ALAGAPPA UNIVERSITY

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

(A State University Established by the Government of Tamil Nadu)

KARAIKUDI – 630 003

Directorate of Distance Education

B.Sc. (Psychology)

VI - Semester

119 64

PSYCHOLOGICAL ADJUSTMENT

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SYLLABI-BOOK MAPPING TABLE
Psychological Adjustment

Syllabi	Mapping in Book
BLOCK I: PERSONALITY AND ADJUSTMENT **UNIT 1: The Dynamics of Adjustment** Adjustment: Meaning, Nature and Dynamics - The Scientific Approach to Behaviour - The Roots of Happiness **UNIT 2: Improving Academic Performance** Improving Academic Performance: Developing Sound Study Habits - Improving Your Reading - Getting More Out of Lectures - Applying Memory Principles. **UNIT 3: Personality and Adjustment** Personality: Meaning, Nature and Characteristics - Personality Traits - Psychodynamic Perspectives - Behavioural Perspectives - Humanistic Perspectives - Biological Perspectives **UNIT 4: Assessment of Personality** Assessment of Personality- Definition - Meaning - Types - Psychological Testing - Self-Report - Inventories - Projective Tests.	**Unit 1:** The Dynamics of Adjustment **(Pages 1-12);** **Unit 2:** Improving Academic Performance **(Pages 13-23);** **Unit 3:** Personality and Adjustment **(Pages 24-44);** **Unit 4:** Assessment of Personality **(Pages 45-66)**
BLOCK II: STRESS AND COMMUNICATION **UNIT 5: Stress and Adjustment** The Nature of Stress - Major Types of Stress: Frustration - Conflict - Change - Pressure. Responding to Stress - The Potential Effects of Stress - Factors Influencing Stress Tolerance - Monitoring Your Stress. **UNIT 6: Coping Patterns** Common Coping Patterns - Types of Coping: Appraisal - Focused Constructive Coping - Problem - Focused Constructive Coping - Emotion - Focused Constructive Coping. **UNIT 7: Communication** Process of Interpersonal Communication - Non-Verbal Communication - Toward More Effective Communication - Communication Problems	**Unit 5:** Stress and Adjustment **(Pages 67-84);** **Unit 6:** Coping Patterns **(Pages 85-96);** **Unit 7:** Communication **(Pages 97-114)**
BLOCK III: CONFLICTS AND LOVE **UNIT 8: Friendship** Interpersonal Conflict - Developing Assertive Skills. Perspectives on Close Relationships - Initial Attraction and Relationship Development - Friendship. **UNIT 9: Love** Romantic Love: Myths about Love - Sexual Orientation and Love - Theories of Love - Gender Differences in Love - The Course of Romantic Love. **UNIT 10: Loneliness** Loneliness - Definition - Meaning - Nature - Prevalence - Roots - Correlates - Conquering Loneliness.	**Unit 8:** Friendship **(Pages 115-128);** **Unit 9:** Love **(Pages 129-140);** **Unit 10:** Loneliness **(Pages 141-150)**
BLOCK IV: MARRIAGE AND DIVORCE **UNIT 11: Marital Adjustment** Moving Toward Marriage: The Motivation to Marry - Selecting a Mate - Predictors of Marital Success. **UNIT 12: Family Life** Marital Adjustment Across the Family Life Cycle - Vulnerable Areas in Marital Adjustment: Gaps in Role Expectations **UNIT 13: Work and Career Issues** Work and Career Issues - Financial Difficulties - Inadequate Communication. **UNIT 14: Divorse** Divorce: Nature - Causes - Adjusting to Divorce - Remarriage.	**Unit 11:** Marital Adjustment **(Pages 151-162);** **Unit 12:** Family Life **(Pages 163-170);** **Unit 13:** Work and Career Issues **(Pages 171-181);** **Unit 14:** Divorce **(Pages 182-192)**

CONTENTS

INTRODUCTION

Adjustment, in psychology, is the behavioural process through which living beings—humans and other animals—maintain a balance among their diverse needs, or between their needs and the obstacles to those needs. Every individual faces the problem of adapting to circumstances.

This problem has been in existence since the beginning of our race. Human beings have to adapt and adjust from the time of birth to the time of death. The adjustment can be internal as well as external.

Psychological adjustment as a field of study includes the study of the dynamics of adjustment pertaining to various aspects like academic performance, personality, stress, communication, friendship, marriage, family and divorce as well as work and career.

This book, *Psychological Adjustment*, has been designed keeping in mind the self-instruction mode (SIM) format and follows a simple pattern, wherein each unit of the book begins with the Introduction followed by the Objectives for the topic. The content is then presented in a simple and easy-to-understand manner and is interspersed with Check Your Progress questions to reinforce the student's understanding of the topic. A list of Self-Assessment Questions and Exercises is also provided at the end of each unit. The Summary and Key Words further act as useful tools for students and are meant for effective recapitulation of the text.

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BLOCK - I
PERSONALITY AND ADJUSTMENT

</div>

UNIT 1   THE DYNAMICS OF ADJUSTMENT

Structure

1.0   INTRODUCTION

Adjustment is a behavioural process by which one maintains an equilibrium among various needs that one encounters at a given point of time. Almost every situation requires a person to perform action in accordance with a set standard of principles in order to strike a balance among various forces. Adjustment is defined as a process wherein one builds variations in the behaviour to achieve harmony with oneself, others or the environment with an aim to keep a balance between the individual and the environment. Adjustment mechanisms are used to handle difficult situations. These include aggression, compensation, identification, projection, rationalization, negativism, withdrawal, regression, repression and sublimation. In order to successfully navigate through the complexities of the modern world, we use scientific research tool. Scientists explain how the world around us works and for this they propose various theories that form hypotheses. In this unit, we will study how psychologists use the scientific method to study and understand behaviour. Moreover, we will study about the importance of psychological well-being for good quality of life.

1.1   OBJECTIVES

After going through this unit, you will be able to:

- Describe the meaning and nature of adjustment

- Explain the scientific approach to behaviour

- Discuss the importance of psychological well-being in one's happiness

1.2 ADJUSTMENT: MEANING, NATURE AND DYNAMICS

Adjustment is the process of getting along with one's self and with others. It is the process by which an individual alters his behaviour to bring about a more harmonious relationship between himself and his environment. In short, adjustment is an individual's ability to adapt to his changing circumstances. It is a mark of development.

According to James Drever, 'Adjustment means the modification to compensate for or meet special conditions.'

According to Webster, adjustment 'is the establishment of satisfactory relationships as representing harmony, conformance, adaptations or the like'.

The term adjustment refers to the degree to which an individual's personality functions efficiently. It refers to the harmonious relationship between an individual and the environment. In other words, adjustment is the interrelationship between organisms, environment and personality. A well-adjusted personality is better prepared to act out roles that are assigned to him in a society. His needs will be satisfied in keeping with the social needs. Psychologists have interpreted the term from two points of view, which are as follows:

(i) **Adjustment as an achievement:** Adjustment as an achievement relates to how one can effectively perform his duties in diverse circumstances. Adjustment is vital for a nation's progress as well. Military education, sports and other social activities need well-organized and well-adjusted individuals for the progress of the nation.

(ii) **Adjustment as process:** Adjustment as a process is of great importance for psychologists as well as parents and teachers. To analyse the process, we should study the development of a person from his birth onwards. We will now be looking at the process of adjustment, in detail.

Process of Adjustment

As human beings, we adjust ourselves to our external environment depending on the interaction between our biological factors in growth and our social experiences.

To analyse the process, we should study the development of a child from birth onwards. Initially, a child is dependent on others for all his needs. Over time, he learns to control his needs. His adjustment depends on his interaction with the external environment of which he is a part. Young children lack the ability to control instinctive impulses. The nature of adjustment is dependent on a number of factors related to internal needs and external demands of the child.

When a conflict takes place between internal needs and external demands, there arise three alternatives.

(i) An individual may hold back or alter his need.

(ii) An individual may alter the environment and satisfy his demands.

(iii) An individual may use some mental mechanism to escape from the conflict.

Jean Piaget, a Swiss psychologist, studied this process from various angles. He came to the conclusion that there were two types of people with regards to adjustment: one, an assimilator who carries his values and standard of conduct and maintains them in the face of changes in society; and two, an accommodator who alters his views in accordance with the society.

Areas of Adjustment

Adjustment should comprise of personal as well as environmental components. These two aspects can be further subdivided into smaller aspects of personal and environmental factors. Adjustment may have different aspects and dimensions. Various efforts at measuring adjustment through inventories and techniques have been made; these characteristics have been identified and tests have been constructed to evaluate their dimensions.

Types of Adjustment

There are essentially two types of adjustments:

(i) **Normal adjustment:** When a relationship between an individual and his environment is according to standard norms then that relationship is deemed as normal adjustment. A child who obeys his parents; is not overly stubborn; studies regularly, and is neat in his habits is considered normally adjusted.

(ii) **Abnormal adjustment:** Abnormal adjustment means problem behaviour or maladjustment. Maladjustment takes place when the relationship between an individual and his environment differs from established norms. For instance, an antisocial, delinquent child adjusts with his surroundings but he is considered a maladjusted child because he breaks certain moral codes.

Adjustment Mechanisms

An adjustment mechanism (also called defence mechanism) is an unconscious psychological strategy adopted by individuals to handle testing situations. It is a habitual method to overcome blocks, reach goals, relieve frustration, etc. Let us now look at some of the most common adjustment mechanisms.

Aggression: This refers to an attacking activity that can be in any one of the three forms—physical, verbal or symbolic, or all three. Aggression is generally brought about by frustration where a person tries to destroy a source of frustration; for instance, a boy who is insulted by someone making fun of him.

Compensation: Here, one balances or covers his weakness in a particular field by excelling in some other field; for instance, a boy who is bad at sports excels at music.

Identification: This consists of an individual adopting feelings, achievements and accomplishments of others as his own. Here, the individual looks for satisfaction by associating himself with others; for instance, a person who boasts about Sachin Tendulkar scoring a century in cricket.

Projection: This is a process where a person projects his errors in others. Accusing other people for one's faults is another example of projection technique; for example, a corrupt person who assumes that people around him are also dishonest.

Rationalization: This is a face-saving defence mechanism where an individual tries to come up with reasons of his shortcomings. This helps in lessening the guilt he feels; for instance, a boy who has failed in science makes use of rationalization by saying the questions were out of syllabus.

Negativism: This is a type of defence mechanism where there is a total refusal to carryout request. It is done attract others' attention.

Withdrawal: This is a type of defence mechanism where one withdraws from situations which cause difficulty or danger.

Regression: This is a type of defence mechanism where one tries to escape from realities by returning to behaviour that was suitable at an early age. It is an unconscious backtracking to a behaviour that might have been successful in the past.

Repression: This is a type of defence mechanism where an individual tries to forget by suppressing thoughts that stimulate anxiety. This process is used to suppress painful experiences, thoughts and memories.

Sublimation: This is a type of defence mechanism where an individual redirects socially unacceptable desires to socially acceptable actions.

Check Your Progress

1. Define adjustment.
2. What does the nature of adjustment depend on?

1.3 THE SCIENTIFIC APPROACH TO BEHAVIOUR

The areas which the study of psychology is involved in is concerned with elements like humans, and emotions and behaviour. All of these are considered to rather subjective and diverse in nature and difficult to measure. The use of scientific method allows the psychologist to standardise the study and measure psychological data. Through such scientific study, the data can be used to confirmed as well as replicated under different conditions by different researchers. This increases the validity of data and methods and helps the verification of theories. The use of scientific method helps in understanding the human mind and the workings of behaviour through logical deductions backed by evidences. The scientific method also allows peer reviews so that the conjectures about the human mind do not

remain mere conjectures but better understood. Let's now under the meaning of scientific approach to behaviour.

Scientific research is a systematic controlled, empirical and critical investigator of hypotheses about the presumed relation among natural phenomena.

- Scientific method involves investigation of some hypothetical proposition. A hypothetical proposition is conjectural or a tentative statement about the relation between two or more phenomena and variable.

- Scientific research is a systematic and controlled system. Control also makes scientific research replicable, i.e., the procedure undertaken are stated with such explicitness that any other qualified researcher could repeat the research project if needed.

- Scientific research is empirical, i.e., it is based on larger experiences of others. The investigator does not rely on his own source of learning, seeing, smelling, touching and tasting as it can lead to scientific irrationality, subjectivity and factual error in knowing about facts (refer Figure 1.1).
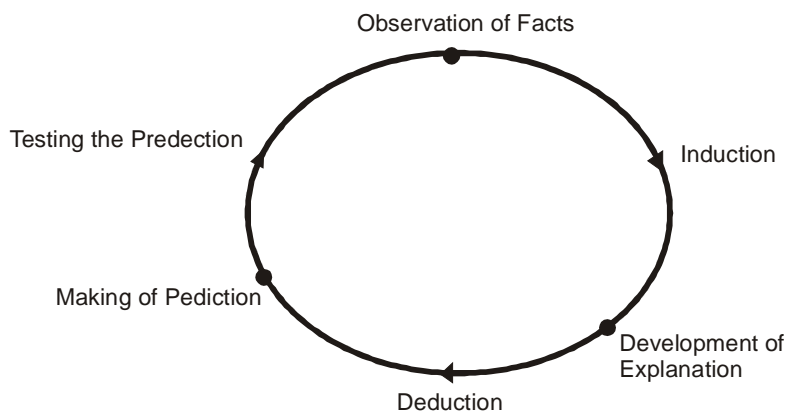
Fig. 1.1 The Scientific Method

The scientific approach involves adopting the scientific method in studying different topics in psychology (Langston, 2002; Salkind, 2003; Stanovich, 2004). The scientific method consists of the following processes:

- Identifying problems
- Formulating hypotheses
- Conducting experiments/surveys to collect research data
- Analysing information/research data
- Drawing conclusions that explain the findings of the research

Identifying Problems

A problem exists when we do not have enough information to answer a question. This may happen due to many reasons, like when there is a noticeable gap in result

of several enquiries, disagreements, and when there is a desire for innovation. The problem for research should be expressed in interrogative form.

Generating theory and hypotheses are the two most important concepts in conceptualization of a problem. Theory is a set of closely related ideas that attempts to explain certain observations. Theories try to explain why certain things happened and make prediction about future observations. Theories give us a framework for trying to figure out things in a systematic manner. They help to organization and research testable theories generated in terms and allow researcher to make observation that might answer those questions. Following are the important criteria for formulating a problem:

- It should be original.
- It should be general, not very specific.
- It should be solvable.
- It should be feasible.

Formulating Hypotheses

The second important aspect in the scientific method is testing a theory. It is an assumption or proposition where testability is to be tested. Hypotheses may be of two types, viz., descriptive and relational. Descriptive hypotheses are those propositions which tentatively state the existence, size, form, or distribution of some variables, subject to verification by research.

'The current literacy rate in Kerala is about 100 per cent', this statement is a descriptive hypothesis. Relational hypotheses are those propositions that state the relationship between two variables. In relational hypotheses there always exist two variables—independent variable and dependent variable. The independent variable is that which causes or leads to an effect on other variables. The variable in which the effect is produced is known as the dependent variable. The null hypothesis is the third type of hypotheses; hypotheses of no difference. If it is rejected, the alternative hypothesis may be accepted. Rejection of null hypotheses, however does not immediately forces acceptance of a contrary view.

Advantages

The advantages are as follows:

- It builds researcher's confidence in his result.
- A sound hypothesis gives direction to the inquiry.
- It aids delimiting and singling out pertinent fact and in determining which fact may be included and which omitted.
- A good hypothesis enriches theory.
- After any hypothesis has been verified and confirmed, it becomes a part of a theory.

Criteria of good hypotheses

The following are the criteria for good hypotheses:

- Good hypotheses should be simple.
- They should be specific, not trivial or inconsequential.
- Hypotheses must always be stated before collecting evidences aimed at its testing.

Conducting Experiments/Surveys to Collect Research Data

The collection of data is the fundamental means of testing hypotheses. Collection of data is the first step in the statistical treatment of problem. Numerical facts are the raw material upon which the investigators work and just as in manufacturing, quality of the data used is a major concern. There are different experimental and non-experimental methods for data collection.

Analysing Information/Research Data

After collecting data, the researcher has to process and analyse these in order to reach at a specific conclusion. Analysis of data depends upon the measurement and sampling procedure followed in their collection. The analysis of collected data can be either statistical or non-statistical. A statistical analysis is always more precise and objective. There are two measures used for statistical analysis of the data collected, which are as follows:

- (i) Descriptive statistics
- (ii) Analytic statistic

All statistical measure to describe the data are called descriptive statistic. Descriptive statistic may further be divided into the following three categories:

- (i) Univariate analysis (average, dispersion, skewness)
- (ii) Bivariate analysis (simple correlation simple regression)
- (iii) Multivariate analysis (multiple correlations, multiple regression, factor analysis, etc.)

- **(i) Univariate analysis:** When the data consist of measurement of only one variable, they are often presented either in the form of a frequency table or a time series. Statistical techniques which one uses are quite different from each other. A frequency table is commonly analysed in term of its four characteristics, i.e., central tendency, dispersion, skewness and kurtosis, whereas time series is analysed in term of four components, viz., trend, seasonal variation, cyclical variation and irregular variations.

