more reward in the form of promotions and pay rise. If there is biasness in the distribution of rewards, the meritorious employees will be discouraged. Similarly, punishment is directly related to job turnover and many more negative behaviour of the employees in organizational setting.
- **Communication:** The organizational communication is a two-way process in many organizations. In some organizations, the communication follows the proper hierarchy, and in some cases, there is the direct communication between top to bottom order employees meaning that the communication runs directly from the leader to the lower grade employees. From many researches, it is observed that, the communication system of the organization will also affect the organizational climate. The flow of information, its direction, its dispersement and its type are all important determinants. Proper communication system means that the subordinates are in a position to express their ideas, suggestions and reactions, otherwise they will feel frustrated. There are both advantages and limitations of direct and indirect communication between subordinates and superiors. According to the

demand of the situation, the communication whether direct or indirect will be effective.

- **Risk Taking:** How the members respond to risks and whose help is sought in situations involving risks are important in every organization. If individuals feel free to try out new ideas without any fears, they will not hesitate in taking risks. Such an atmosphere will be conducive to innovative ideas. The risk taking behaviour is always based on the leadership style, participation, involvement and other psychological factors tends the employees to take the risk in their respective organization. But it is quite obvious to say that, risk taking or distribution of risk among the employees will help any organization for better problem solving and better management of any organization.

Note: It is important to note that, the above dimensions or components are not mutually exclusive, they often overlap each other. The way in which these different dimensions operate an organization indicates the underlying philosophy of the management.

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Factors Affecting Organizational Climate

Factors influencing organizational climate could be (1) External or (2) Internal. While an organization is influenced by external and internal factors, the organization itself is in the process of interaction and influences the environmental factors. External factors include cultural/social systems, economic systems, political/governmental and administrative systems and science and technology system.

In the organizational climate, it has been observed that the external and internal factors have more dominating and deeper influence, and the management of the organization feels that it cannot do much to improve things so far as external factors are concerned (Upadhyay, 1964). Internal factors influencing the climate (Upadhyay, 1964) of an organization include personnel policy and its practice availability and utilization of skills, relationship among various groups particularly industrial relations climate, setting up of performance standards and acceptance of these standards, work culture and work ethics reflecting a sense of responsibility about the tasks assigned to groups and individuals, physical facilities and resources of work and the pattern of compensation, recognition and reward.

In every organization there exists certain elements that exert profound influence on the climate. In some organizations, certain factors like structure or process play a major role, whereas in others the level of technology may be a major influential factor of climate. James and Jones (1974) have tried to identify the factors influencing climate and they have grouped these factors under five heads, Organizational Context, Organizational Structure, Process, Physical Environment and System values and norms.

Organizational theorists (e.g. Likert, 1987; Mc Gregor, 1980; Argyris, 1984; March & Simon, 1982), have considered organizational environment as a potent

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factor affecting identification and similar process in work situation. Organizational climate though abstract in concept, is normally associated with job performance, job satisfaction and morale of the employees.

Following the above research evidences, it can be summarized that the following is a list of specific factors affecting organizational climate:

Organizational Context: The climate is said to be highly favorable when both human and non-human resources are utilized effectively and also employee's goals are matched with that of organizational goals. The goals of the organization should be reasonably clear to those in the system.

Organizational Structure: Organizational structure can be defined as formal job tasks that are divided, grouped and coordinated, usually based on some key elements like work specialization, departmentation, chain of command, span of control, centralization, decentralization and formalization. Structure is a framework that establishes formal relationships. Highly decentralized structure results in sound climate and participative decision-making. If the management feels the necessity of maintaining greater degree of consistency in operations regarding decision-making it opts for a centralized structure.

- **Process:** The Management carries out its objectives through some of the very important processes like decision-making, training communication, motivation and organizational change.
- **Decision:** Making is the process used in selecting a solution to a problem, deciding how to allocate funds or resources and how to reorganize work.
- **Training:** Training is important for the planned and systematic modification of behaviour through events, programs and instructions which enable individuals to achieve the levels of knowledge skill and competence needed to carry out their work effectively.
- **Communication:** Communication states how the information flows in an organization. There should be relatively little distortion of communication vertically or horizontally and information should travel reasonably well.
- **Motivation:** Motivation is driving force a psychological drive that compels or reinforces an action towards a desired goal. Motivation is a psychological feature that arouses an organism to act towards a desired goal and elicits controls and sustains certain goal directed behaviours. Motivation is an inner drive to behave or act in a certain manner.
- **Organizational Change:** Organizational change refers to new reporting relationships, responsibilities, procedures, policies, equipment, tools, and or software used on the job. Think about how an organization or work unit responds to change as a whole, rather than how individuals respond. Personal commitment to flexibility, open-mindedness, and curiosity are an essential precondition for effective change (Miller, Johnson, & Grau, 1994).