- **(ii) Bivariate analysis:** It is used when we have the data on two variables and we intended to know the following:

  - Whether there exists any correlation or association between the two variables.
  - Whether one of the two variables is the cause and other the effect.

(iii) Multivariate analysis: They are the ways of studying multiple influences of several independent variables on one or more dependent variables.

Conclusion

This is the important part of scientific research. It should present the essential details of the statistical analysis because of the technical nature of the material. Its organization and presentation are critical and should depend upon the type of report. Description of chance or accidental discoveries should be avoided.

Check Your Progress

3. When does a problem exist?
4. What are Descriptive hypotheses?
5. Which are the two measures used for statistical analysis of the data?

1.4   THE ROOTS OF HAPPINESS

The psychological well-being and emotional adjustment affect the overall quality of life of a human being. In life at times it becomes difficult for a person to adjust emotionally and live happily. The reason can be financial difficulties, social demands, anxiety and stress. All these can affect the performance of a person in his work and studies. It has been seen that the problem has been at a rise in the modern times. Adjustment is a continuous, dynamic and a lifelong process. Regarding it, Carter V Good had said, "adjustment is the process of finding and adopting modes of behaviour suitable to the environment or change in the environment."

In today's world it has become very difficult for a person to adjust his/her emotions especially during the period of young adulthood because the social expectations are high and the lifestyle has also changed. This newly acquired lifestyle creates various critical situation and unexpected problems. People need to adjust to the big changes as it is important for them to develop new relationships. If a person wants to lead a successful life then he/she needs to learn how to make adjustments in at least some of the cases. Emotional adjustment is mentally and physically inexpressive. It is a form of mental psychology. From the Latin word *emowere*, we get the word 'Emotion'. It has been said by Zulkifli that while making adjustments, teenagers face various issues such as learning problems, career management and also problems in solving social and personal matters. Many factors could be responsible for the stress in a person's life.

For good physical and mental health, we need psychological well-being. It is concerned with making our lives better. It is a combination of good mood and happiness. A happy person will have a good connection with people and will be able to have a deep emotional and satisfying relations with others. We regard good psychological well-being as a blend of positive states such as being happy in

carrying out job effectively at work. According to the review of Huppert, consequences of psychological well-being include good health, mediated possibly by our brain patterns neurochemical effects and genetic factors. So, psychological well-being is very important for good work.

Psychological well-being mainly depends upon how a person evaluates the unpleasant and the pleasant factors that affect his/her life and what gives him/her satisfaction. It is said by Diener and Lucas in their study on subjective well-being and emotions that

(a) people ongoing experienced affect;

(b) affect was valence and easily judged as positive or negative, and

(c) most people reported having positive affect most of the time. This is because having less negative emotions and more positive emotions was considered to be psychological well-being. The research implied that people, in general, had fairly high psychological well-being.

Sponagle (2007) in his article "Pursuit of Happiness" reported that studies have found that almost all people are happier when they are in the company of other people. Many scientific evidences have also suggested that optimism and happiness exist comparatively more in people who follow any type of religion. The social support provided by a belief system and religion gives the comfort that makes the people happier.

The science of happiness has opened our eyes to a plethora of new discoveries regarding the brighter side of life.

- Recent studies have shown us that: To only a definite limit, money can give a person happiness but after that there is no effect on the person's well-being emotionally. Second, genetics does not determine our happiness but our daily experiences do. Third, if a person tries too hard to search for happiness he/she may have the opposite effect as it may cause him/her to become overly conscious. Fourth, if happiness is pursued through social means such as spending more time with friends and family, it is more likely to be effective than other methods (Rohrer, Richter, Brümmer, Wagner, & Schmukle, 2018). Last, in the pursuit of happiness we should not be following the SMART goals as they do not go well with happiness.

- People who are unhappy do not make good citizens. It is a good predictor of civic engagement in the transition to adulthood (Fang, Galambos, Johnson, & Krahn, 2018).

- The success in career is also gained by happiness and the happiness does not have to be natural. According to research, if positive emotions are experimentally enhanced then this also contributes to improved outcomes at work (Walsh, Boehm, & Lyubomirsky, 2018).

- There is a linear relationship between happiness and religious involvement. People who are more involved in the religious practice and show more commitment to it tend to become more compassionate. Due to their compassion they tend to give more emotional support to others who need it and when they provide the emotional support to others they tend to lead happier lives (Krause, Ironson, & Hill, 2018).

Check Your Progress

6. What type of process is adjustment?
7. What does psychological well-being mainly depend on?

1.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Adjustment is the process of getting along with one's self and with others.

2. The nature of adjustment is dependent on a number of factors related to internal needs and external demands of the child.

3. A problem exists when we do not have enough information to answer a question.

4. Descriptive hypotheses are those propositions which tentatively state the existence, size, form, or distribution of some variables, subject to verification by research.

5. Two measures used for statistical analysis of the data collected are:
   (i) Descriptive statistics
   (ii) Analytic statistic

6. Adjustment is a continuous, dynamic and a life long process.

7. Psychological well-being mainly depends upon how a person evaluates the unpleasant and the pleasant factors that affect his/her life and what gives him/her satisfaction.

1.6 SUMMARY

- Adjustment is the process of getting along with one's self and with others. It is the process by which an individual alters his behaviour to bring about a more harmonious relationship between himself and his environment.

- Psychologists have interpreted the term from two points of view: adjustment as an achievement and adjustment as process.

- The nature of adjustment is dependent on a number of factors related to internal needs and external demands of the child.

- Jean Piaget came to the conclusion that there were two types of people with regards to adjustment: one, an assimilator who carries his values and standard of conduct and maintains them in the face of changes in society; and two, an accommodator who alters his views in accordance with the society.

- An adjustment mechanism (also called defence mechanism) is an unconscious psychological strategy adopted by individuals to handle testing situations. It is a habitual method to overcome blocks, reach goals, relieve frustration, etc.

- Aggression refers to an attacking activity that can be in any one of the three forms—physical, verbal or symbolic, or all three. Aggression is generally brought about by frustration where a person tries to destroy a source of frustration.

- Scientific research is a systematic controlled, empirical and critical investigator of hypotheses about the presumed relation among natural phenomena.

- A problem exists when we do not have enough information to answer a question. This may happen due to many reasons, like when there is a noticeable gap in result of several enquiries, disagreements, and when there is a desire for innovation.

- Generating theory and hypotheses are the two most important concepts in conceptualization of a problem. Theory is a set of closely related ideas that attempts to explain certain observations.

- In today's world it has become very difficult for a person to adjust his/her emotions especially during the period of young adulthood because the social expectations are high and the lifestyle has also changed. This newly acquired lifestyle creates various critical situation and unexpected problems.

- Many scientific evidences have also suggested that more optimism and happiness exist in people who follow any type of religion. The social support provided by a belief system and religion gives the comfort that makes the people happier.

- People who are unhappy do not make good citizens. It is a good predictor of civic engagement in the transition to adulthood.

1.7   KEY WORDS

- **Adjustment:** It refers to the behavioural process of balancing conflicting needs, or needs challenged by obstacles in the environment.

- **Hypothesis:** It is a supposition or proposed explanation made on the basis of limited evidence as a starting point for further investigation.

- **Well-being:** It is the state of being comfortable, healthy, or happy.
- **Happiness:** It is the state of being happy.

1.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. How have psychologists interpreted the term 'adjustment'?
2. What are the types of people with regards to adjustment?
3. How does theory help in conceptualization of a problem?
4. Why has it become very difficult for a person to adjust his/her emotions in today's world?

Long Answer Questions

1. Describe some of the most common adjustment mechanisms.
2. What are the two most important concepts in conceptualization of a problem? Explain.
3. Illustrate the significance of psychological well-being in our lives.
4. Explain the role of religion in a person's happiness.

1.9 FURTHER READINGS

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UNIT 2 IMPROVING ACADEMIC PERFORMANCE

Structure

2.0 INTRODUCTION

A big part of academic success is to have a right mindset. Many students struggle in their academics. This happens not because they are less capable, but because they simply do not actively manage their course. Academic performance is the measurement of achievements of a student across various subjects. Institutions generally measure achievement using test scores, extracurricular accomplishments, student leadership and career choice of a student. Academic performance is improved when students put consistent efforts in their studies – reading, writing, reviewing, etc. Daily studying builds and increases knowledge base for the long term assuming a student is studying actively. In this unit, we will study about the methods to improve reading and writing skills along with the ways to improve memory.

2.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe the methods of improving a student's academic performance

- Explain the ways to enhance the reading abilities of a student

- Discuss the memory principles to retain the maximum information from a lecture

2.2 ACADEMIC PERFORMANCE

People usually consider the marks, grades or percentage achieved in exams as the criteria of academic performance. However there are other factors as well which determine the academic performance. Some may not have scored well in exams during their schooling but may go on to become leaders at high level.

Unfortunately we use the performance in exams to be the determining factor of academic performance. This can be seen in schools and colleges across India with only a few handful exceptions. We also award good performance in exams and declare those who score highly as toppers and regard those with low scores as average or weak students. Awards, prizes and scholarships go to the toppers and they even go on to secure good jobs based on their mark-sheets. This is true for technical professions such as finance, medicine and law. There are also some fields that do not require the person to score more than a minimum requirement such as arts or writing where the person's performance and not the marks scored in school or college matters. Following are some important factors that determine the academic performance of a student.

1. Impressive Test Scores

Grades scored in exams do not always reflect a person's intelligence and knowledge. There are many students who are otherwise intelligent and have a very high IQ, yet they do not score well in the exams held in schools or colleges. It must however be noted that the exam scores have not been completely left out of consideration and as mentioned before, there are certain fields where the exam scores are relevant. Usually in other fields too a limit is set below which the person scoring less in exams are not considered.

2. Extracurricular Accomplishments

In academic performance we also consider the achievement and performance of the student outside the classroom. Many students can be considered to have an excellent academic performance despite having less exam scores because he/she may be getting success in all fields from athletics to music. The ability to master a diverse set of skills illustrates persistence, curiosity, intelligence and other qualities which may seem attractive to employers and universities. In many cases the universities give admission and also give scholarships to the students who display a pattern of achievement by consistently mastering new skills even though their exam scores may be average. Many employers feel that this is a quality and that such people will have the passion to learn more and so can be easily moulded.

3. Student Leadership

An indicator of academic performance can also be taking initiatives. Many students prove their value by holding office positions or serving as the president of the

student bodies. They may be involved in organising events such as dances, pep rallies or fund raisers. Some also become a part of community outreach efforts, food drive coordination, volunteering for non-profit organisations, etc. Employers and universities also give preference to those who show consistent leadership skills in their activities with a conviction that they will as employees or students bring the same drive to board rooms or classrooms.

4. Eventual career choice

A person's academic performance may also be determined by the career that he/she chooses. In some professions the academic performance is irrelevant but for some the marks that a person gets in his exams may be of great importance. For example in defence services a person who is not very good in studies but very active in sports may be considered to have a better academic performance. Similarly we find that many film stars or politicians could have been average students in their schools or colleges but still serve important positions of law makers.

2.2.1 Developing Sound Study Habits

It has been seen that some students are very bright and yet their brightness does not translate to their mark-sheets. There could be many reasons for this and a student needs to realise the reasons and take appropriate steps to solve the problem. Following are some steps a person can take to improve his academic performance.

1. **Adopt a positive mental attitude:** When a student scores lesser than what he/she had expected then it is obvious for him/her to feel disappointed and if getting low scores becomes regularity then he/she may feel defeated or depressed and may lose all hopes. A student first needs to end this negativity and tell himself/herself that he/she needs to improve on his performance and realise that his/her poor score in exams does not reflect his/her academic performance.

2. **Work out where you're falling short:** The next step for the student to take is to identify the areas on which he/she needs to work so that his/her academic performance can improve. Sometimes a student may be weak in all subject or have difficulty in a particular subject. He/she needs to identify the pattern of his/her performance and even write down the scores. After this the next step would be to identify the factors that are responsible for bringing down the academic performance. The student could be struggling with an academic skill such as note taking or essay writing. He/she could also not have a proper studying method. Once the problem(s) has been pin-pointed he/she would be able to take steps to solve them. Sometimes professional counsellors could also be consulted.

3. **Talk to your teachers:** Sometimes the teachers can provide appropriate help in planning future actions for improving the exam results. They can give

guidance regarding where the student can start improving and can also give advice on how he/she can go about it.

4. **Pay more attention in class and ask questions:** Some students do not pay attention in the class and do not listen to their teachers properly. They need to listen to the teacher and avoid allowing their minds to wander or talk with friends. They should think about what has been said and not only copy down what is on the board. In other words the students should focus on understanding rather than mere hearing. Even the notes taken should be neat so that they can be read later. They should also feel free to ask questions if they have not understood the teacher or need more clarifications of their doubts or suggestions.

5. **Start organising your life:** If the mind is cluttered, it will not be able to perform effectively. So a student needs to get organised for better academic performance. A student should keep his/her notes and text books organised and the study clean. The student also needs to manage his/her time also in a better way so that he/she can have a good balance between learning and life. Some students even plan their daily schedules and stick to them effectively. It helps them to allocate extra time to the subjects in which they feel they are weak.

6. **Improve your note-taking skills:** A reason for underperformance could be not taking the needed notes properly. Poorly taken notes cannot be referred to easily as they may be unreadable and so not very useful. Good notes are logically organised, useful and readable. The problem regarding taking notes usually happens when the notes are scrawled in a hurry. It is also advisable to rewrite the notes if they are taken in hurry.

7. **Improve your essay-writing skills:** One main reason of underperformance in academics could be weak essay writing skills of the student, which may not be good enough to get good marks in exams. This problem can be solved easily by learning better essay-writing techniques. This will help the student in researching, proofreading and analysing the feedback to further improve his/her work.

8. **Find the right learning style for yourself:** If the student is not performing well then it could also be because he/she has not found the right learning skills. Every student is different and the learning style needed by him/her could be different from other classmates. The learning style could be learnt from others or it can be customized as per his/her requirement.

9. **Improve your memory:** It becomes difficult for some students to remember all the information during exam time which results in losing marks despite understanding everything otherwise. A student needs to memorise arguments, facts and/or figures and for this he/she needs to have a good memory that

will help him/her in times of need. For this there are many techniques a student could learn.

10. **Stop procrastinating:** An important reason why some students do not perform well is that some students procrastinate and put off work due to distractions from other sources especially social media. This is how they react when faced with large amount of work and find it difficult to know where to start. Here the problem is that when they do so they are delaying the inevitable and the task becomes more difficult because the time available to do the work gets reduced. Procrastination should be avoided as much as possible.

11. **Allow plenty of time for revision:** If a student is scoring less in mock exams then it could be due to not giving enough time to revision. The practice exams should not be taken lightly. They give the student an idea where he/she needs to focus more. They should be taken seriously and proper revision should be done for them. It would be better if the student revises whatever syllabus has been covered in the class with regularity. The student will learn better with the increase in the number of revisions.

12. **Make learning more fun:** The students could also be underperforming because of the lack of motivation to learn. This can usually be seen when the pressure of doing well in exams weighs heavily and the student finds his/her school life burdensome. We usually tend to forget that studies could be fun and exciting when too much focus has been given on the exam scores. Then studies become a necessary evil. A student needs to find ways of making his/her studies a fun activity. There are many techniques using which the student can make study a fun activity and less stressful.

13. **Hire a private tutor:** If the student is unable to manage the studies then it would be a good idea to hire a private tutor especially so if any topics or subjects are particularly tricky. A student may need that extra tuition to get his/her marks upto an acceptable level. Some students have experienced that in a private one-to-one tuition they can have that apt environment in which it is easier to ask questions without the fear of being looked down by their peers for not being able to understand the taught lesson which may seem easy to them. Students need to discuss this with their parents and it would also not be wrong to advertise for such a requirement in the newspapers.

14. **Go on a summer school:** If nothing else works then one more way out could be summer school. With appropriate research the student and/or his parents could search for summer schools that focus on the weak subjects/topics of the students and allow the student to work on them without the pressure of exams and homework. This could reinvigorate the student's love of learning and inspire him/her to be more confident and determined towards studies. It has been observed that summer schools can help underscoring students especially so if the main issue with the student is that he/she is unable

to handle the pressure but is otherwise very intelligent. During summer vacations good teachers may be free to offer their help in these schools and could give better help to the student or approach his/her problem with a different technique.

2.2.2 Improving Your Reading

For understanding a piece of writing, it is important to have good reading skills. Let us discuss the methods to improve reading.

1. **Set aside time to read each day:** One very effective way by which a student can build his/her reading skills is by practice. He/she should develop reading skills by regular practice for at least 10 to 15 minutes per day. A student can read magazines, novels, essays, newspapers, etc., besides the books related to his/her syllabus. As long as reading is happening, the student can read anything.

2. **Set reading goals:** The student can set goals for reading. This could help in gaining a better understanding of different texts, develop a better vocabulary and develop the ability to make relations between his/her own ideas and perspectives and the things he/she has studied theoretically. For example the student may set a target of learning different vocabulary which is related to a main topic like geography, science, literature or any subject which might be of interest to him/her. This will help the student to build his/her vocabulary to higher level of phrases and words. He/she can then gradually increase the level of difficulty of the text he/she reads.