- **Physical Environment:** Physical environment like infrastructure provided to the employees for their work atmosphere, number of branch offices and situation of head office, size and location of the building in which employee works, size of the city, environment will have an effect on the organizational climate. Clean, quiet and safe environment will have a favourable perception about the organizational climate.
- **System Values and Norms:** Both formal and informal groups exert influence on climate. The formal value system is communicated to its employees through the rules, regulations and policies of the organization. In every organization informal system also exists which is very difficult to ascertain.

Important: The unhealthy organizational climate is bad for both the employee and the employer. Unhealthy organizational climate affects the employee's physical, personal, social and mental well-being whereas it also affects the employer by reducing, its brand, profit, product and quality for what the organization is stands for. Hence taking care of the organizational climate is important for both the employee and the employer.

Factors Enhancing Organizational Climate

There are multiple factors that can help in the better functioning of a workplace and enhances its integration for better and enhanced organizational climate. Some of them are as follows:

- **Reconcile work and private life:** Some of the organizational practices such as flexible working hours, summer working hours, continuous workdays, continuous workdays on the days before public holidays, or afternoon-off on birthdays, extended maternity/paternity leave, work meetings with limited start and end times, permission to take to take time off for school meetings/ tutoring etc., are some of the important work practice in organizational sector that can enhance the organizational climate directly and the overall organizational development directly or indirectly.
- **Social benefits that can also help reconciliation include:** Some of the facilities such as physiotherapy and massage service during working hours, free parking, worker support services for formalities, subsidized meals and nursery vouchers, stress management practices, job relaxation training facilities are some of the important facilities that can influence the organizational climate.
- **Organizational communication:** Healthy communication is the basic pillar of any organization and one of the main areas for improvement of organizational climate. It is essential for coordination between departments and within the department itself, knowing the opinions of customers and workers especially the low grade workers, knowing the aims and development of each person and/or department in any organizational system by the leader or the authority of an organization helps to plan some activities

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for the welfare of these people and to improve the quality of the product, that is essential for every organizational climate and its overall development.

Besides the above-mentioned suggestions and guidelines, some of the other important practices such as opinion polls, evaluation tools (performance and competencies), activities to propose ideas to promote innovation, interdepartmental breakfasts, sessions to share best practices, ideas and suggestion boards, etc., are also important for better organizational climate. Breakfast or lunch together in the organization irrespective of the job profiles helps to communicate between the employees, planning and scheduling for every weekly task and reviewing the previous week tasks are also improve the organizational climate of any organization.

Measurement of Organizational Climate

Managers need to have a clear understanding of the organization's climate, so that practices developed for and implemented by the organization are in line with the organization's goals. To gain this understanding, the climate must be measured. The methods used to measure organizational climate fall into four categories, namely field studies, experimental variation of organizational properties, observations of objective organization properties and perceptions of organizational members. The last two approaches, perceptual or subjective and objective methods, represent the primary methods used to measure organizational climate (Forehand & Gilmer, 1964).

Field studies involve the researcher observing the daily activities in the organization and gathering information through various sources such as observing presentations and conferences, conducting interviews with participants, reviewing diaries, memos, emails and other correspondence, to name a few. Two approaches are followed in observing variation of climate, namely comparative studies and longitudinal studies. The high cost, skill and sensitivity of the observer, issues relating to sample size and the inherent subjectivity of the classifications are criticisms of these approaches (Forehand & Gilmer, 1964).

Experimental variation of organizational properties involves the researcher identifying appropriate dimensions of climate and then systematically manipulating them (Forehand & Gilmer, 1964). An example of possibly one of the most relevant studies of this approach is that of Lewin, et al. (1939) in which leadership styles was varied in order to investigate the effects of different leadership styles on the behaviour of group members.

The majority of tools used to measure climate can be categorized into perceptual (subjective) or objective categories. According to Hellriegel and Slocum (1974), the main difference between these two methods is that the objective method which does not depend on the individual's perception of the dimensions in the organization, subsystems and/or the external environment. Researchers who focus on objective measures of organizational climate examine the objective properties of organizations such as organizational size, levels of authority, decision-making

authority, degree of centralization and rules and policies (Forehand & Gilmer, 1964).