3. **Preview the texts you read:** Another step that a student can take is to preview and scan over the texts in order to improve on his/her skills of reading. He/she can apply this method by previewing headlines, captions, titles and other text features to get an overall view of what he/she is reading. This can help the student to form the main ideas about the text before he/she begins to read it.

4. **Determine the purpose:** As the student reads through various texts, practice determines the purpose. The student should think about the reason why the text was written and what theme or meaning can be understood from it. Along with that the student could identify the purpose of reading the text such as to enjoy a story or to follow instructions in a manual or to find information. If the student has understood the main purpose why he/she is reading the text, he/she could look for the key details and ideas that are in accordance with the purpose.

5. **Apply key reading strategies:** As the student reads various texts, he/she can apply many important strategies to help him/her increase his/her comprehension. For example when previewing a text, he/she may identify the text structure as instructional, persuasive or informational. The key elements of the various texts can also be identified by the student like

solutions, problems and themes or comparative ideas. Using strategies like taking notes, determining the purpose and identifying text features can all work in improving the student's reading skills.

6. **Take notes while you read:** Another effective method that a student can use to improve his reading skills is to take notes while reading. For instance the student might take notes while reading a motivational novel like 'Rich Dad, Poor Dad' by Robert Kiyosaki to get a deeper understanding of the writer's choice of language or he/she could write down new vocabulary while reading a science journal. The student will also feel the urge to ask more questions while taking notes and make a connection between what is being read by him/her. In the same way, creating visual presentations such as diagrams, tables or charts can clarify ideas and themes and can help him/her form inferences from what he/she is reading. Note-taking can be highly beneficial for comprehension exercises like summarizing, too.

7. **Apply what you read by summarizing:** The student can also summarise what he/she has read to improve his/her reading skills. This will help the student to remember the central topics and specific details about what he/she is reading in his/her own words and through his/her own unique perspective. The student could also try summarising, what he/she has read, verbally by sharing information with a friend or by writing a short summary to help in comprehending and retaining what has been read.

With the development of a student's reading skills his/her communication skills and the overall ability to interact with others also get enhanced. This goes a long way in the development of his/her career and life.

2.2.3 Getting More Out of Lectures

Let us discuss the ways to retain most of the information disseminated through lectures.

- **Research:** If the student comes to a class and doesn't have a clear idea of what the class is going to be about then a lot of time of the student will get wasted in trying to catch up with the content and context of the lecture. So the student should first find out what is scheduled to be covered and read about it first, then he/she can find it easy to get the opinion of the expert on the subject.

- **Prepare:** Before entering a class room a student needs to check properly if he/she had all that he/she needs like note-books, pens, paper etc. If he/she does not pack his/her bag properly then a lot of his/her attention will be on the missing necessary book and the lecture will not be fully utilized.

- **Fuel:** One more important thing to have handy would be some snacks like a sandwich and a bottle of water packed especially on days when there is a gap between lectures. A lot of the lecture shall be missed if the student is

thirsty or hungry during the lecture just because he/she did not have the time or was too tired to go to the canteen or mess if any.

- **Listen:** If the student prefers to be a back bencher and take a small nap when the lecture seems boring or not useful then it is possible that the important knowledge given during the lecture might be lost by the student. The student should turn off his mobile phone and concentrate on what is being said. Sometimes the real information or knowledge comes at the end.

- **Practise writing:** Writing is not a wasteful exercise. If there are some words which come too many times in the student's subject then he/she could come up with a code for it to make taking notes faster. For example WS could stand for William Shakespeare or HR could stand for Himalayan Ranges.

- **Take clear notes:** As it has been discussed before that the student should take notes properly during the lecture. It will help him/her during revision.

- **Write up your notes:** Due to lack of time if the student has not been able to take the notes properly then after the lecture he/she should make amends in it so that the notes become usable for revision.

- **Talk:** Another good way would be to discuss the lecture with other classmates after the class. This will not only refresh the lecture but also give the student and his/her classmates different perspective on it.

- **Ask the question:** The student should also not hold himself/herself back if there is something he/she wants to ask during a lecture. This will help him/her and his/her classmates to remember the points.

2.2.4 Applying Memory Principles

Following are some important memory principles that can be used by students:

(a) The student should first have a thorough interest in what is being taught in the class. He/she should feel that it will be useful to him/her in the future.

(b) The student should have faith that what is being taught in the class will be remembered by him/her later on too. For this he should take notes and also try to anticipate the questions that could come out of what is being taught. He/she could also make a conscious effort to see when his/her mind gets distracted.

(c) Before attending a class, the student should ensure that he/she has revised the previous class lectures which could be the basis of the lecture.

(d) The student could also select the parts that are important and should be studied because he/she cannot remember everything.

(e) The student could also remember better if he/she groups ideas into meaningful categories, i.e., number or alphabet wise.

(f) Some students also find it useful to say aloud the information in his/her own words. This recitation technique could also help.

(g) The student could also make a powerful mental picture of what he/she needs to remember. By visualising, he/she will be using a completely different part of the brain than what is used during listening or reading.

(h) The memory increases when the facts to be remembered are associated with something familiar to the student.

(i) The student should also realise that it is difficult to keep the mind concentrated for longer periods of time, so the study time should be distributed in short periods 3-4 times during the day.

Check Your Progress

1. Which strategies can work in improving the student's reading skills?

2. What is the importance of taking clear notes?

3. What does the ability to master a diverse set of skills illustrate?

2.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Using strategies like taking notes, determining the purpose and identifying text features can all work in improving the student's reading skills.

2. The student should take notes properly during the lecture. It will help him/ her during revision.

3. The ability to master a diverse set of skills illustrates persistence, curiosity, intelligence and other qualities which may seem attractive to employers and universities.

2.4 SUMMARY

- Awards, prizes and scholarships go to the toppers and they even go on to secure good jobs based on their mark-sheets. This is true for technical professions such as finance, medicine and law. There are also some fields that do not require the person to score more than a minimum requirement such as arts or writing where the person's performance and not the marks scored in school or college matters.

- Grades scored in exams do not always reflect a person's intelligence and knowledge. There are many students who are otherwise intelligent and have

a very high IQ, yet they do not score well in the exams held in schools or colleges.

- The ability to master a diverse set of skills illustrates persistence, curiosity, intelligence and other qualities which may seem attractive to employers and universities.

- An indicator of academic performance can also be taking initiatives. Many students prove their value by holding office positions or serving as the president of the student bodies. They may be involved in organising events such as dances, pep rallies or fund raisers.

- One main reason of underperformance in academics could be weak essay writing skills of the student, which may not be good enough to get good marks in exams. This problem can be solved easily by learning better essay-writing techniques.

- An important reason why some students do not perform well is that some students procrastinate and put off work due to distractions from other sources especially social media.

- If the student has understood the main purpose why he/she is reading the text, he/she could look for the key details and ideas that are in accordance with the purpose.

- An effective method that a student can use to improve his reading skills is to take notes while reading.

- The student should first find out what is scheduled to be covered and read about it first, then he/she can find it easy to get the opinion of the expert on the subject.

- Writing is not a wasteful exercise. If there are some words which come too many times in the student's subject then he/she could come up with a code for it to make taking notes faster.

2.5 KEY WORDS

- **Academic performance:** It is the measurement of student achievement across various academic subjects.

- **Study habits:** It refers to the behaviours used when preparing for tests or learningacademic material.

- **Summer school:** It is a school, or a program generally sponsored by a school or a school district, or provided by a private company, that provides lessons and activities during the summer vacation.

- **Memory principles:** It refers to the methods used for refining study habits by improving memory.

2.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What role do summer schools play in improving academic performance of a student?
2. How can a student improve his reading skills?
3. Write in brief about the ways to improve memory.

Long Answer Questions

1. 'Grades scored in exams do not always reflect a person's intelligence and knowledge.' Explain.
2. Describe important factors that determine the academic performance of a student.
3. How can a student improve upon his/her academic performance? Explain.

2.7 FURTHER READINGS

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UNIT 3   PERSONALITY AND ADJUSTMENT

Structure

3.0   INTRODUCTION

The study of personality and its perspectives is one of the prominent and interesting topics in psychology. Personality of a person is the combination of traits and patterns which affect his behaviour, thought and emotion. Many experts have provided various definitions and theories of personalities. All these come under the following perspectives: psychodynamic perspective, behavioural, humanistic, trait and biological perspectives. Each perspective contains definitions and theories which attempt to define personality with different approaches. Psychodynamic perspective was given by Sigmund Freud who proposed that the personality is the result of the interaction among various parts of the brain, i.e., ID, ego and super-ego and the development of personality takes place through a series of psychosexual developmental stages. According to behavioural perspective, an individual's personality depends solely on the obvious behaviour which is determined by the external environment. According to humanistic approach a person's free will determines his behaviour and he strives to become self-actualized. Biological perspective sheds light on the importance of heredity in the formation of a person's personality. In this unit, we will study in detail about different perspectives of personality and the core ideas that are instrumental to each perspective.

3.1   OBJECTIVES

After going through this unit, you will be able to:

• Describe the meaning and characteristics of personality

- Illustrate the different stages of personality development
- Explain the psychodynamic perspectives of personality
- Discuss the behavioural, humanistic and trait perspectives
- Explain the effect of heredity on an individual's personality

3.2 PERSONALITY: MEANING, NATURE AND CHARACTERISTICS

The meaning and definition of any term is arbitrary. This also holds true in case of the word personality. To arrive at its meaning, we have to trace the historical root of the word. As mentioned earlier, personality has been derived from the Latin word, *Persona*, that was associated with Greek theatre in ancient times. The Greek actors commonly used to wear mask when they worked on the stage. In our country, actors in *Ram Lila* and *Krishna Lila* use masks when they enact the role of a particular character from the epics. According to the concept of mask, personality was thought to be the effect and influence that the individual wearing a mask left on the audience. Even today, for a layman, personality means the effect that an individual leaves on other people. Precisely, we can say that the mask or persona of the actor implied a cover for the real person behind it. It was developed on the basis of Plato's idealistic philosophy who believed that personality is a mere facade for some substance.

Some approaches of defining personality

The different approaches taken to define personality are discussed below.

- **Personality as a stimulus**: Some psychologists define personality in terms of its social stimulus value. How an individual affects other persons with whom he/she comes in contact, whether he/she is impressive or repulsive, whether he/she has a dominating or a submissive personality. Personality, from this point of view, becomes identical to reputation and impression, mostly in terms of physical appearance, clothing, conversation and etiquette. Generally, we use this concept of personality in selecting applicants for various jobs and courses. The interviewers take into consideration the total picture of an individual's organized behaviour.

- **Summative approach**: The second approach of defining personality emphasizes the importance of sum total of different processes and activities of the individuals, for example, innate dispositions, habits, impulses, emotions. This approach was criticized by Gestalt psychologists who objected to the idea of aggregation or sum total of parts without introducing the concept of organization and integration of parts into a total whole.

- **Integrative approach**: The definitions of this category lay emphasis on the integrative aspects of personality and its definite pattern of organization.

G.W. Hartman defined it as, 'personality is integrated organization of all the pervasive characteristics of an individual as it manifests itself in focal distinctiveness to other.'

- **Totality view**: This approach to define personality puts more emphasis on integration than the first category of definitions given above. It forgets the part. According to this view, the general characterization or pattern of an individual's total behaviour is his personality. A man's personality is the total picture of his organized behaviour, especially, as it can be characterized by his fellowmen in a consistent way. Mark Sherman, in his book, *Personality: Inquiry and Application* (1979), has defined personality as, 'the characteristic pattern of behaviour, cognitions and emotions which may be experienced by the individual and/or manifest to others.'

- **Personality as adjustment**: An individual, since his birth, attempts to adjust to his environment. The behaviour of an individual can be defined as an adjustment to his environment. Every individual develops his own unique way of adjustment in the society. According to this approach, personality is an individual's characteristic pattern of behaviour. An individual, through his continuous reactions, attempts to adjust himself in his/her environment. We can say that the sum of the individual's movements as he/she adapts himself to the environment is his personality.

We have described the various approaches to define the term personality. We now examine the important definitions of personality.

Franz A. Fredenburgh, in his book, *The Psychology of Personality and Adjustment,* tried to summarize the various definitions in a single definition that runs as, 'Personality is a stable system of complex characteristics by which the life pattern of the individual may be identified.'

Guilford, an American psychologist, defines personality as 'an individual's personality, then, is his unique pattern of traits. A trait is any distinguishable, relatively enduring way in which one individual differs from another.'

Thus, we see that different approaches have been taken to define personality but there is no agreement on a single definition of personality. Though there is diversity of views but even then all psychologists agree on certain common characteristics. One basic fact is that personality is unique. No two individuals, even identical twins, have the same personality. The second basic fact regarding personality is that it is the product of its own functioning. What we do today depends on our accumulated experiences of the past. The experiences are accumulated daily and shape our personality by a continuous interaction with the external environment. The third common characteristic of most definitions is that they stress on the need to understand the meaning of individual differences. Personality is what makes an individual unique. It is only through the study of personality that the relevant differences among individuals can be made clear.

It was in the year 1937 when psychologist, Gordon Allport, began his work on finding the answer to the question, 'What is personality?' He tried to understand how the word had been used by other people. He set himself the task of closely scanning books, newspapers and magazines till he had a list of all the different ways in which the word 'person' or 'personality' had been used. This threw up as many as fifty definitions. It was claimed by Allport that he was able to place his definitions of personality into three distinct types. The first type was called *omnibus*. Such a definition tries to cover every influence or factor that could affect personality. An example of such a definition could be:

'Personality is everything that makes you an individual. It is the integration and interaction of your genetic inheritance, your experience, and your ways of relating the two.'

According to Allport, such a definition proved to be of no use. While it did cover all possibilities, it provided no guidance on what would be useful. For example, it had no hint on how different personalities could be distinguished.

Allport (1961) defines it as, 'Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment.' The definition given by Allport is very comprehensive and includes all aspects of an individual's personality. Some terms used in the definition need explanation. A dynamic personality is one that is undergoing constant changes but is still organized. It constitutes two types of systems, i.e., psycho (mental) and physical and these two systems interact with internal and external environment. The word 'determine' emphasizes that it is the psychophysical system that activates the organism for action. The unique adjustment of the individual to his environment means that each individual employs different methods of adjustment resulting in unique adjustment.

According to Allport, personality development is related to the concept of self or proprium. It includes all the aspects of personality that make for internal unity. The propium develops through conditioning, reinforcement, habits and other aspects of learning. Allport outlines the following stages of the development of proprium or self or personality:

- **Bodily self (Birth to first year):** During infancy, sensations provide the anchor. It is the feeling or awareness of one's own body.

- **Self-identity:** After about 18 months, the child is capable of recognizing himself/herself as a distinct 'person' and not merely a 'body'. He is aware of his likes and dislikes and his relationship with others in the immediate surroundings. The continuity of experience is made possible through the development of language.

- **Self-esteem (2 – 3 years):** During second and third year of life emerges a sense of autonomy. The child is no more dependent on parents and

experiences pleasure (pride) over his accomplishments and humiliation over his failure. He also develops negativism, i.e., refusal to obey or receive orders from others. This results in the development of self-esteem.

- **Self-extension (4 – 6 years):** The child meets people and develops new interests and habits and develops self-image. He develops conscience. He learns to confirm to the expectations of others. He is sensitive to praises and reprimands.

- **Self as a rational coper (6 – 12 years):** The individual develops reasoning power and uses problem-solving approach. Allport calls this rational coper.

- **Propriate striving (12 years – Adolescence):** As the child reaches adolescence, he is able to distinguish between peripheral and propriate motives. Peripheral motives include impulses, drives and striving for immediate gratification of needs. Fulfilment of peripheral motives reduces tension. Propriate motives are our efforts to increase tension rather than reducing it. The individual strives for important goals in life. The conversion of peripheral motives to propriate motives is called 'functional autonomy'.

- **Self as knower:** It includes all the previous aspects of the proprium.

According to Allport, traits differ in intensity and magnitude in general population from individual to individual. No two individuals are alike in their behaviour. They operate in their unique way in the environment. Each individual is unique in his adjustment to the world around. Some of the characteristics of personality are as follows:

- Personality is not related to bodily structure alone. It includes dynamics as well.

- It is an indivisible unit.

- It is neither good nor bad.

- Personality is not a mysterious phenomenon.

- Every personality is unique.

- Personality refers to persistent qualities of the individual.

- Personality is acquired.

- Personality is influenced by social interaction. It is defined in terms of behaviour.

Check Your Progress

1. Name the different approaches taken to define personality.

2. Define personality according to Franz A. Fredenburgh.

3.3 PSYCHODYNAMIC PERSPECTIVES

The various psychodynamic perspectives are as follows:

I. Freud's psychoanalytic theory

Freud compared the human mind to an iceberg: the small part consists of the conscious—our current awareness—and the preconscious, all the information that is not currently on our mind but we could bring into consciousness if called upon. The larger part of the iceberg represents the unconscious.

The conscious mind

Freud believed that the conscious mind is all of the things of which a person is aware at any given moment. Whatever there is uppermost in one's mind is in the conscious mind. It is very similar to short term memory, or the memory system in which information is held while it is being used. Freud's terms may be different, but the concepts are basically the same as those used by cognitive psychologists to talk about memory.

The unconscious mind

Freud theorized that there is a part of the mind that remains hidden at all times, surfacing only in symbolic form in dreams and in some of the behaviour people engage in without knowing why they have done so.

The divisions of the personality

Freud believed that personality could be divided into three parts. The way these parts of the personality develop and interact with one another became the heart of his theory (1940) (refer Figure 3.1).
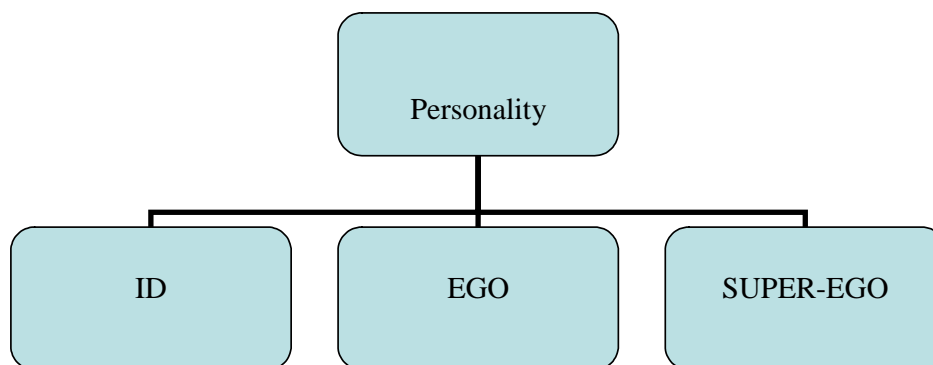
Fig. 3.1 *Freud's Division of Personality*

- **ID:** The first and most primitive part of the personality, present in the infant, is the id. Id is a Latin word that means 'it'. The id is a completely unconscious,

and amoral part of the personality that exists at birth, containing all of the basic biological drives, e.g., hunger, thirst, self-preservation, and sex. When these drives are active, the person will feel an increase in physical tension as well as in psychological tension.

Freud called this libido, the instinctual energy that may come into conflict with the demands of a society's standards for behaviour. When libidinal energy is high, it's unpleasant for the person, so the goal is to reduce the libidinal energy.

- **Ego:** According to Freud, the ego, from the Latin word for 'I', to deal with reality. Ego is mostly conscious and is far more rational and logical than the id. The ego works on the reality principle, which is the need to satisfy the demands of the id and reduce libido only in ways that will not lead to negative consequences. This means that sometimes the ego decides to deny the id and its desires because the consequences would be painful or too unpleasant.

- **Superego:** The superego (Latin, meaning 'over the self') develops as a preschool-aged child learns the rules, customs, and expectations of society. There are actually two parts of the superego: the ego ideal and the conscience. The ego ideal is a kind of measuring device. It is the sum of all the ideal, or correct and acceptable behaviour that the child has learned about from parents and others in the society.

Three parts of the personality work together

The id makes demands, the superego puts restrictions on how those demands can be met, and the ego has to come up with a plan that will quiet the id but satisfy the superego. Sometimes the id or the superego does not get its way, resulting in a great deal of anxiety for the ego itself. This constant state of conflict is Freud's view of how personality works; it is only when the anxiety created by this conflict gets out of hand that disordered behaviour arises.

The psychological defence mechanisms are ways of dealing with stress through unconsciously distorting one's perception of reality. These defence mechanisms were mainly outlined and studied by Freud's daughter, Anna Freud, who was a psychoanalyst (Benjafield, 1996; Anna. 1946). The defence mechanisms are as follows:

- **Repression:** Freud considered repression the most important defence mechanism. In this frightened memories and impulses are excluded from conscious awareness.

- **Reaction formation:** By giving strong expression to the opposite motive concealing a motive from ourselves.

- **Rationalization:** Assignment of socially desirable motives to what we do so that we seem to have acted rationally.

- **Displacement:** A motive that can be gratified in one form is directed into a new one. The ego replaces an unacceptable impulse with a society's acceptable one.

- **Projection**: Assigning our own undesirable qualities to others in exaggerated form.

- **Denial:** Refusing to acknowledge that the undesired reality exist.

- **Regression:** An attempt to gain detachment from a stressful situation by dealing with it in an abstract and intellectual term.