According to Hellriegel and Slocum (1974), even though objective methods tend to be more accurate and reliable, they have at least three limitations. Firstly, there is an abundance of variables that may be extremely specific, making interpretation difficult. Secondly, these methods do not consider how organizational properties are related to each other and to organizational functioning. The third limitation relates to the assumption that objective properties affect organizational members indirectly.

Researchers who prefer perceptual measures of organizational climate contend that the perceptions of organizational members should be measured because they provide a more encompassing description of the concept (Schnake, cited in Gerber 2003). The focus is on the active role the individual plays in perceiving organizational characteristics (Forehand & Gilmer, 1964). It is important to note that dimensions are descriptive and not affective or evaluative, which measures attitudes (Jones & James, 1979).

As it is clear that, organizational climate is not based on a single factor, different researchers used different standard tools to measure organizational climate following different factors. Some of the important standard tools used for the measurement of organizational climate are:

- **Leader-Member Exchange Scale (Graen & Uhl-Bien, 1995):** The Leader-member exchange Scale (Graen & Uhl-Bien, 1995) is prescribed to measure the employee-supervisor relationship. The Scale's Cronbach's alpha in the present study was .92. It is one of the most widely used tool for measurement of employee-supervisor relationship in many researches.
- **Perceived Development Climate Scale (Bezuijen, 2005):** Perceived development climate scale was assessed with Bezuijen's (2005) 11-item scale that probed into the various development practices and facilities within the organization, such as peer and supervisor support for development and opportunities for personal development. The Cronbach's alpha of the scale indicates a score of ($\alpha = 0.87$).
- **Change Process Characteristics Scale (Oreg, 2006):** Change Process Characteristics Scale (Oreg, 2006) intended to measure the change process characteristics were used to assess information (4 items, including-I have received adequate information about the forthcoming change ($\alpha = 0.91$); participation (4 items, including- I had the opportunity to influence the decisions made regarding the change ($\alpha = 0.91$); and trust in management (3 items, including- I believed that if management is proposing such a change, there must be a good reason for it ($\alpha = 0.77$)).
- **Openness to Job Changes Scale (Van Dam, 2005):** Openness to Job Changes Scale (Van Dam, 2005) measures the opinion of employees for

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openness to job changes. The scale measures the attitudes of employees towards changing tasks and departments. An example item was- I would like to have a change in work activities soon. The Cronbach's alpha of the scale is $\alpha = 0.84$.

- **Role Breadth Self-efficacy Scale (Parker, 1998):** In the Role breadth self-efficacy scale, the respondents are asked to indicate on a five-point scale (1=poorly; to 5 = very well), how well they thought they were able to achieve a number of tasks, such as providing management with suggestions for work improvement. Cronbach's alpha of this 10-item scale is $\alpha = 0.85$.

Tips to Improve Organizational Climate

Organizational climate refers to the attitudes and beliefs, the opinions and the sentiments of the employees at a certain moment. The climate is generally characterized by elements such as: the level of cooperation, of receptivity towards the opinions of the group members, positive atmosphere which could stimulate performance or, on the other hand, tense relations, lack of cooperation, indifference towards performance and other social or professional problems. Organizational climate depends on several factors that could be generally termed as the characteristics of an organization such as: structure, size, area of activity, age of members and traditions. It also depends on the characteristics of the staff: level of education, age, cultural level and the managerial style. (Popa, 2011)

Some of the following tips may be introduced to improve the organizational climate in any organization:

- Making the workplace more orderly and smoothing.
- Providing incentives and rewards for better performance of the employees in a timely manner.
- Fostering the innovation and the entrepreneurial spirit in employees,
- Weekly or annual reviewing and instituting new procedures and processes and opening the door for change whenever it is required.
- Providing the opportunities to coworkers to feel a connection or bond with their colleagues.
- Providing the right tools for effective collaboration.
- Empowering the employees for better plan and execution.
- Trying to make the employees free from stress, burnout, or any physical and mental disorders.
- Developing honest communications to build trust in workers, and finally
- Promotion of ethical behaviour in the organization system for both employees and employer.