Figure 3.2 illustrates the stages of personality development.

```
              Personality
              Development:

Oral stage  Anal stage  Phallic stage  Latency Stage  Genital stage
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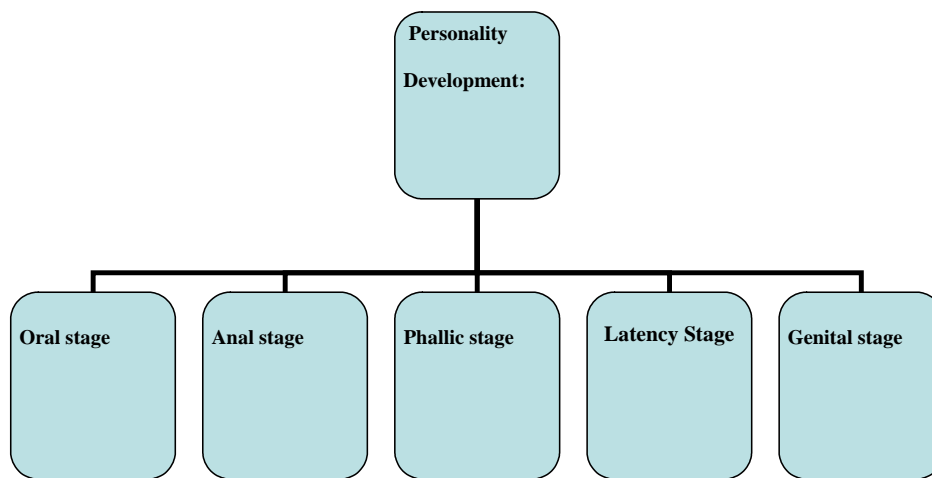
Fig. 3.2 Stages of Personality Development

The Stages of Personality development are as follows:

- **Oral stage:** This stage occurs from the birth of the infant to about 1 or 1 ½ years and is dominated by the id.

- **Anal stage:** As the child becomes a toddler (1–3 years), Freud believed that the erogenous zone moves from the mouth area to the anus. This stage is called the anal stage.

- **Phallic stage:** As the child grows older (3–6 years), the erogenous zone finally shifts to the genitals. Children have discovered the differences between the sexes by now, and most have also engaged in perfectly normal self-stimulation of the genitals, or masturbation.

Freud essentially believed that boys develop both sexual attractions to their mother and jealousy of their fathers during this stage, a phenomenon called the Oedipus complex. (Oedipus was a king in a Greek tragedy that unknowingly killed his father and married his mother.) One of Freud's followers, Carl Jung, proposed that the term Oedipus be reserved only for

males and that the complex in females is termed the Electra complex, after a female character in another Greek tragedy (Jung, 1933).

- **Latency stage:** This starts from 6 years of age to puberty. The child represses all interest in sexuality and develops social and intellectual skills. The activity channels most of the child's energy into emotionally safe areas and aids the child in forgetting the high stressful conflict of the phallic stage.

- **Genital stage:** The genital stage represented the final process in Freud's personality theory as well as the entry into adult social and sexual behaviour. Freud believed that the individual may become fixated at any of these stages of development if the underlying conflict is not resolved.

Fixation is the psychoanalytical defence mechanism that occurs when the individual locked in an early developmental stage because needs are under or over gratified.

2. Jung's analytical theory

Jung disagreed with Freud about the nature of the unconscious mind. Jung believed that the unconscious mind held much more than personal fears, urges, and memories. He believed that there was not only a personal unconscious, as described by Freud, but a collective unconscious as well (Jung, 1933).

According to Jung, the collective unconscious contains a kind of 'species' or 'racial' memory, memories of ancient fears and themes that seem to occur in many folktales and cultures. These collective, universal human memories were called archetypes by Jung. There are many archetypes, but two of the more well-known are the animal animus (the feminine side of a man/ the masculine side of a woman) and the shadow (the dark side of personality, called the Devil in Western cultures). The side of one's personality that is shown to the world is termed the persona.

3. Adler's psychoanalytical theory

Alfred Adler was also in disagreement with Freud over the importance of sexuality in personality development. Adler (1954) developed the theory that as young, helpless children, people all develop feelings of inferiority when comparing themselves to the more powerful, superior adults in their world. The driving force behind all human endeavours, emotions, and thoughts for Adler was not the pursuit of pleasure, but the pursuit of superiority. The defence mechanism of compensation, in which people try to overcome feelings of inferiority in one area of life by striving to be superior in another area, figured prominently in Adler's theory.

Adler (1954) also developed a theory that the birth order of a child affected personality. Firstborn children with younger siblings feel inferior once those younger siblings get all the attention and often overcompensate by becoming overachievers. Middle children have it slightly easier, getting to feel superior over the dethroned

older child while dominating younger siblings. They tend to be very competitive. Younger children are supposedly pampered and protected, but feel inferior because they are not allowed the freedom and responsibility of the older children. Although some researchers have found evidence to support Adler's birth order theory (Stein, 2001; Sulloway, 1996) and some have even linked birth order to career choices (Leong et al., 2001; Watkins and Savickas, 1990), other researchers point to sloppy methodology and the bias of researchers toward the birth order idea (Beer and Horn, 2001; Freese et al., Ioannidis, 1998).

4. Horney's theory

Karen Horney (1967, 1973) did not study directly with Freud, but studied his work and taught psychoanalysis at the Psychoanalytic Institutes of Berlin and New York. Rather than focussing on sexuality, Horney focussed on the child's sense of basic anxiety, the anxiety created in a child born into a world that is so much bigger and more powerful than the child. Children whose parents gave them love, affection, and security would overcome this anxiety, others with less secure upbringings would develop neurotic personalities and maladaptive ways of dealing with relationships. According to Horney, some children, try to deal with their anxiety by moving toward people, becoming dependent and clingy. Others move against people, becoming aggressive, demanding, and cruel. A third way of coping would be to move away from people by withdrawing from personal relationships.

Check Your Progress

3. Define psychological defence mechanisms.
4. What is archetypes?

3.4 BEHAVIOURAL PERSPECTIVES

Let us start with discussing behavioural perspectives.

- **Skinner's Behaviourism**

  According to Skinner, the personality is nothing more than the individual's observed, overt behaviour, which is determined by the external environment. Personality does not include internal traits and thoughts. Skinner believed we do not have to understand biological or cognitive process to explain personality. They thought that we can only observe what people do. He also stressed that our behaviour always can change if we encounter new experiences and rearrange it. According to them, shy behaviour can be changed into outgoing behaviour, aggressive behaviour can be changed into docile, and lethargic behaviour can be changed into enthusiastic one.

- **Bandura social cognitive theory**

  Bandura (1989) believes that three factors influence one another in determining behaviour: the environment, the behaviour itself, and personal or cognitive factors that the person brings into the situation from earlier experiences. These three factors each affect the other two in a reciprocal, or give-and-take relationship. Bandura calls this relationship reciprocal determinism.

  One of the most important individual's variables that Bandura talk about is self-efficacy, a person's perception of how effective the behaviour will be in any particular circumstance (Bandura, 1998). Self-efficacy is not the same concept as self-esteem, which are the positive values a person places on his or her sense of worth.

Current Thoughts on the Behavioural and Social Cognitive View

The behavioural view is criticized for ignoring the importance of cognition, biology in personality and giving too much importance to the role of environmental experiences. They are labelled as reductionist, explaining personality in one or two factors.

Bandura's classic 'Bo-Bo doll' study, made use of experimentation (Bandura, 1965). Although some critics think that human personality and behaviour are too complex to explain as the result of cognitions and external stimuli interacting, others point out that this viewpoint has enabled the development of therapies based on learning theory that have become effective in changing undesirable behaviour.

3.5   HUMANISTIC PERSPECTIVES

Humanists, such as Carl Rogers and Abraham Maslow wanted psychology to focus on the things that make people uniquely human, such as subjective emotions and the freedom to choose one's own destiny.

- **Carl Rogers and Self-concept**

  Rogers (1961) believed that human beings are always striving to fulfil their innate capacities and capabilities and to become everything that genetic potential will allow them to become. This striving for fulfilment is called the self-actualizing tendency. An important tool in human self-actualization is the development of an image of oneself, or the self-concept. The self-concept is based on what people are told by others and how the sense of self is reflected in the words and actions of important people in one's life, such as parents, siblings, co-workers, friends, and teachers.

Real and Ideal Self

Two important components of the self-concept are the real self (one's actual perception of characteristics, traits, and abilities that from the basis of the striving for self-actualization) and the ideal self (the perception of what one should be or would like to be). The ideal self primarily comes from those important, significant others in one's life, most often the parents. Rogers believed that when the real self and the ideal self are very close or similar to each other, people feel competent and capable, but when there is a mismatch between the real and ideal selves, anxiety and neurotic behaviour can be the result.

Conditional and Unconditional Positive Regard

Rogers defined positive regard as warmth, affection, love, and respect that come from the significant others (parents, admired adults, friends, and teachers) in people's experience. Positive regard is vital to people's ability to cope with stress and to strive to achieve self- actualization. Rogers believed that unconditional positive regard, or love, affection, and respect with no strings attached, is necessary for people to be able to explore fully all that they can achieve and become. Unfortunately, some parents, spouses, and friends give conditional positive regard, which is love, affection, respect, and warmth that depend, or seem to depend, on doing what those people want.

- **Maslow's Hierarchy of Needs Theory**

  Maslow called the humanistic approach the third force in psychology. He believed that self-actualization is the highest level of human need. Most people have difficulty at reaching this level. According to the humanistic theorist Abraham Maslow (1954, 1971), our basic needs must be satisfied before our higher needs can become motivating. Maslow's need hierarchy explains that once those needs are met, safety needs become important. Belongingness and love are the needs for friends and companions as well as to be accepted by others, and self-esteem is the need to feel good and earn the respect of others. Although Maslow's original hierarchy includes only one more level of self-actualization needs, which he later on inserted to other needs just below this level, (Maslow and Lowery, 1998). At the top level the cognitive and the need to know and understand the world exists. Cognitive needs are aesthetic needs, which include the need for order and beauty. Once all these needs are met, self-actualization needs are to be fulfilled. Maslow also added a higher need called transcendence above the self-actualization needs.

  Maslow cautions that most people stop maturing after they have developed a high level of esteem and thus do not become self-actualized. The idea that human motives are hierarchically arranged is an appealing one. Maslow's

theory stimulates us to think about the ordering of motives in our own lives. However, the ordering is somewhat subjective. Some people might seek advancement in a career to achieve self-esteem while putting on hold their needs for love and belongingness (refer Figure 3.3).

Fig. 3.3 *Maslow's Hierarchy of Needs*

Current thoughts on the humanistic view of personality

Its greatest impact has been in the development of therapies to promote self-growth and help people better understood themselves and others.

3.6 PERSONALITY TRAIT PERSPECTIVES

Trait theories are less concerned with the explanation for personality development and changing personality than they are with describing personality and predicting behaviour based on that description. A trait is a consistent, enduring way of thinking, feeling, or behaving, and trait theories attempt to describe personality in terms of a person's traits.

- **Allport's Personality Trait Theory**

  One of the earliest attempts to list and describe the traits that make up personality can be found in the work of Gordon Allport (Allport and Odbert, 1936). Allport and his colleague literally scanned the dictionary for words that could be traits, finding about 18,000, and then paring that down to 200 traits after eliminating synonyms. Allport believed (with no scientific evidence, however) that these traits were literally wired into the nervous system to guide one's behaviour across many different situations and that each person's 'constellation' of traits was unique.

- **Cattell's 16PF**

  Cattell found that the structure of personality was multi-level and hierarchical, with a structure of interdependent primary and secondary level traits (Cattell,

1946, 1957). The sixteen primary factors were a result of factor-analysing hundreds of measures of everyday behaviours to find the fundamental traits behind them. Then, they discovered the five global (or second-order) factors by factor-analysing the sixteen primary traits themselves, to find the basic, organizing forces among the sixteen basic traits. Thus, the 16PF test gives scores on both the five second-order global traits which provide an overview of personality at a broader, conceptual level, as well as on the more-numerous and precise primary traits, which give a picture of the richness and complexity of each unique personality. Cattell also found that there was a third-order level of personality organization that contained just two over-arching, top-level factors (Cattell, 1957) but little time has been spent on defining this most abstract level of personality organization. Cattell used the new techniques of factor analysis (based on the correlation coefficient) in an attempt to try to discover and measure the fundamental traits of human personality.

Cattell described that behaviour, is easily observable and has origin in source trait and surface traits. Cattell believed that some source traits are hereditary and others are acquired through learning/experiences. One source trait can influence a number of surface traits and surface traits result from the interactions of source traits (Liebert and Spiegler, 1990). He also believed each individual has unique traits and common source traits, which have varying degrees of influence. Cattell distinguished between ability, temperamental traits and dynamic traits, the most significant aspects of personality. He defined ability traits as skills that enable individuals to function effectively, temperamental skills as relating to emotional functioning and dynamic traits as skills related to motivation (Phares, 1997). For example, someone scoring near the reserved end of the reserved/outgoing dimension would be more introverted than someone scoring in the middle or at the opposite end.

- **The Big Five**

  Five-factor model or the big five represent the core description of human personality, i.e., the only dimension necessary to understand what makes us tick. These five trait dimensions can be remembered by using the acronym OCEAN, in which each of the letters is the first letter of one of the five dimensions of personality. They are discussed as follows:

  o **Openness:** It can best be described as a person's willingness to try new things and be open to new experiences. People who try to maintain the status quo and who don't like to change things would score low on openness.

  o **Conscientiousness:** It refers to a person's organization and motivation, with people who score high on this dimension. Who are careful about being places on time and careful with belongings as well.

Someone scoring low on this dimension might always be late to important social events, belongings and fail to return them in poor condition.

o **Extroversion:** It is a term first used by Carl Jung (1933), who believed that all people could be divided into two personality types: extroverts and introverts. Extroverts are outgoing and sociable, whereas introverts are more solitary and dislike being the centre of attention.

o **Agreeableness:** It refers to the basic emotional style of a person, who may be easygoing, friendly, and pleasant (at the high end of the scale) or grumpy, crabby, and hard to get along with (at the low end).

o **Neuroticism:** It refers to emotional instability or stability. People who are excessive worriers, overanxious, and moody would score high on this dimension, whereas those who are more even- tempered and calm would score low.

Costa and McCrae believed that these five traits were not interdependent. In other words, knowing someone's score on extraversion would not give any information about scores on the other four dimensions, allowing for a tremendous amount of variety in personality descriptions.

Current thoughts on the trait perspective

Some theorists have cautioned that personality traits will not always be expressed in the same way across different situations. Walter Mischel, a social cognitive theorist, has emphasized that there is a trait-situation interaction, in which the particular circumstances of any given situation are assumed to influence the way in which a trait is expressed (Mischel and Shoda, 1995). An outgoing extravert might laugh, talk to strangers, and tell jokes at a party. That same person, if at a funeral, would still talk and be open, but the jokes and laughter would be less likely to occur.

Cross-cultural studies have found evidence of these five trait dimensions in 11 different cultures, including Japan, the Philippines, Germany, China, and Peru (Digman, 1990; John et al., 1988; McCrae et al., 2000; Paunonen et al., 1996). This cultural commonality raises the question of the origins of the Big Five dimensions: 'Are child- rearing practices across all those cultures similar enough to result in these five aspects of personality, or could these five dimensions have a genetic component that transcends cultural differences'.

Check Your Progress

5. Which factors influence one another in determining behaviour?

6. What is self-actualizing tendency?

7. How is positive regard vital to people's ability?

3.7 BIOLOGICAL PERSPECTIVES

Human personality is to a great extent affected by heredity. Similarities in the personality come from a common heredity. The same general set of capacities and biological needs is inherited by every human group. Some similarities in our personality can be explained by these common capacities and needs. Since man originates from the union of female and male germ cells into a single cell, he will resemble his parents in intelligence and physical appearance. The organic drives and nervous system greatly affect personality. They decide if the individual will be courageous or a coward, intelligent or stupid, lethargic or energetic and feeble or vigorous.

A person who possesses good health and a good physical structure is said to have an attractive personality. A person whose physical features are not good, is small in height, and is of poor health will fall prey to inferiority complex and won't have a pleasing personality. When he is rejected by the society, he could become a drunkard, dacoit or a thief.

Talent and intelligence of an individual is affected by the nervous system. The growth of personality is affected by hormones. A hormone, in both excess and shortage, is harmful. While some men are weak, inactive and lazy, others are overexcited, overactive, overzealous and over-patient. This could be because of the secretion of fewer hormones in the first case and more secretion of hormones in case of the second. A balance in the secretion of hormones will led to a normal personality.

There is another way, an indirect way, in which heredity affects personality. In a society, if boys have a preference for slim girls, slim girls will receive greater attention which will provide them with more opportunities to develop their personality. Nevertheless, heredity cannot mould the personality of human beings all on its own.

We can look upon heredity as charting a definite and fixed course of an individual's personality. What an individual inherits are at best the potentialities for a wide range of personalities, and the exact form that the personality will finally take on is determined by circumstances. Ogburn and Nimkoff, in their book, *A Handbook of Sociology*, has argued that, 'It would be an error to hold, as endocrine enthusiasts do, that the glands determine the whole personality, include rich things, as one's opinions, one's habits, and one's skills.'

Some traits appear to be more directly affected by heredity. For example, sensory discriminations, intelligence and manual skills are some abilities that are found to be greatly developed in some family lines than in others. Then again, there are traits like manners, prejudices, loyalties and beliefs that come from experience and training. The material that will be used to mould a personality is provided by heredity. The manner in which the material will be utilized is determined by

experience. While heredity can make an individual energetic, but whether he is active on his own belief or on behalf of others is determined by his training. Also, how he exerts himself, earns money or performs scholarly activities will be determined by upbringing. It has been proven by studies that siblings who have age gap of three–four years among them display distinct personalities.

Check Your Progress

8. What kind of person is said to have an attractive personality?

9. Give examples of the traits that appear to be more directly affected by heredity.

3.8 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The different approaches taken to define personality are personality as a stimulus, summative approach, integrative approach, totality view and personality as adjustment.

2. Franz A. Fredenburgh defined personality as a stable system of complex characteristics by which the life pattern of the individual may be identified.

3. The psychological defence mechanisms are ways of dealing with stress through unconsciously distorting one's perception of reality.

4. According to Jung, the collective unconscious contains a kind of 'species' or 'racial' memory, memories of ancient fears and themes that seem to occur in many folktales and cultures. These collective, universal human memories were called archetypes by Jung.

5. Bandura (1989) believes that three factors influence one another in determining behaviour: the environment, the behaviour itself, and personal or cognitive factors that the person brings into the situation from earlier experiences.

6. Rogers (1961) believed that human beings are always striving to fulfil their innate capacities and capabilities and to become everything that genetic potential will allow them to become. This striving for fulfilment is called the self-actualizing tendency.

7. Positive regard is vital to people's ability to cope with stress and to strive to achieve self-actualization.

8. A person who possesses good health and a good physical structure is said to have an attractive personality.

9. Some traits appear to be more directly affected by heredity. For example, sensory discriminations, intelligence and manual skills are some abilities that are found to be greatly developed in some family lines than in others.

3.9 SUMMARY

- According to the concept of mask, personality was thought to be the effect and influence that the individual wearing a mask left on the audience. Personality means the effect that an individual leaves on other people.

- Personality, in terms of its social stimulus value, becomes identical to reputation and impression, mostly in terms of physical appearance, clothing, conversation and etiquette.

- According to Allport, personality development is related to the concept of self or proprium. It includes all the aspects of personality that make for internal unity. The proprium develops through conditioning, reinforcement, habits and other aspects of learning.

- Freud believed that the conscious mind is all of the things of which a person is aware at any given moment. Whatever there is uppermost in one's mind is in the conscious mind. It is very similar to short term memory, or the memory system in which information is held while it is being used.

- Freud believed that personality could be divided into three parts – ID, Ego and Super-ego. The way these parts of the personality develop and interact with one another became the heart of his theory (1940).

- The id makes demands, the superego puts restrictions on how those demands can be met, and the ego has to come up with a plan that will quiet the id but satisfy the superego.

- According to Jung, the collective unconscious contains a kind of 'species' or 'racial' memory, memories of ancient fears and themes that seem to occur in many folktales and cultures. These collective, universal human memories were called archetypes by Jung.

- The driving force behind all human endeavours, emotions, and thoughts for Adler was not the pursuit of pleasure, but the pursuit of superiority. The defence mechanism of compensation, in which people try to overcome feelings of inferiority in one area of life by striving to be superior in another area, figured prominently in Adler's theory.

- Bandura (1989) believes that three factors influence one another in determining behaviour: the environment, the behaviour itself, and personal or cognitive factors that the person brings into the situation from earlier experiences.

- Two important components of the self-concept are the real self (one's actual perception of characteristics, traits, and abilities that from the basis of the striving for self-actualization) and the ideal self (the perception of what one should be or would like to be).

- Maslow called the humanistic approach the third force in psychology. He believed that self-actualization is the highest level of human need. Most people have difficulty at reaching this level. According to the humanistic theorist Abraham Maslow (1954, 1971), our basic needs must be satisfied before our higher needs can become motivating.

- Cognitive needs are aesthetic needs, which include the need for order and beauty. Once all these needs are met, self-actualization needs are to be fulfilled. Maslow also added a higher need called transcendence above the self-actualization needs.

- A trait is a consistent, enduring way of thinking, feeling, or behaving, and trait theories attempt to describe personality in terms of a person's traits.

- Cattell found that the structure of personality was multi-level and hierarchical, with a structure of interdependent primary and secondary level traits (Cattell, 1946, 1957). Cattell used the new techniques of factor analysis (based on the correlation coefficient) in an attempt to try to discover and measure the fundamental traits of human personality.

- Cattell distinguished between ability, temperamental traits and dynamic traits, the most significant aspects of personality. He defined ability traits as skills that enable individuals to function effectively, temperamental skills as relating to emotional functioning and dynamic traits as skills related to motivation.

- Five-factor model or the big five represent the core description of human personality, i.e., the only dimension necessary to understand what makes us tick. These five trait dimensions are openness, conscientiousness, extroversion, agreeableness and neuroticism.

- Human personality is to a great extent affected by heredity. Similarities in the personality come from a common heredity.

3.10 KEY WORDS

- **Personality:** It is the combination of characteristics or qualities that form an individual's distinctive character.

- **Proprium:** It refers to the person's sense of self, and this awareness contributes to lifelong personality development.

- **Conscious mind:** It involves all of the things that you are currently aware of and thinking about. It is somewhat akin to short-term memory and is limited in terms of capacity.

- **Unconscious mind:** It consists of the processes in the mind which occur automatically and are not available to introspection and include thought processes, memories, interests and motivations.

- **Collective unconscious:** It refers to structures of the unconscious mind which are shared among beings of the same species.

- **Self-actualization:** It is the complete realization of one's potential, and the full development of one's abilities and appreciation for life.

- **Trait:** It refers to a distinguishing quality or characteristic, typically one belonging to a person.

3.11 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What are the common characteristics or basic facts of most of the definitions of personality?

2. State the characteristics of personality.

3. How did Freud divide personality?

4. What are the different types of psychological defence mechanisms?

5. Define the concept of collective unconscious as per Carl Jung.

6. What was Adler's psychoanalytical theory?

7. What are the two important components of the self-concept?

Long Answer Questions

1. Describe the different approaches taken to define personality.

2. What is proprium? Outline the stages of the development of proprium given by Allport.

3. Explain the stages of personality development.

4. What is Maslow's hierarchy of needs? Explain with proper order.

5. Discuss the term OCEAN in five-factor model.

6. How does heredity affect personality? Explain.

3.12 FURTHER READINGS

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UNIT 4   ASSESSMENT OF PERSONALITY

Structure

4.0   INTRODUCTION

Personality assessment is a process of determining the personal characteristics of an individual. Assessment is done after collecting information which is meant to support psychological theory and research and to aid in making decision in selecting the most suitable candidate from a list of job candidates. Experts base their assessment approach on the assumption that the degree of variability in the behaviour of people is due to the differences found in underlying personal characteristics of individuals. Moreover, the specialists try to quantify these characteristics and relate them to the social aspect of human behaviour. It is a unique feature of scientific approach to assess personality. In ancient times, pseudo-scientific methods like astrology was used to assess personality. With the passage of time and more understanding of human psychology, scientific approach to assess personality gained momentum. Methods like interview, situational or behavioural tests, rating scales, self-reporting inventory, etc., are widely used today to find out the behavioural characteristics of individuals. We will discuss these methods along with the study of projective tests which are used to seek information from the unconscious and give us a chance to research into the depth of unconscious mind of an individual.

4.1   OBJECTIVES

After going through this unit, you will be able to:

- Describe various methods for the assessment of personality

- Explain the meaning and types of self-report inventories
- Discuss the characteristics and the role of projective tests in assessing the personality

4.2 MEANING, DEFINITION AND TYPES OF PSYCHOLOGICAL TESTING

History of personality assessment is as old as man on the earth. In primitive age people informally attempted to test the personality of their fellow-beings with the help of crude methods mostly involving the use of physical strength. There was no formalized technique of personality assessment in those days. With the development of civilization, new methods were evolved. There are numerous instances of personality assessment with the help of different puzzles, physical feats and other means in literature. In this unit we will first describe pseudo-scientific methods which were discovered with the passage of time. Several of these methods still exist and are used by many people all over the world.

Pseudo-Scientific Methods

The oldest method to assess personality was astrology. It was developed 2500 years ago in Mesopotamia, but the author holds the view that astrology was developed in India by ancient saints. According to astrology, it is believed that human fate and actions are controlled by stars. The personality of an individual and the cause of every event in his life are determined by the configuration of the stars at the time of his birth. The personality assessment of an individual is accomplished by noting the movements of planets at the time of birth and then by calculating the appropriate predictive information about his future life.

In modern scientific age, the extensive knowledge of the physical world gathered by man through scientific revolution has done much to reduce serious interest in astrology. The reliability of its prediction is being questioned by a number of people but it still remains popular with many in India and other countries.

It is believed that there had been a full-fledged system of astrology in ancient India developed by old *rishis* but the system received death blow from foreign invaders who destroyed the ancient literature on astrology.

In western countries some observations have been made which support for the proposition that the season of birth has some influence on later behaviour of the child. Orme (1965) studied season of birth and intelligence and concluded on the basis of his data that persons born in summer have slightly higher intelligence than those born in winter. The most reasonable explanation of this seems to be that extreme heat of summer may adversely affect the developing foetus, resulting in a lower level of cerebral functioning later in life for those infants carried through the summer months and born in winter.

In the opinion of the author, astrology is a full-fledged science which needs research to establish its claim. There are numerous instances in which astrologers have predicted accurately about the events of future. A research centre should be established to conduct research on astrology to prove or reject it as a science.

Then there are other pseudo-scientific methods such as palmistry, physiognomy and phrenology which have been used to assess personalities of people by reading the lines of the palm, facial contours and structure of the skull of the individual, but the reliability coefficient of these methods has been very low. Now these methods have been discarded and more scientific techniques have been evolved by psychologists for personality assessment.

Let us now discuss the methods of personality assessment which are used widely today.

4.2.1 Interview

Interview represents a mixed bag as an assessment technique, since there are many types of interview which are used for varied purposes. Maccoby (1954) defined interview as: "The interview is a face to face verbal interchange, in which one person, the interviewer attempts to elicit information on expression of opinion or beliefs from another person or persons." Generally most of the selections for different posts and admissions in various courses are made on the basis of interview. It is one of the most simple and widely used techniques of personality assessment. Our opinion regarding one's personality is formed on the impression one makes in an interview. An addition to academic record in the selection of candidates for jobs admission, we assign weightage to the performance in interview. It is the cheapest means of evaluating one's personality.

Types of Interview

(a) *Free interview:* In such interview, there is no limit on the area and field of subject-matter to be asked from the candidates. The interview may freely roam over a wide variety of topics to get a general impression of the knowledge of the subject along with his way of expression and use of language. The interviewer has to ask leading questions. He says as little as possible.

(b) *Non-directive interview:* Carl Rogers has stressed the importance of non-directive interview to get more and more information about one's phenomenal world. Such type of interview is valuable to get deep information. An atmosphere of peace and confidence is created to facilitate the subject to express the facts of his behaviour and the truth about his attitudes, conflicts and other problems. Generally this technique is used by clinicians to obtain deep information from patients.

(c) *Standardized interview:* In order to reduce the unreliability and bias of interviewers, standardized interview technique has been developed in recent

years. In this technique, the questions are predetermined and the same or similar questions are uniformly asked to all the subjects. A standard condition is set for all the interviewees. Surveys on the reliability of standardized interview technique show that this technique yields higher agreement between interviewers. The only difficulty is that this technique does not allow for a free interchange of views between the interviewer and the subject on the problems of the subject's unique feelings. Interview is the most important technique to elicit personal information for several purposes such as job, admission, mental disturbances and research, etc. but its worth depends on the experience and skill of the interviewers. The first requisite condition of interview is to establish perfect rapport with the subject so that he may express his feelings freely. The personality of the interviewer can influence the performance of the subject in the interview.

Though recently video-tape has been introduced to compile interview data to facilitate the systematic analysis of the total interview including non-verbal communication, speech and relationship to the interviewer but still his personality characteristics influence his decision. Interview works better when used in conjunction with other devices.

4.2.2 Situational Tests or Behavioural Tests

Situational tests are very recent development in personality testing. In situational tests, the behaviour of the individual in action is evaluated. The individual's behaviour is assessed by judges or rated by a person's peers.

Situational tests can use the following techniques:

(*a*) *Sociometric methods:* This method of assessing personality was developed by J.L. Moreno in 1946. He defined this method as a technique for revealing and evaluating the social structure of a group through the measurement of the frequency of acceptance-rejection among the individuals who constitute the group. This method permits the analysis of each person's position and status within a group in respect to a particular trait of personality. It also reveals the structure of a group. This is a simple method. It requires that each individual in a group chooses one or more other persons in that group for a specified purpose. It will be made clear by an illustration from the classroom situation. The following questions may be asked to assess the structure of the class as a group:

  (*i*) With whom do you want to sit in the class?

 (*ii*) Name two students, with whom you would like to go on picnic.

(*iii*) Name two persons, with whom you would like to live in the hostel.

Sociometric tests can be devised for a number of purposes and social situations.

(*b*) *Psychodrama:* Psychodrama is a very useful technique used in assessing personality. As the word psychodrama means, the individual has to play a role spontaneously in a specified situation. His behaviour is observed by trained observers. The psychodrama is generally played between two or more persons depending upon the nature of their problems. It is assumed that individuals project their inner feelings and conflicts in the role they play. The central principle of psychodrama is spontaneity of role of the individual. This technique is used to assess the personality of maladjusted person. The director or the therapist plays an important role in organizing situations in which the participants may express the maximum of their emotional pent-up feelings. He selects the appropriate situation, assigns roles to individual participants, and observes and interprets the action of the individuals.

The psychodrama is an important technique to release the emotional conflict and re-educate the individual for better adjustment in life. It is a learning procedure.

The director in psychodrama may use a wide variety of themes depending upon the problems of individuals.

Slightly deviating in purpose and emphasis is sociodrama. According to Jennings, "Sociodrama is an intensive, vivid, living-through experience of common concern to the group members' experience which may have been cut short in life and blocked from full expression, leaving unresolved buried emotional impact. The process aids the individual in mobilizing his potentialities of expression." Sociodrama deals with the problems of the group, its structure and thinking. It portrays social problems with which the audience is concerned.

(*c*) *Situational tests in military:* Generally in selection for military services, situational tests are used to assess the potential personality characteristics of officers in army, navy and airforce.

Various types of tasks are given to a small group of candidates. The instructor observes the personality characteristics of individual participants as cooperation, leadership, initiative, and far-sightedness. Let us illustrate the situational test with the help of an example.

- *Task:* Crossing a brook and taking an instrument on the other bank of the brook.
- *The material:* Few boards, a log, ropes, a pulley and a barrel with both ends knocked out. All the members of a small group are on equal footing; no one is designated as leader. It is the test of leadership, emotional stability and frustration tolerance. The behaviour of each participant is minutely observed and assessed by the instructor. A number of other situations can be created to assess the personality characteristics of individuals.

Evaluation of Situational Tests

Sociometric methods can play an important role and provide valuable information as regards the structure of the group and status of the individual member of the group but it does not provide information regarding the causes of the structure of status.

Psychodrama and sociodrama are based on the theory of psychological catharsis through activity. Psychodrama as a therapeutic technique provides an individual insight into his problems. The situational tests used in military are psychologically sound. They are a miniature form of actual activities. They provide holistic view of the personality of the recruits and give reliable predictions as regards the future suitability in military.

The use of situational tests technique is difficult in practice because it requires staff of trained and experienced psychologists to observe and interpret behaviour along with elaborate facilities to create task situations.

4.2.3 Rating Scales

Rating scale as a method of personality assessment is very old. This method is useful for learning what impression an individual has made on persons with whom he comes into contact in respect to some specified trait as honesty, punctuality and emotional stability, etc. Teachers can use rating scales to categorise their students on a specified trait. Employers, parents and counsellors can use rating scales. Rating scales are developed to evaluate a single trait. To eliminate vagueness and to make rating scales more reliable it is necessary that traits to be measured should be clearly defined in advance and the degree of trait should be mentioned in definite terms. Traits which can be observed in the manifestation of overt behaviour can be reliably scaled such as cooperation, leadership, etc.

Types of Rating Scales

(*i*) *Check-list:* To assess the presence of some traits in the behaviour of an individual, we can use the check-list method. This consists a number of statements on various traits of personality. The statement which applies to a person is checked. Different scoring methods are used in the check-list. The sample items of Vineland Social Maturity Scale are given below:

1. Handles others well, gets cooperation.
2. Cooperates willingly when others direct.

(*ii*) *Forced check-list:* In forced check-list, each item consists of two or more statements. The rater is asked to check which of the two statements is most descriptive of the person being rated.

(*iii*) *Self-rating devices:* Another important variety of rating scale is self-rating device. This device was developed by Harrison Gough in 1960 at the University of California. It consists 300 adjectives which are checked by the person himself. The person himself rates his personality. The adjective list is presented to the

subject and he is instructed as "Please put a check by each adjective that applies to you." The adjectives check-list is administered to get information about the self-concept of the subject. It is not meant to measure 300 traits of personality. The findings which have been reported on the studies of adjective check-list contribute to a meaningful picture of the self-concepts of people who are not influenced by a group.

The list of some adjectives from the original list of Harrison Gough is given below:

1.	Adventurous	6.	Quiet
2.	Alert	7.	Shy
3.	Clever	8.	Reliable
4.	Fair-minded	9.	Inventive
5.	Original	10.	Clear thinking

(*iv*) *The Q. sorting technique:* This technique was developed by Block in 1961 at the University of California. This is a variant on the forced choice procedure. It is used in a variety of purposes. When we require a fairly wide range of relative ranking, we may use this technique. This technique has been developed to eliminate the bias of raters. It makes rating more objective and reliable. The procedure of Q. sorting technique is a simple one. It consists of 100 statements printed on separate cards. When it is used for self-description, the subject is instructed to sort out the cards into a specified number of groups from most preferred to least preferred. The cards are randomly ordered and the subject makes a preliminary decision about each statement on the cards and puts the card in one pile, if it seems to describe him and in another if it seems wrong or misleading to him, and in between these two piles if it does not apply at all. Then he re-examines the cards in the first pile and picks out the five cards that seem most appropriate to hit the nail on the head and bring out the main points about him. These cards are called nine's. From the reminder of this pile he selects eight that best describe him called eight's and then the next twelve called seven's. Then he selects the five that are most widely off the mark called one's and then another group of eight called two's and the next twelve called three's and so forth. When he finishes the distribution of cards, he should have nine piles. The forced distribution is normal. The Q. sorting technique is not so much a test of personality that could have reliability and validity as it is a language describing personality. This test is useful for assessors who use it to record first impression or a more considered set of judgements. It is used to develop scales of various types.

(*v*) *Graphic rating scale:* This scale is most widely used. One trait of personality is selected for rating on five or seven points scale.

4.2.4 Self-Report Inventories

Self-report inventories, also known as personality inventories are the self-rating questionnaires, where the individual describes his own feelings, environment, and

reactions of others towards himself. In a nutshell, on the self-report inventories a person reports about himself in the light of the questions (or items) put therein. Hence, the method is known as a self-report inventory. Self-report inventories are further classified into the following five types:

- Inventories that attempt to measure social and certain other specified traits, such as self-confidence, dominance, ego-strength, extroversion, responsibility. The Bernreuter Personality Inventory, Eysenck Personality Questionnaire, Differential Personality Scale are some of the examples of this category.

- Inventories that attempt to evaluate adjustment of people to different aspects of the environment, such as school, home, and health. The Bell adjustment inventory is the best example.

- Inventories that attempt to evaluate pathological traits, such as hysteria, paranoia, hypomania, depression, schizophrenia. The Minnesota Multiphasic Personality Inventory (MMPI) is the best example.

- Inventories that attempt to serene individuals into two or three groups. The Cornell Index is the best example of such an inventory. The Cornell index screens people into two groups-those having psychosomatic difficulties like asthma, peptic ulcers, migraine, convulsive disorders, and those not having them that is, those who are normal.

- Inventions that attempt to measure attitudes, interests and values of persons. The Kuder inventories (vocational, occupational, and personal), Strong Vocational Interest Blank, Allport-Vernon Study of Values are some of the best examples of this category of self-report inventories.

It does not follow, however, that the above five classifications of inventors have nothing in common. In reality, the classification is based upon the purpose and the nature of the item content. All the above self-report inventories are based upon the same principle, which states that behaviour is nothing but the manifestation of trail and one can use the presence and absence of a trait as a means of assessing behaviour.

Observational methods

Observational methods are distinct from self-report inventories. Observational methods provide either a structured or unstructured situation. A structured situation is a controlled situation whereas an unstructured situation is an uncontrolled situation. People whose personality traits are to be observed are put in either of these two situations and careful, impartial and accurate observations are emphasized. Observation becomes the basis for assessing personality traits. In some observational methods, however, a departure is made from the above set procedure. The difference in observations made by different observers reflects the subjectivity in the observations.

Some representative personality inventories

We will now analyse some significant representative personality inventories.

The first attempt to measure personality through a questionnaire was made by Francis Galton, an English psychologist, anthropologist, inventor, and psychometrician, in 1880. He developed a questionnaire for studying mental imagery, that is, the inner world of perception and feeling. However, this did not prove to be a popular inventory. Thereafter, the first systematic effort to develop a personality inventory was made by Woodworth in 1918. This inventory is known as the Woodworth Personal Data Sheet and consists of 116 questions all relating to neurotic tendencies. The purpose of the inventory was to screen out emotionally unfit men before they were sent overseas during the World War I. Since then, a number of self-report inventories have come into vogue.

The Minnesota Multiphasic Personality Inventory is one of the most important self-report inventories, which was developed in the early 1940s by Starke R. Hathaway and J. C. McKinley, American psychologists and neurologist. The inventory is a very important means for detecting disabling psychological abnormalities. It is called 'multiphasic' because it was designed to detect several psychiatric problems. Originally, the inventory had 550 affirmative statements each to be answered from among the given three category options, i.e., 'True', 'False' and 'Can't say'. The inventory applies to people who are 16 years and above, but has also been successfully used on persons below 16. Over the years, it has been widely used to screen large groups of people for whom clinical interviews are not ordinarily feasible.

MMPI has undergone extensive revisions. The most recent version is called MMPI-2. This version consists of several true-false items that are used to produce 14 different scales. Out of these 14 scales, ten are clinical scales that identify particular psychological problems, such as schizophrenia, paranoia, depression, hysteria, hypochondria, etc. In addition to these clinical scales, the MMPI-2 also contains four validity scales like — Question or Cannot say (?), Lie (L), Infrequency (F) and Correction (K). These four scales exemplify a test's need to guard against different kinds of response biases commonly shown by the respondents. New validity scales to be used in conjunction with '?', L.F and K have also been added. Two of these scales abbreviated as VRIN and TRIN are included for identifying persons who have answered test items in an adult form and adolescent form is designed as MMPI-A. The full length form of MMPI-2 has 704 items while the adolescent form has 654 items (Morris, 1996). Both forms include 550 items from the original MMPI to ensure that the clinical information obtained does not differ significantly from the original one. MMPI's objective scoring made it popular both as a research tool and clinical tool.

The California Psychological Inventory is another important personality inventory, which is based in part upon the MMPI. The inventory consists of 462 items and is meant for normal persons above 13 years. Each item is to be answered