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12. MENTAL HEALTH

There has been a growing interest recently in the practical idea of mental health among people, researchers, health professionals and in the public policy. Mental health alludes to our cognitive, emotional, and behavioural wellbeing. It is the way individuals act, think and feel. In this regard, the term ‘mental health’ is in some cases used to mean a complete absence of a mental issue. Secker, (1998) stated that mental health can influence everyday life, connections, and even physical health. Mental health additionally incorporates an individual’s capacity to appreciate life to accomplish a harmony between life exercises and endeavors to accomplish mental strength. Psychological issues go from mellow sub-clinical conditions to serious and suffering clinically analysed dysfunctional behaviour. Another term in place of mental health people use ‘mental prosperity’ is more than the just absence of mental disorders. It might incorporate life fulfillment, a feeling of control, having a reason throughout everyday life, a feeling of having a place and positive associations with others (Mathers & Loncar, 2005).

Mental health has customarily been characterized as the nonattendance of psychopathology. Individuals were viewed as either mentally sick or attempted to be mentally healthy. As of late, in any case, it is progressively perceived that the nonattendance of mental issue isn’t equivalent to the nearness of positive mental health. Along these lines, components of Positive Mental Health (PMH) and mental health issues can be available in the meantime: They are viewed as autonomous however connected ideas. In this view, both Positive Mental Health (PMH, regularly likewise referred to as mental prosperity) and mental issue (frequently referred to as mental health issues, psychopathology or negative prosperity) are required for complete mental health evaluations and ought to be incorporated in research.

Generally, mental health research has been ruled by the biomedical model inside psychiatry, with its accentuation upon natural factors and signs and indications of weakness and brokenness among people. Somewhat this accentuation is reasonable and advocated. Around one of every four grown-ups will encounter a few types of mental health issues at any one time with one out of six encountering ‘critical’ issues (Office of National Statistics, 2001). A noteworthy mental health issue, for example, wretchedness not just majorly affects the lives of sufferers and their families, yet in addition results in a monstrous monetary burden to the society through interest for health-care administrations and lost workdays.

The inability to consider the positive just as negative parts of mental health has added to a few interrelated issues, including: the criticism of language and thoughts encompassing mental health all in all, just as individuals with mental health issues; a hesitance to acknowledge that components of Positive Mental Health (PMH) and mental health issues can be available in the meantime and are connected encounters; and deficient endeavors to advance mental health and prosperity. The individualistic focal point of the biomedical model has been tested by a methodology

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that features psychosocial and environmental conditions that expansion powerlessness at the individual dimension (MacDonald & O'Hara, 1998; Rutter, 1985; Secker, 1998).

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The field of mental well-being i.e., mental health is brimming with debated wording with a wide range of definitions, affected by age, class and gender, individuals' encounters and desires, and social and religious convictions. Psychological wellness impacts how people think and feel, about themselves as well as other people, and how they perceive and comprehend situations every day. It influences our ability to learn, to convey and to shape, support and end connections. It additionally impacts our capacity to adapt to change, progress and life occasions (Friedli, 2000). Mental health issues spread a continuum from manifestations at a sub-clinical limit which meddle with cognitive, emotional or social capacity, to the most extreme clinically analysed mental ailments. Precedents incorporate basic mental health issues, for example, anxiety and depression, and extreme mental health issues, for example, schizophrenia (Keyes, 2002).

Symptoms of mental health issues at a sub-clinical dimension ((Keyes, 2002) may intervene with an individual's intellectual, emotional and behavioural capacities to such an extent that their day by day living can be affected, however to a lesser degree than a mental sickness. They are increasingly normal, generally less serious and are of shorter term than mental diseases yet may form into a mental ailment. The time when a mental health issue turns into an ailment is not obvious yet is typically made a decision based on seriousness and length of the symptoms. Therefore, there is an increasing interest in the field of mental health for assessment and intervention in the field of psychology and psychiatry.

Do you Know: Mental health issues are increasing in all over the world especially in developing countries, because of lack of resources to manage the mental health issues and over-demanding of life of an individual. For example, earning just like a middle-class person and expecting the life of a high-income level person leads to different mental health issues in developing countries. The insufficient psychological services, socio-economic status and government negligence and or the stigma for mental health in developing countries are also responsible for increasing mental health issue in citizens.

Introduction to Mental Health

Mental health is one of the major focus of psychology and other social science professional for its causes and management. The main purpose of studying the concept of mental health is to improve the psychological well-being of an individual. As it is clear by World Health Organization (WHO, 1992), health and well-being is not only restricted to psychological states, but the physical, social, environment and ecological factors are some of the predictors of mental health or well-being. Approximately, over 450 million individuals experience the ill effects of mental issues. As per WHO, by 2020, 'Depression' will be considered as the second

biggest malady trouble around the world. Mental Health is connected to conduct and seen as fundamental to physical health and personal satisfaction. Mental health does not mean the sheer absence of dysfunctional behaviour. There is a significant difference between being mentally healthy and the absence of mental illnesses. Both identify with the working of the brain and the psyche; however, everyone has its own particular definition. Murray and Lopez, (1996) stated that, 'Worldwide weight of mental health will be well past the treatment limits of developed and developing nations'. The social and financial expenses related with developing weight of mental disorders centered the potential outcomes for advancing mental health as well as avoiding and treating mental illnesses. According to the World Health Organization, mental health is defined as 'a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community' (WHO,2004).

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The representation a substantial advancement as for moving away from the conceptualization of mental health as a state of absence of mental disease, raises several worries and fits potential misunderstandings when it recognizes positive feelings and positive functioning as key factors for mental health. One meaning of psychological sickness is a brokenness inside the mind that adversely influences somebody's thoughts, feelings, as well as practices and meddles in her or his capacity to carry on with a full life in the community. Concepts studied in a several papers (e.g. Keyes, 2014) on mental health incorporate both key parts of the WHO definition, for example positive functioning and positive feelings. Keyes (2014) from his entire work on mental health recognizes three segments of mental health: emotional prosperity, cognitive prosperity and social prosperity.

Aware of the fact that differences across countries in values, cultures and social background may hinder the achievement of a general consensus on the idea of mental health, studies (e.g. Galderisi, 2015) have aimed at elaborating an inclusive definition, avoiding as much as possible restrictive and culture-bound statements. Further, Galderisi, (2015) stated that 'The idea that mental health is not just the absence of mental illness (WHO,2004), was unanimously endorsed, while the equivalence between mental health and well-being/functioning was not, and a definition leaving space for a variety of emotional states and for "defective functioning" was drafted in ICD-10, WHO manual'. So, from the above understanding of the literature and studies conducted by many professional mental health can be defined as:

Mental health is a dynamic state of internal equilibrium which enables individuals to use their abilities in harmony with universal values of society. Basic cognitive and social skills; ability to recognize, express and modulate one's own emotions, as well as empathize with others; flexibility and ability to cope with adverse life events and function in social roles; and harmonious relationship between body and mind represent important components of mental health which contribute, to varying degrees, to the state of internal equilibrium.

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Unfortunately, in many parts of the world, psychological wellness and mental disorders are not given any place close to a similar level of significance as physical well-being (Secker, 1998). Or maybe, they have been to a great extent disregarded or dismissed as not important or on the same level as treatment to physical illnesses. The other reason might be that, in the social sector, many people don't have the knowledge of mental health or the negligence of intervention as people consider it less threatening and other factors like, educational awareness about the mental disorders, stigma related to mental health issues, lesser importance of many government for the management of mental health issues, especially in developing and under-developed countries, less dependency on the client due to the availability of other income sources and more than single child, and the high amount of expenditure for the intervention of mental health issue. But it is important to say that, if any mental health issues will be targeted/diagnosed at early stage of life, people may save money, time, and also can prevent the severity of the disorders.

Note: During the early stage of mental health issues, people don't discriminate the normal and disruptive behaviour of an individual. But early diagnosis is necessary for the better prevention of any mental health issue, and that can be better possible with the help of educational awareness about the symptoms, causes and availability of the services by initiatives of the respective government and the mental health professionals.

Factors That Affect Mental Health

Research has been conducted since several years about various external and internal factors that have an effect on mental health. Mental state is under the influence of social determinants, relating to relationships, environment of individuals, and every social interaction (McGuire, 1956). Mental health has been found to be affected by physical stressors, cognitive, social and emotional stressors from everyday communal challenges an individual has to face.

Stressors experienced in delicate developmental periods like the early childhood and early youth influences the frameworks, neural systems by which stress reactions are managed in the mind, and the articulation of qualities identified with pressure responses (Taylor, 2010). The impacts of stressors on these frameworks are cushioned by responses, which frame up the mental state of an individual.

A healthy framework helps social and cognitive improvement. A major factor influencing mental health is the security and health of familial relationships. In early adolescence, both social backings in the family and more extensive network, and positive convictions identified with positive thinking, confidence, and feeling of control has the impacts of stressors (Naisi et., a., 2009).

A negative mental health influence can be from jobs, workplaces and the lack of job stress and satisfaction, which is the raising issue being researched on, the satisfaction of an individual with his or her job was noticed to be directly linked

to the stress caused, hence influencing mental health (Sutherland, & Cooper, 1992).