as 'True' or 'False'. There are altogether 18 scales, of which three are validity scales designed to measure various kind of response sets. These three scales are called 'sense of well-being' designed to measure social undesirability tendency of 'faking-bad' tendency, 'good impression' designed to measure social desirability tendency or 'faking-good' and 'communality' designed to measure the greater number of popular responses. Other 15 scales measure personality traits like dominance, sociability, responsibility, self-control, socialization, self-acceptance, achievement-via-conformance, achievement-via-independence and femininity.

The Minnesota Counselling Inventory is a personality inventory, which is based upon the MMPI. It has 335 items, each to be answered as 'True' or 'False'. The seven important areas of personality measured by this inventory are emotional stability, family relationships, social relationships, leadership, adjustment to reality, conformity and mood.

The Guilford-Zimmerman Temperament Survey is another personality inventory. The inventory is based upon factor analysis and measures ten personality traits. Guilford and Zimmerman, American psychologists computed intercorrelations of items from different inventories. As a by-product of these researches three inventories were developed: Inventory of Factors STDCR, Guilford-Martin Personnel Inventory, and Inventory of Factors GAMIN. Ultimately, these three inventories were combined into a new one called the Guilford-Zimmerman Temperament Survey. For measuring each trait, there are 30 affirmative statements each to be answered as 'Yes', '?' and 'No'. Thus, there are 300 items in all. The ten traits covered by the inventory include general activity, ascendance, restraint, sociability, objectively, friendliness, thoughtfulness, personal relations, masculinity and emotional stability. In this inventory, three verification keys have been given to detect carelessness and falsification, if any, by the examinees.

The Bell Adjustment Inventory is another important personality inventory. It intends to measure home adjustment (satisfaction or dissatisfaction with home life), social adjustment (extent of introversion, shyness and submissiveness), health adjustment (extent of illness), emotional adjustment, ease of disturbance and occupational adjustment (satisfaction or dissatisfaction with work, colleagues, and conditions of works). The inventory has been developed in two forms (student form and adult form). The student form has only the first four areas of adjustment mentioned above whereas the adult form besides having these four areas, has an additional area of occupational adjustment. Each item is to be answered as 'Yes', 'No' or '?'. The inventory has proved to be a very useful on for rough screening of students and adults who are in need of solving personal problems.

Besides the above cited inventories, there are other self-report inventories designed to measure personality traits. A few examples include Gordon Personal Profile, Eysenck Personality Questionnaire, Heston Personal Adjustment Inventory, Mooney Problem Checklist, SRA Junior Inventory, SRA (Science Research

Associates) Youth Inventory, sixteen Personality Factor Questionnaire, STS (Scholastic Testing service) Youth Inventor, Gordon Personal Inventory, California Test of Personal Orientation Inventory and Maslow Security-Insecurity Scale.

4.2.5 Projective Tests

Interview and other self-reporting techniques have some inherent limitations to assess the unconscious structure of personality. Psychologists to study the unconscious motivation of personality attempted to devise a new kind of instrument generally called projective techniques. Projection, according to Freud, means externalizing of conflicts or other internal conditions that had given rise to conscious pain and anxiety. Projective tests of personality assessment are those which evoke responses from the unconscious and provide an opportunity to delve into the depth of unconscious built of an individual's personality. The meaning of projection here is to encourage the subject to use his imagination freely.

Projective techniques have a long history in psychology. Binet (1895) was the first psychologist who had suggested the use of ink-blots as measures of visual perception in his tests. Dear Born of Harvard University reported the use of ink-blots as early as 1897. Since then a number of projective tests have been developed and used successfully in assessing personality. Projective tests are standardized sample of behaviour which is not stimulus bound. The essence of projective technique can be briefly described as: "It is to examine the personal production of a subject and to interpret it for the light it may throw on his personality." Lindzev (1961) defines: "A projective technique is an instrument that is considered especially sensitive covert or unconscious aspect of behaviour, it permits or encourages a wide variety of subject responses, it is highly multidimensional and it evokes usually rich response data with a minimum of subject awareness concerning the purpose of the test."

A very comprehensive definition of projective technique has been given by Frank (1939) as a kind of 'X-ray' into those aspects of personality which subjects either cannot or will not openly reveal. Presumably the test format allows the subject to expose core ways of organizing experience and structuring life inadvertently as meanings are imposed on and reactions made to a stimulus having relatively less structure and cultural patterning.

Characteristics of Projective Techniques

Projective technique of assessing personality was developed as a protest by psychoanalysts and Gestalt-oriented psychologists against the behaviouristic and statistical emphasis in testing of personality in 1920s. The basic assumption of all projective tests is that the subject structures or reacts to the materials of the test by expressing his unconscious strivings and mechanisms. It gives a global picture of the personality of the subject. It is more up-to-date or fully evolved psychological approach, which attempts to explore central and more enduring make-up of

personality. The following are the main common characteristics of projective techniques in general:

1. *Ambiguous material:* Projective tests often use ambiguous material to which the subject must respond freely, often, in descriptive form. Ambiguous material means that every subject can interpret the test stimuli in his own way. It is assumed that because the stimuli are ambiguous, subjects will project their own needs, feelings and conflicts into the test situation.

2. *Evoke responses from the unconscious:* Projective tests are based on the implicit assumption that the test stimuli evoke responses from the unconscious of the subject. The subject projects his inner feelings in the test situations.

3. *Multidimensionality of responses:* The dimensions in which the subject can respond are various as physical, intellectual, social and emotional. There is more freedom to respond against the unstructured stimuli of the tests. It is possible for the subject to make a great variety of responses to the test task.

4. *Freedom to respond:* The projective tests provide full freedom to the subject to respond to the test stimuli. He is not restricted as regards the nature of responses. Perhaps the essence of projective tests is that the end-product consists something produced by the subject.

5. *Holistic approach:* It means that projective tests attempt to study the totality of behaviour. They do not explore the molecular behaviour of the individual. They emphasize the molar approach to understand personality.

6. *Answers are not right or wrong:* In projective tests, the responses of the subject are not scored or evaluated as right or wrong. They are evaluated qualitatively.

7. *Purpose of the test is disguised:* The purpose of projective test is not disclosed to the subject otherwise he becomes test conscious and may hide his real feelings.

L. Frank, 1948 classified all projective tests into the following categories:

1. *Constitutive tests:* Under this method comes all those projective tests which require imposition of structure upon relatively unstructured material as Rorschach Ink Blot Test.

2. *Constructive tests:* This type of tests require arrangement of material into pattern as in mosaic's test.

3. *Interpretive tests:* In these tests the testee has to interpret the test situations presented to him as in TAT and CAT.

4. *Cathartic tests:* Cathartic tests are those tests which help to release pent-up emotional feelings as doll play.

5. *Refractive tests:* Those tests in which conventional modes of communications are altered as handwriting or speech and draw-a-man test, etc. These tests are intended to apply particularly detailed analysis of peculiarities of style in habitual activities.

Important Projective Tests

1. Rorschach Ink Blot Test
2. Thematic Apperception Test (TAT)
3. Children's Apperception Test (CAT)
4. BG Test
5. Szondi Test
6. Mosaic Test
7. Blacky Pictures Test
8. Cloud Picture Test
9. The Word Association Test (free and controlled)
10. Sentence Completion Test
11. Psychodrama
12. Sociodrama
13. Draw-a-Man Test
14. Toy and Doll-Playing Test (World Game)
15. Clay Modelling
16. Graphology

It is not possible to describe all the projective tests here. We will select only two most important projective tests for detailed discussion: Rorschach ink blot test and TAT.

Rorschach Ink Blot Test

Rorschach ink blot projective test is one of the most popular and widely used test. This test was developed by a Swiss psychiatrist named Herman Rorschach in 1921. He conducted research on hundreds of ink blots and finally selected ten ink blots for the test. The test material consists of ten bilaterally symmetrical ink blots on ten separate cards of 11×9 inches. Five of the ink blots are black and grey and some are red, black and grey and others are multicoloured.

Administration: Before administration of the test cards, perfect rapport with the subject is established. The purpose of the test is not disclosed to the subject. The subject is asked to sit comfortably in a chair free from external distraction. The cards are presented one by one along with a blank on which the subject locates his responses. Then the subject is given instructions. He is asked to look at the ink

blot and to say everything that the ink blot looks like or resembles. After the completion of the responses on the cards, the examiner generally conducts an inquiry into the details of the subject's responses on individual cards. The behaviour of the subject during the test is observed and recorded.

Interpretation of the responses: To score and interpret Rorschach test records is an exceedingly complicated task which cannot be accomplished without special training. The experimenter first analyses a Rorschach test record by scoring each response in terms of four features as given below:

1. *Location*: The responses of the subject may be:
    - (*i*) W = whole blot.
    - (*ii*) D = major detail.
    - (*iii*) d = Small usual detail.
    - (*iv*) Dd = Unusual detail.
    - (*v*) S = White space.

2. *Determinant:* Form (F), colour (C) or combination of the two (FC, CF), texture and shading, movement in progress of the cards.

3. *Content:* Animal (A), human being (H) and inanimate objects seen by the subject in the cards.

4. *Originality:* Original responses (O) and popular responses (P).

None of the above four categories should be interpreted singly. However, each must be considered in relation to the others. Customarily the interpretations of a Rorschach record are expressed not in concise or statistical manner but in rich descriptive prose. Rorschach test can be used individually and collectively to a group of subjects. A figure resembling Rorschach test is given below to acquaint the readers with the test.

Reliability of the test: There are two contradictory views as regards the reliability of the test—one held by clinicians and the other held by psychometricians. Clinicians who are skilled in test administration and interpretation claim that it is a highly useful and revealing test of personality of mental patients. According to them, the index of reliability is sufficiently high. Psychometricians, on the other hand, claim that the test is not highly reliable because different testers, confronted with the same set of responses, often arrive at different description of personality. Thus the interpretation is dependent on the personal opinions of the testers. McArthur (1972) reports that when Rorschach examiners are well-trained, they consistently attain 95 per cent scoring agreement.
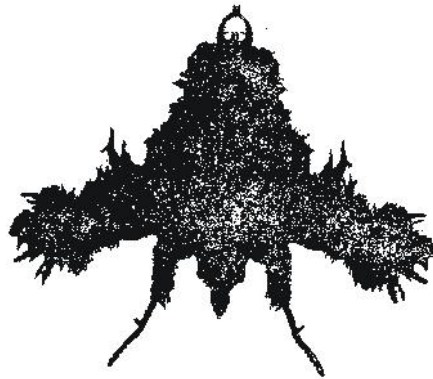
Validity of the test: According to clinical psychologists, the validity of the test ranges from .5 to .8, *i.e.*, very high but according to psychometricians, the validity is very low. Rorschach test has furnished many bits of evidence corroborating points inferred from the TAT, most of what it rather directly suggests is confirmed by the case history and other tests but it adds little that is new, at least, on the issues of major interest. The validity of Rorschach test has been attacked by Eysenck on the following points:

1. If Rorschach protocols are scored blind, even trained and experienced testers produce very different personality descriptions.

2. The second objection of Eysenck regarding validity of Rorschach test is that if the same scorer rescores the protocols his agreement with his original interpretation can be far from perfect.

3. The attitude and the personality of the tester may influence the responses of the subject.

4. The fact that there is more than one scoring system does not inspire confidence in the test.

5. There is considerable evidence that what the subject thinks, Rorschach is measuring, affects the results. In real life situations we cannot control the feelings and thinking of an individual and this quite extraneous factor does affect the test results.

Clinicians tried to answer the objections raised by Eysenck that Rorschach is generally used on those individuals whom the tester knows very well. Rorschach gives insight into the problems of an individual and the way he interprets his world but this is only usable in the light of a person's other experiences.

Recently, a Scandinavian psychologist, Holley conducted research on Rorschach test and attempted to quantify the responses of the subjects. At present this work by Holley is in its early stage. In his research findings he confirms that the clinical intuitions of the Rorschach users were correct.

Thematic Apperception Test (TAT)

Thematic Apperception Test, more commonly known as TAT, was devised by Morgan and Murray in 1935 in the course of a research programme at the Harvard psychological clinic. TAT is used to discover unconscious and inhibited tendencies. The assumption is that subjects are unaware that they are talking about themselves and thereby the defenses are bypassed. The test material consists of 31 cards, 30 depicting various scenes and one blank card. The pictures are marked in such a way as to indicate four overlapping sets of 20 each, one for boys, one for girls, one for males over 14 years of age and one for females over 14. The TAT pictures depict various situations in which the individual normally moves. It is called a test of imagination.

The experimenter first establishes perfect rapport with the subject and does not disclose the purpose of the test. The subject is asked to sit comfortably in a chair free from external distraction of any kind. Then he is presented one card and the following instructions are given:

> "This is a story-telling test. I am going to show you some pictures, one at a time and your task will be to make up as dramatic a story as you can for each. Tell, what has led up to the event shown in the pictures, describe what is happening at the moment, what the characters are feeling and thinking and then give the outcome. Speak your thoughts as they come to your mind. Do you understand?"

Generally the pictures are given in two sessions. The number of pictures depends on age, sex and type of the problem. TAT pictures are administered individually as well as collectively to groups of subjects. The behaviour of the subject as regards his emotional expression, time and turning of test cards is recorded. After the administration of the test cards, an inquiry is made from the subject to determine the sources of the stories. The total time for each card is recorded.

Interpretation: There are many techniques to interpret the TAT stories. None of the techniques is perfectly correct.

General practice to approach the stories is with a background of general knowledge about the person which helps orient the investigator to what is relevant and helps him to rule out various obviously inappropriate hypotheses that otherwise waste his time.

Second, as the skilled interpreter makes himself more and more thoroughly familiar with the stories, he begins to notice divergences which are unusual, rare or repetitive or very intensely stated or accompanied by signs of strong emotions.

Whatever procedures the investigator follows, he uses the account to generalizing from particulars. He translates the test responses as raw data into statements about aspects of personality. The two rational assumptions that guided Murray's initial work with TAT were that the attributes of the hero or main character

in the story represent tendencies in the respondent's own personality and second the characteristics of heroes' environment represent significant aspects of the respondent's own environment.

The stories of TAT are scored in the following manner:

1. Hero of the story.
2. Needs and conflicts of the hero.
3. Unusual responses.
4. Deletion and addition in the pictures.
5. Emotional expression.

Validity of TAT: How useful or valid is TAT as a personality assessment procedure? There are two different views: one held by clinical psychologists who are of the opinion that it has a high index of validity and it is a very useful instrument to diagnose mental abnormalities but psychometricians hold the view that validity of TAT is very low because there is lack of standardized procedures and final normative data, low reliabilities, over-enthusiastic and under-critical acceptance of intuitive hunches about the supposed meanings of certain responses.

One problem with TAT is the difficulty of determining whether an indicated need or personality characteristic will be present in the subject's overt behaviour in real life situation as opposed to existing only on the fantasy or unconscious level.

Murstein (1963) summarized the research pertaining the relationship between the judged aggressiveness of the heroes in TAT stories and overt aggressive behaviour of the subject. He concluded that generally the relationship was positive.

Reliability: A number of studies which have been conducted to find out the reliability of TAT, report high reliability. Tompkin, using Murray's scoring system, found the test-retest reliability to be about .80 when the interval was only two months; this dropped gradually, reaching about .45 with a one year interval. Split-half reliability is difficult to determine because the set of pictures cannot be divided into equivalent halves. The interscorer reliability can exceed .90 when the scorers are well-trained and experienced.

Evaluation of Projective Tests

1. Projective tests can yield very useful data in the hands of trained and experienced workers.
2. The quantitative scores derived from projective tests often have low reliabilities when assessed by psychometric method. It is blamed by some psychologists that the usual methods of assessing personality are not applicable to projective instruments, for example, split-half method is said to be inappropriate for the Rorschach test because it is impossible to divide the ten cards in such a way as to obtain comparable halves.

3. Another problem with projective tests is of test construction. In general the stimulus materials used in projective tests have not been chosen with any thought toward ensuring that the various scoring categories would be adequately represented by the stimuli. It is often true as with TAT the scoring system was not developed until some years later the stimulus materials were selected.

4. Another problem involves standardization of instructions. Directions for the administration of the projective instruments are not standardized and thus the examiner can significantly influence the subject's responses. Even more vexing is the problem that subjects are permitted to give a varying number of responses of varying length. Variability in response length makes statistical comparison extremely difficult.

Croanbach, commenting upon projective tests, wrote that assessment encounters trouble because it involves hazardous inferences, in which assessors go considerably beyond known relationships between predictor and criterion variables. There is little theoretical basis of expecting fantasy, as revealed by projective techniques, to be directly related to overt manifestations of personality such as academic success or work efficiency. Eysenck conducted a research on Rorschach and concluded that it has no validity for differential diagnosis, for understanding conflicts or fantasies for psychotherapy, personality description, the prediction of behaviour or evaluating or predicting the outcome of psychotherapy.

4.2.6 Weaknesses of Personality Testing

There are four misconceptions regarding personality tests:

1. They purport to measure traits such as introversion-extroversion, tolerance, ambiguity and neurotic tendencies and the like, all of which are highly fuzzing concepts and there are no agreed upon definitions of these concepts. There is no clear and definite meaning of the word personality itself. How can you describe or classify a person meaningfully with a test whose scores do not themselves have any clear or rigorous meaning.

2. It is characteristic of present personality tests that the behaviour they sample, is superficial. They do not assess the depth of behaviour. The currently available personality tests have yet to demonstrate that they can provide such sample behaviour. We cannot predict the behaviour of an individual in real life situations on the basis of the results of personality tests.

3. The third difficulty regarding personality tests is that we still know little about the stability of the traits of personality. We cannot say that an introvert at age 12, may turn an extrovert at the age of nineteen.

4. Finally, of course, practically all personality tests can be faked. Self-report inventories can be easily faked. The whole purpose of such personality

tests is lost if they are given in a context in which the subject cannot feel confident that he is acting in his own interest by telling the truth.

Personality tests in recent years have also been criticised on moral grounds. Some critics raise the objection that they explore something private and personal.

The inventories in recent years like MMPI have highly personal questions which try to get information indirectly which the subjects otherwise do not want to give and inventories have been used in contexts where the subjects' answers may expose him to some danger, like that of not getting a job for which he is applying.

Sometimes, it is thought that test questions are invasion of their privacy in situations where they have little freedom to refuse.

Check Your Progress

1. What does astrology say about human fate?

2. Why is there less interest of people in astrology?

3. Define interview.

4. What are self-report inventories?

5. On which principle are the self-report inventories based upon?

6. Define Projective tests of personality assessment.

7. What is the validity range of the Rorschach test?

8. What is the problem with TAT?

4.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. According to astrology, it is believed that human fate and actions are controlled by stars.

2. In modern scientific age, the extensive knowledge of the physical world gathered by man through scientific revolution has done much to reduce serious interest in astrology.

3. The interview is a face to face verbal interchange, in which one person, the interviewer attempts to elicit information on expression of opinion or beliefs from another person or persons.

4. Self-report inventories, also known as personality inventories are the self-rating questionnaires, where the individual describes his own feelings, environment, and reactions of others towards himself.

5. Self-report inventories are based upon the same principle, which states that behaviour is nothing but the manifestation of trail and one can use the presence and absence of a trait as a means of assessing behaviour.

6. Projective tests of personality assessment are those which evoke responses from the unconscious and provide an opportunity to delve into the depth of unconscious built of an individual's personality.

7. According to clinical psychologists, the validity of the test ranges from .5 to .8, *i.e.*, very high but according to psychometricians, the validity is very low.

8. One problem with TAT is the difficulty of determining whether an indicated need or personality characteristic will be present in the subject's overt behaviour in real life situation as opposed to existing only on the fantasy or unconscious level.

4.4   SUMMARY

- The oldest method to assess personality was astrology. According to astrology, it is believed that human fate and actions are controlled by stars.

- In modern scientific age, the extensive knowledge of the physical world gathered by man through scientific revolution has done much to reduce serious interest in astrology.

- Our opinion regarding one's personality is formed on the impression one makes in an interview. An addition to academic record in the selection of candidates for jobs admission, we assign weightage to the performance in interview. It is the cheapest means of evaluating one's personality.

- In situational tests, the behaviour of the individual in action is evaluated. The individual's behaviour is assessed by judges or rated by a person's peers.

- Psychodrama as a therapeutic technique provides an individual insight into his problems. The situational tests used in military are psychologically sound. They are a miniature form of actual activities.

- Rating Scale method is useful for learning what impression an individual has made on persons with whom he comes into contact in respect to some specified trait as honesty, punctuality and emotional stability, etc.

- The procedure of Q. sorting technique is a simple one. It consists of 100 statements printed on separate cards. When it is used for self-description, the subject is instructed to sort out the cards into a specified number of groups from most preferred to least preferred.

- Observational methods are distinct from self-report inventories. Observational methods provide either a structured or unstructured situation. A structured situation is a controlled situation whereas an unstructured situation is an uncontrolled situation.