Stress-related social reactions incorporate liquor and medication misuse, which are delegated mental scatters when at that point lead to liquor or medication reliance. These procedures are dynamic, as in the amassing of positive and negative impacts happens all through life. These procedures of amassing prompt the elements that most quickly influence mental health, and shows the requirement for activity at each phase of life.

Many researches (e.g. Zhu. 2016) show the factors affecting mental health are closely related to the social and ecological factors that have an impact on the individual emotional development that particularly takes place in familial relationship and social relationships. Personal factors such as perception of self, self-image, self-esteem, etc., are considered as intrinsic factors which has a large impact on the mental wellness of any individual. It has been understood over many years of research studies by many researches as an important factor that controls and has the greatest impact on the understanding of one's mind.

Factors That Improve Mental Health

There are many factors that have a positive effect on mental health, leading to improvement of the mental state. As discussed earlier, the influence of environmental factors is very direct throughout the childhood, adolescence and adulthood of individuals (McGuire, 1956). Researchers (e.g. Holmes, et., al, 2001; Luthar, 2001), stated that proper management of 'Hazard factors' for mental disorders include individual characteristics, family qualities and community qualities are helpful to improve the well-being of an individual. Thus, in order to improve mental health, all of these factors can be kept in check and maintained to a greater extent at a subliminal level of positive and so to help individuals to have a positive mental state (Offord, 2002).

Researches (e.g. Rutter, 2000) have affirmed that when social, emotional factors are in check to not bother the cognitive functioning, the thoughts of individuals are not dysfunctional and emotional processes are not disturbed leading to a happier life. In this regard, Werner and Smith (1992) stated that 'Harmful factors will in general group, to collaborate, and to be connected with more than one wellbeing result.' Defensive components, (e.g. Schorr, 1997), which likewise include individual, family, and network attributes, relieve the effect of hazard factors by encouraging flexibility in youngsters.

Flexibility is the procedure of positive adjustment to affliction. Research on flexibility of life and activities (Luthar, 2001) affirmed that is propelled by the perception that numerous youngsters who experience noteworthy affliction don't create mental dysfunctioning.

Besides the above-mentioned factors, for the better mental health condition, the management of mental health at appropriate stage is important.

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One of the major practices in maintaining a good mental health, is being aware of the thoughts and patterns of the mind. Self-improvement for mental health alludes to the gathering of freely accessible data concentrating on helping individuals conquer mental issues related to, or without, proficient up close and personal directing. Mental and emotional well-being is connected to how we adapt to pressure and different components that impact way of life decisions. Mental self-improvement can give you sources that extend mindfulness i.e., self-awareness and help that one adapts to regular day to day existence in more advantageous ways. Many researchers have proven the following exercise to help improve mental health, taking walks daily, doing yoga regularly, taking breaks every week to spend alone time, mindfulness meditation and count till for anxiousness are some of the many exercises available for self-improvement, and understanding of mental health.

Do you Know: The positive and negative mental health issue are totally dependent on the cognitive, behavioural, emotional, social and other factors that how an individual is managing.

Tips to Improve Mental Health Condition

There are many ways to maintain a good mental health, both for prevention and cure of mental issues. Mental health is significantly more than a diagnosis. It is an individual's general mental prosperity, the manner in which he or she feel about self as well as other people just as your capacity to deal with your sentiments and manage regular troubles (Huppert, 2005). And keeping in mind that dealing with your psychological well-being can mean looking for expert help and treatment, it likewise implies finding a way to improve and rolling out these improvements will satisfy in all parts of life. It can help an individual state of mind, fabricate strength, and add to the general pleasure throughout everyday life (Nyugen, 2007).

It was found in a study that mindfulness improves the state of mental health by improving the thought processes (Toneatto, & Nguyen, 2007). Many forms of yogic meditations have also been researched on improving the mental health of individuals, better than many other techniques of therapy. Being aware of the present minute enables us to relinquish negative or troublesome feelings from past encounters that overload us. Begin by conveying attention to routine exercises, for example, scrubbing down, having lunch, or strolling home (Toneatto, 2007).

Udupa, Singh, and Yadav (1973) examined the mental processes and biochemical reactions to the practice of Hatha Yoga in a gathering of youth subjects. The study discovered the effect of yogic practice on the management of mental health problems. Similarly, many such studies have been proving the effect of yoga and meditation on depression, mood disorders, recently also personality fluctuations. Other than these, eating well, sleeping for at least a minimum of 7 hours is essential for a healthy functioning of the mind.

Besides, the above-mentioned points, numbers of psychologist, suggested different techniques to maintain and improve the mental health conditions. Some of the tips are discussed below:

- Individual should talk him/herself something positive even in the worse situation.
- Write down something or make a diary when you are feeling grateful for someone or even for your own good behaviour.
- Avoid multiple task at a time and only focus one task at one moment only.
- Frequent physical exercise is helpful for management of stress and other mental disorders. So, keeping regular practice of physical exercises, yoga and relaxation techniques can be suggested for better mental health.
- Eating good, healthy, nutritious food is helpful for better mental health
- Whenever there is a negative feeling or experience, then it can be suggested to be open to someone who is closer or emotionally bonded.
- Doing some pro-social activities may help to improve the mental health.
- Taking a break between the project or during the project can improve the mental health.
- Sufficient sleep and timely sleeping behaviour will help to maintain a good mental health,
- Individual can be suggested to go for vacation once in a year or according to their accessibility for the improvement of mental health.
- Visiting some spiritual and religious places according to the religious of an individual may improve the mental health condition.
- Working in group wherever possible and avoiding isolation, lesser usage of social networking and entertaining the leisure time also helpful for better mental health condition of an individual.

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Measurement of Mental Health

Recently many techniques have been started to develop on measurement of mental health have been applying in clinical and other social sectors for the diagnosis and for the designing of effective treatment plan. National reviews of mental health in the United States also, in numerous different nations have demonstrated that the rates of mental disorders prevalence are high yet that numerous individuals influenced do not look for expert help or they defer looking for help for numerous years after having mental conditions (Jorm, 2012). Besides, the other method of diagnosis of mental health followed by general and specific observation, taking the case history, taking the mental status examination (MSE) etc., professional have been using different standard tools to measure the level and seriousness of mental health issue in worldwide.

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Among the different standardized tools have been using to measure the mental health status of the individual. The Mental Health Inventory is one of the most widely used one in the field of psychology. It is a comprehensive and assertive screening tool to assess the extent to which depression and anxiety disorders impact an individual (Cuijpers et. al., 2009). It was given by Clarice Veit in 1939. For the same the choice of MHI was taken into consideration as screening tools are important prerequisites for identifying depressed and anxiety-stricken population, both for the purposes of research and clinical assessment (Yamazaki et al., 2005). Recent years have witnessed the development of a huge number of such screening tools. However, most screening tools take only a fraction of time to accomplish, many of them list a meagre 15 to 30 items. It has been seen, although, that brief tools of only a few questions also perform up to the mark in identifying depressive disorders (Whooley et al., 1997; Mitchell & Coyne, 2007) and anxiety patients overall (Kroenke et al., 2007).

Mental Health Inventory-38 (MHI-38, Veit, & Ware, 1983): Mental Health Inventory (MHI-38) was developed by Veit and Ware (1983). The development of the Mental Health Inventory (MHI-38), a 38-item measure of psychological distress and well-being, developed for use in general populations. The MHI was fielded in 4 large samples (N=5089) of aged 13-69 years. One data set was used to explore the MHI's factor structure, and confirmatory factor analyses were used for cross validation. Results support a hierarchical factor model composed of a general underlying psychological distress versus well-being factor; a higher order structure defined by 2 correlated factors are Psychological Distress and Well-Being; and 5 correlated lower order factors are Anxiety, Depression, Emotional Ties, General Positive Affect, and Loss of Behavioural Emotional Control. Summated rating scales produced high internal consistency estimates and substantial stability over a 1-yr interval. Results provide strong psychometric support for a hierarchical model and scoring options ranging from 5 distinct constructs to reliance on 1 summary index. There are many versions of MHI available, a commonly used one is the one with 38 items, MHI-38. There is some proof present which exhibit that expelling the two tension related things does not decrease the adequacy of the MHI in identifying misery (Yamazaki et al., 2005), in spite of the fact that this has not been inspected in concentrates in which a formal conclusion as indicated by DSM criteria was utilized as a highest quality level. This is fascinating, in light of the fact that it would decrease the length of the MHI much further from five to three things.

Mental Health Inventory-5 (MHI-5): Mental Health Inventory-5 is one of the important brief screening tools for the assessment of mental health status, especially the level of depression is the clinical setting. The Mental Health Inventory-5 (MHI-5) developed by Rumpf, Meyer, Hapke, and John (2001) is the brief version of Mental Health Inventory-38 (MHI-38) developed by Veit and Ware,(1983). The Mental Health Inventory-5 (MHI-5) is a 5-item scale that measures current perceptions of mental health. Par-ticipants rated items on a 5-point scale from 1

(all of the time) to 5 (none of the time). The raw scores were standardized by linear transformations to a scale ranging between 0 and 100 with high scores indicating better mental health. Mental Health Inventory-5 (MHI-5) have been using in clinical setting. The MHI-5 is the mental health sub-scale of the Medical Outcomes Study (MOS) Short Form Health Survey (Ware & Sherbourne, 1992). The MHI-5 comprises of five questions, three out of which are aimed at depressive symptoms and psychological well-being, while the rest of the two questions measure symptoms of anxiety.

The Friedman Well-Being Scale (Friedman): The Friedman Well-being Scale comprises of twenty bipolar descriptive words. It is anything but difficult to regulate, score, and translate. It very well may be scored for a general proportion of prosperity, the Friedman Well-Being Composite, and for five sub-scales: enthusiastic strength; confidence/fearlessness; conviviality or joviality; friendliness or sociability; and bliss. Standards exists for a clinical, school, and network populaces. It associates fundamentally in the normal headings with more than 100 clinical, identity, attitudinal, stress, social, conjugal and relational scales and sub-scales. The Friedman Well-Being Scale can without much of a stretch be utilized to follow changes after some time amid psychotherapy or amid other intercession modalities, for example, habit, self-improvement gatherings, self-awareness or confidence programs, and so on. It fills in as an incredible result proportion of progress in the present human services condition.

Important to Note: Measurement or assessment of Mental Health Status from the expert using standardized tools time to time for every individual in society is necessary, because mental health issue may happen to anyone at any time.

Healthy and sound mental health is essential to human health and prosperity. An individual's mental health and numerous regular mental clutters are molded by social, emotional, financial, and physical situations. Negative factors for numerous normal mental scatters are vigorously connected with social disparities, whereby the more prominent the imbalance the higher the disparity in hazard (Keyes, 2002). So as to decrease these imbalances and diminish the occurrence of mental issue generally speaking, it is crucial that move is made to improve the states of regular day to day existence, starting before birth and advancing into early youth, more established youth and puberty, amid family building and working ages, and through to more seasoned age (Werner, & Smith, 1992). Activity for the duration of these life stages would give chances to both improving populace mental health, and for lessening danger of those mental issue that are related with social disparities. As mental issue influences physical health these activities would likewise lessen imbalances in physical health and improve health by and large.

The importance of joy has been a theme of discourse since the season of the antiquated Greeks and keeps on accepting a decent arrangement of consideration today in an assortment of controls. In spite of the fact that the term 'joy' is ordinarily utilized so are various other related terms for example, 'prosperity',

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‘emotional prosperity’, ‘personal satisfaction’, ‘life-fulfillment’, among others. Mental prosperity incorporates psychological well-being, however, goes a long way past treating dysfunctional behaviour. One fundamental barrier that individuals face with regards to their psychological prosperity is ceaseless pressure, which can prompt absence of rest, which, thus, can worsen pressure

Ending an actual existence course viewpoint perceives that the impacts that work at each phase of life can influence mental health. Studying these factors is crucial and after a thorough understanding, in order to treat mental health, assessments are to be carried out. Multiple assessment techniques are available to diagnose mental disorders. Diagnosis is followed by planning of treatment. Many techniques are made available to treat and prevent mental health, the most important of all is the willingness to heal (Offord,2002). As positive psychologists have mentioned in their researches over years, positive affirmations, positive thoughts and emotions are keys to healing in any mental condition.

The researches mentioned above on factors affecting positively and negatively can be further explored in the areas of individual’s perception of his or her work, education and environment more clearly and the efficiency in everyday activities. Understanding the factors is important to study the mental issues insightfully, which is only possible with an extensive understanding of the factors affecting mental health in respect with cultures, values, and other such external and internal markers.

Exploration in the field of improving activities of mental health is of great significance for the growing understanding of treating mental disorders. Finally, it can be said that, management of mental health condition in a positive and beneficial manner in both home and work place setting for an individual is necessary. Besides that, in many cases, people think that, mental health issues are the problem of adult only. It is a wrong concept, the different factors and increasing demand of the society forcing all age group of individual to suffer any type of mental health issues. As it is clear that, mental health issue may happen to anyone at any moment, the prevention taking appropriate management practice will help to improve a positive mental health across all age group.

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