- Projection, according to Freud, means externalizing of conflicts or other internal conditions that had given rise to conscious pain and anxiety. Projective tests of personality assessment are those which evoke responses

from the unconscious and provide an opportunity to delve into the depth of unconscious built of an individual's personality. The meaning of projection here is to encourage the subject to use his imagination freely.

- Projective techniques have a long history in psychology. Binet (1895) was the first psychologist who had suggested the use of ink-blots as measures of visual perception in his tests. Dear Born of Harvard University reported the use of ink-blots as early as 1897.

- Rorschach ink blot projective test is one of the most popular and widely used test. This test was developed by a Swiss psychiatrist named Herman Rorschach in 1921. He conducted research on hundreds of ink blots and finally selected ten ink blots for the test.

- According to clinical psychologists, the validity of the test ranges from .5 to .8, *i.e.*, very high but according to psychometricians, the validity is very low.

- TAT is used to discover unconscious and inhibited tendencies. The assumption is that subjects are unaware that they are talking about themselves and thereby the defenses are bypassed. The test material consists of 31 cards, 30 depicting various scenes and one blank card.

- One problem with TAT is the difficulty of determining whether an indicated need or personality characteristic will be present in the subject's overt behaviour in real life situation as opposed to existing only on the fantasy or unconscious level.

- Croanbach, commenting upon projective tests, wrote that assessment encounters trouble because it involves hazardous inferences, in which assessors go considerably beyond known relationships between predictor and criterion variables.

- Personality tests in recent years have also been criticised on moral grounds. Some critics raise the objection that they explore something private and personal.

4.5 KEY WORDS

- **Astrology:** It is the study of the movements and relative positions of celestial bodies interpreted as having an influence on human affairs and the natural world.

- **Interview:** It refers to a meeting of people face to face, especially for consultation.

- **Rorschach ink blot test:** It is a psychological test in which subjects' perceptions of inkblots are recorded and then analysed using psychological interpretation, complex algorithms, or both.

• **Psychometrician:** It refers to an expert in or practitioner of psychometry or psychometrics.

4.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What do you mean by assessment of personality?
2. Name important projective tests.
3. Analyse the validity of the Rorschach ink blot projective test and TAT?
4. Write in brief about the weaknesses of personality testing.

Long Answer Questions

1. Do you think astrology assesses an individual's personality accurately? Corroborate your answer.
2. Explain the types of interviews.
3. Describe the techniques used in situational test.
4. Explain the types of self-report inventories.
5. Analyse the following representative personality inventories:
   a) Minnesota Multiphasic Personality Inventory
   b) California Psychological Inventory
   c) Guilford-Zimmerman Temperament Survey
   d) The Bell Adjustment Inventory.
6. Describe the common characteristics of projective techniques.

4.7 FURTHER READINGS

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BLOCK - II
STRESS AND COMMUNICATION

UNIT 5   STRESS AND ADJUSTMENT

Structure

5.0   INTRODUCTION

Stress may be defined as a feeling of emotional or physical tension. It may arise from any event that makes a person feel frustrated, angry or nervous. Basically, it is the reaction of our body to a challenge or demand. Many different things in life can cause stress which include work, relationships, finances, parenting and daily inconveniences. When stress is for a short period of time, it can be positive and act as an inspiration put extra efforts in a task. But when it lasts for a long time, it may be harmful for our health. Stress in modern life leads to several poor emotional adjustment among people. A person can have stress ranging from mild stress category to trauma depending upon its duration and frequency. Changes in a person's life are stress-inducing. There are three ways in which we respond to stress, viz., physiologically, psychologically and behaviourally. Whenever we feel stressed, our heartbeat changes and we tend to behave aggressively. Physiological symptoms like insomnia, rapid breathing and heart rate and tensed muscles can be seen when stress appears. However, every person experiences stress in a different way depending upon his perception of stressors, past encounters and social support. It is impossible not to be stressful but there are methods which are helpful in mitigating it like meditation, regular exercise, yoga, early management, etc. At times, to manage stress it is best to change our situation and sometimes changing the way we respond

to the situation helps to avoid stress. Let us discuss in detail about the nature, meaning, symptoms and effects of stress along with the methods to deal with it in this unit.

5.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe the meaning and nature of stress
- Explain the types and impact of stress
- Discuss the type of responses of an individual to stress
- Describe the factors influencing stress tolerance
- State the methods to deal with stress

5.2 THE NATURE OF STRESS

Stress is the pressure people feel while at work and in private life. Stress at work is inevitable because of the thought process required in the job performance. Private life is full of anxieties and personal pressure. But stress becomes very harmful when it is seriously realised by the mind and heart. Then, it becomes painful and creates many physical and psychological problems which are reflected in the day-to-day life of organisational performances. It causes an adverse strain on one's emotion's, thought process and action. A stressful body becomes burdensome to the employee. His work gets impacted. Such types of people become susceptible to developing chronic diseases like blood pressure and heart attack. They are always restless and become angry on the slightest pressure at work. When they develop sleeplessness and become worrisome, their working capacities are reduced significantly. Finding themselves away from the mainstream, they may resort to alcohol or drug and may even become addicts in rare cases.

The direct impact of stress is on the mind. People feel unhappy and are dissatisfied. Mental disorders lead to body disequilibrium. The digestive system and regular blood functioning are disturbed. It causes abdominal ulcer and several diseases of the liver, heart, kidneys, blood vessels and of other parts of the body. Stress should not lead people to this level of stressfulness. Stress on the job or off the job should be prevented. Since it is not possible to prevent the stress because of an adverse environment at the workplace and beyond, it is essential to check the stress from reaching a level where it causes much disorder. In order to prevent or reduce stress in an organisation, the real form of the stages of stress or background of stress and its causes and effects must be thoroughly understood. Effective strategies should be formulated to treat stress effectively.

Meaning of Stress

Stress has been defined by different authors differently. Stress is a dynamic condition in which a person is faced with constraint and strains. Stress is the discomfort of an individual. Emotional disequilibrium is stress. Real life disequilibrium will not take the form of stress unless it is realised from the heart and mind. In a wider sense, stress is discomfiture whether it creates problems or not. Stress does not always have a negative impact. It is also a source for deep inspiration to work. In that sense, stress is tension which leads to action and performance. Stress in its mild form leads employees to perform better but stress in its gravest form reduces the working capacities of employees. The Greek word for stress is *eustress* which means 'good form stress' as 'eu' means good in the Greek language. Stress in a broader sense is the interaction of the organism with the environment. The interaction may be for good or bad. Stress in the initial form may be good for a person and an organisation. But, it becomes troublesome for the employees if it continues for a long time. Beehr and Newman define job stress as "a condition arising from the interaction of people and their jobs and characterised by changes within people that force them to deviate from their normal functioning". Stress makes people deviate from normal functions. It may take the form of inspiration as well as degradation depending on how the stress achiever realises the stress. The environment, apart from mental realisation, also plays a significant role in shaping the stress behaviour. Stress, without doubt, has been accepted by many authors as having a psychological impact. There are examples when employees develop an immunity against an adverse environment and are not adversely affected by the stress factors. They do not get tense in their behaviour. However, such immunity is a rare phenomenon which is developed through constant experience and training. John M. Ivancevich and Michael T. Matterson have defined stress as "an adaptive response, mediated by individual characteristics and / or psychological processes that is a consequence of any external action, situation or event that places special physical and / or psychological demands upon a person". This definition has clearly laid down the causes and impacts of stress. Moreover, it comes through as an adaptive response which is the result of certain external factors. As the causes are external, it has internal impacts on the body and mind. The mediation by people is a significant tenet of stress as it is the outcome of only the realisation by employees. If they do not realise the external factors as compelling, stress is not formed. The physical and psychological demands refer to the feelings of employees on their body and mind. If the demand or feeling does not occur, the stress does not take place.

Based on the physical and psychological demands, it is specifically mentioned as constraints and desire. If the employee desires something routine, it is normal behaviour. When it is realised by employees due to the external factors, it becomes constraint. Desire arises when people confront some good opportunities. The constraints and desire take the form of stress if they are not smoothed out or fulfilled in the routine way of working. Opportunities do not lead to stress; but

when opportunities are not realised in the normal course of time, it is stress. Stress is visible when there is an uncertainty of the result and the result is very important. When the employees are doubtful about the result and achievement of opportunities, stress sets in. People who do not bother about uncertainty or certainty or its outcome do not feel stress. People having apathy or indifference to the outcome, i.e. about the good or bad results, have no stress. It is the uncertainty and importance of any outcome which creates stress in the person. Employees with an indifferent attitude toward promotion, performance and placement have no stress.

Stress should not be confused with anxiety or nervous tension and damaging functions. They occur as regular features in many cases and have no long-lasting impacts on the working capacities of the employees. Anxiety may remain purely psychological and may not cause any physical impact. Similarly, only physical impacts will not be stress unless it is felt by the mind and heart. The psychological and physical impacts are visible in the form of stress. Anxiety is the cause of stress but not stress itself. Similarly, stress is not simply tension. Unconsciousness is a nervous breakdown, but it is not stress, although stress may cause unconsciousness. Stress is not always bad. Distress is preventable. Stress may create anxiety, nervous tensions and damaging impacts but these are not stress itself.

Check Your Progress

1. Why is stress at work inevitable?
2. Define job stress.
3. How is immunity against an adverse environment and stress factors developed?
4. What do you mean by physical and psychological demands?
5. When do opportunities become stress?

5.3 MAJOR TYPES OF STRESS

Stress is understood by its different forms which may be either temporary or long-term, mild or severe.
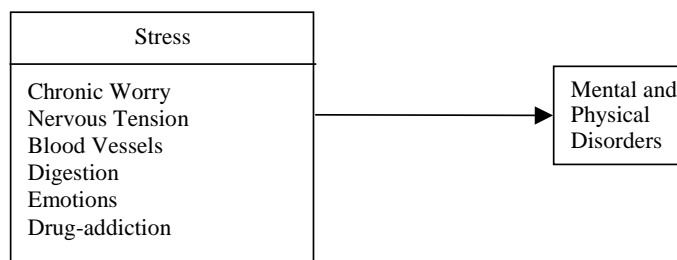
Fig. 5.1 Stress Symptoms Leading to Disorders

The form of stress, if temporary and mild, cannot be distressing. One can recover from it easily. Many employees find stress merely superfluous but they suffer temporarily with such strenuous work. When an employee finds himself under a new and unknown situation with a different environment, he faces mild stress. He is unable to cope with the new situation. Conflicts take place and he becomes restless. When he becomes accustomed with the new situation and adjusts to it, the stress diminishes gradually. The forms of stress are mild, stiffer and chronic.

Milder form: The milder form of stress is visible in digestive problems, high blood pressure, nervousness and inability to relax and insomnia.

Stiffer form: If the stress is not prevented at the initial milder stage, it becomes the stiffer form.

Chronic form: Chronic worry, insomnia, frustration, instability and uncooperative attitude are developed if stress is not checked initially. If high intensity stress continues for an extended duration, problems arise. An individual suffering from high intensity stress cannot cope with problems, as the human body cannot rebuild its strength for a longer period. Stress is removed by the body as it has the capacity of homeostasis. Long stressed body weakens people psychologically. This is known as Burn-out.

Burn-out: Individuals are emotionally exhausted under 'Burn-out'. They are detached from work and are unable to achieve their objectives. There are many jobs wherein burn-outs are experienced often. Intellectuals and professionals face burn-out because they suffer from continuous high stress. Managers and executives in an organisation are prone to burn-out. They have to resort to physiological and psychological therapy to reduce the recurrence of burn-out. Employees prone to burn-out experience certain symptoms. They face irritation, errors in work, frustration and apathy. They find their job monotonous. Often, they tend to leave their present job and face many problems while taking up new jobs. Organisations have to prevent situations which indicate symptoms of burn-out. Employees are told how to cope with stressful situations. Many organisations arrange yoga and meditation programs to prevent their employees from reaching this condition of a 'burn-out'.

Trauma: The most serious form of stress is 'trauma'. It occurs in a hostile atmosphere wherein employees do not find adjusting easy with the continuous stress. The workplace contributes significantly to the development of trauma—the work strains, social reactions to jobs, acute insecurity at workplace and beyond. The increasing incidence of terrorism and extortion has caused trauma to highly placed employees. Any hazardous occupation creates trauma at work as well as after work. Post-traumatic stress disorder is equally disturbing. The workplace trauma is often visible in the form of harassment, wrongful termination, biased attitudes and discrimination. Many times, employees assume responsibilities and find themselves in an emotional tailspin. Organisations witnessing the symptoms of trauma take serious steps to prevent its recurrence. Satisfaction, clarification and mutual help avoid trauma.

5.3.1 Frustration and Anxiety

Frustration is a form of behaviour that occurs when a person wishes to achieve a certain objective or pursue a certain course of action but is prevented from doing so. It refers to an obstruction or impediment to goal oriented behaviour. Examples of frustration include a salesman continuously failing to make a sale, a professor continuously applying for a promotion and failing to get it or inability to get subordinates to act according to our wishes. There are several factors that cause frustration. First is the unnecessary delay in achieving the goal, even when the goal is eventually available. Delay in getting a promotion, delay in finishing a report and even waiting for a friend after the due time can cause frustration. The second factor causing frustration is the lack of resources. Sometimes the goals are not achieved because individuals lack the physical, personal or interpersonal resources. A professor who is burdened with administrative duties and does not get enough time to do research that is necessary for promotion may become frustrated because of such time constraints. The third cause of frustration may be the actual failure in achieving the goal. A lost client, a poor evaluation by superiors, failure in the exam or failure to get a promotion are all causes of frustration that are manifested in stress.

A second form of stress is the "anxiety" which is a feeling of inability and helplessness in formulating appropriate responses or plans for dealing with the anticipated negative outcomes. It occurs when a decision has to be made but the outcome of the decision could have positive as well as negative consequences. For example, should you cheat in the exam or not, not knowing whether you will get through or get caught? These are some anxious moments. Anxiety also occurs when all your options result in undesirable consequences. For example, if you are working with a company for a long time and have built roots in the community where you live and your company is moving to a different far off location and you have the choice of either moving with the company or losing the job. Both of these alternatives make you feel uncomfortable and hence become a cause of anxiety. What causes anxiety in work environment? According to Hammer and Organ:

"Difference in power in organization which leave people with a feeling of vulnerability to administrative decisions adversely affecting them, frequent changes in organizations, which make existing behaviour plans obsolete, competition, which creates the inevitability that some persons lose "face", esteem and status, and job ambiguity (especially when it is coupled with pressure). To these may be added some related factors, such as lack of job feedback, volatility in the organization's economic environment, job insecurity and high visibility of one's performance (success as well as failure). Obviously, personal non-organizational factors come into play as well, such as physical illness, problems at home, unrealistically high personal goals and estrangement from one's colleagues or one's peer group".

Accordingly, there are a number of factors, both organizational as well as individualistic, that cause frustration and anxiety.

5.3.2 Change

Life and career changes are stress-producing. Fast changes are more dangerous than the slow changes as fast changes have graver stress. Heart attacks are commonly observed in the case of fast changes in life and careers. Family problems as well as swift promotions are cases of fast changes. Economic and social problems are attached with life changes. A belief in locus of control decides the destiny. Internals, i.e., people who believe in work, are more stress prone than the externals, i.e., people who depend on God for success and failure.

5.3.3 Conflict and Pressure

Stress at the organizational level can emanate from factors such as conflict and pressure. Let us discuss these.

Task demands: Stress from the task demand emerges from changes enforced on employees. Change often brings in uncertainty and unpredictability. Change emerges from changes in the economic condition, technology, leadership, and structure. Any kind of change requires adjustments from the employees. If one is not able to respond to these changes effectively, it adds on to the level of stress.

Role demands: Certain negative characteristics of a person's role at work can increase the likelihood of his experiencing stress. Job role demands include high workloads, idle period of time, job ambiguity, and conflicting performance expectations. Stress caused by the excessive demands at work had started affecting her health.

Overload: When there is an expectation from the organization to accomplish more than the ability of the person, it results in work overload. It has been found that for top and middle level managers, unreasonable deadlines and constant pressure are the frequent stressors in their jobs (Zemke 1991). Quantitative overload exists when people are requested to do more work than they can comfortably do in the allocated time, and qualitative overload happens when the job requires them to perform beyond their levels of competence and skills.

Underload: Most people wish to remain occupied and face optimum challenges while performing their jobs. Work underload occurs when people have insufficient work to fill their time or are not allowed to use enough of their skills and abilities. Employees who are underloaded often feel bored, weary, are prone to injury, and frequently absent from work. Machine-based assembly lines are an example of such a work environment. Operating nuclear power plants involves periods of boredom that must be endured simultaneously with sufficient alertness to respond to potential emergencies. Awareness of the costs of an ineffective response to an emergency makes these jobs all the more stressful (Cooper 1987).

Role conflict: Role conflict exists when job functions contain duties or responsibilities that conflict with one another. It is most commonly found among

middle managers, who find themselves caught between top-level management and lower-level managers (Giordano et al. 1979). A typical example of a role conflict would be when an employee has to decide between the demands made by the boss to put in extra effort while doing the job or a demand made by the colleagues to restrain one's effort while doing the job. Sometimes, role conflict is also experienced when one has to act contrary to one's own belief and value system; for example, when an individual is expected to take unethical or illegal decisions to safeguard the interests of the organization at the cost of his own principles and beliefs.

Role conflict brings about increased tension and reduced satisfaction to the person concerned. In addition, it also destroys the level of trust and respect between the two parties concerned, especially the one who is exerting conflicting role pressures on the role incumbent. The results of this in the form of decreased morale and social and psychological pressure can prove to be very costly for the person and the organization.

Physical demands: The physical demands of the workplace can also have a devastating impact on the mental and physical health of the employees. Poor working conditions in the form of extreme temperatures, loud noises, too much or too little lighting, radiation, and air pollutants are some examples of working conditions that can take a toll on employees. The first impact of these factors is on job performance, which starts deteriorating. High travel demands or long-distance commuting, excessive travel, and long hours all add up to increased stress and reduced performance. In addition to this, advancements in technology which provides immense relief and efficiency to people who are proficient at it can cause damage and stress to those who are averse to it.

Check Your Progress

6. What is burn-out?
7. What is the most serious form of stress?
8. Which situation results in work overload?

5.4   RESPONDING TO STRESS

The process of stress elicits three types of responses. These are: physiological, psychological and behavioural responses.

Physiological Responses

As soon as stress appears, the brain reacts, and immediate biochemical changes take place in heartbeat and heightening of practically all the senses. The long term physiological effects are more disturbing. Serious health problems occur as body confronts stress over a long period of time. The stress could lead to breakdowns

in the body's immune systems and may result in serious health problems such as high blood pressure, ulcers and heart attack. In general, according to Baron, "taking all evidence into account though, it seems reasonable to conclude that high level of stress can result in physical changes that threaten our health and well-being".

Psychological Responses

There are some people who can handle stress better than others. People who tend to be highly affected by stress tend to be depressed and lack self-confidence and self-esteem. They tend to believe that they are helpless and elicit sympathy from others. They have greater fear of the unknown and an increased sense of futility, tension and neurotic tendencies. They become irritated quickly, are impatient and tend to blame everybody else for their own problems. They are more worried about their job security and their job commitment is very low.

Behavioural Responses

According to Cohen, people under constant stress behave differently as compared to people who are emotionally well-balanced. Stress is usually associated with increased use of alcohol, smoking, eating and sometimes drugs. People under stress may gain weight and thus behave differently. Their behaviour becomes highly defensive or highly aggressive towards others and inter-personal relationships are highly affected. Stress induces irritation and lack of patience and these elements are exhibited in behavioural patterns. The person may become an introvert, may withdraw from social situations and may avoid communication with others resulting in social isolation.

5.4.1 The Potential Effects of Stress

It is important to deal with stress at an early stage. Early warning signs such as headaches, back pain, irritability, insomnia, absenteeism from work or alcoholism should be taken seriously. Otherwise they could lead to serious emotional disorders as well as physiological problems such as ulcers and heart disease. When stress is left untreated for a long time, it can develop into anxiety and depression. According to Business Week again, stress and depression share a common chemistry in the brain. A hormone called Corticotropin Releasing Hormone (CRH) puts a shield of defense against stress. Even after the stress subsides, the body keeps releasing the hormone, sometimes for years. When stress gets out of hand, it results in severe depression, and depression if untreated can be fatal. Depressed individuals make up some 60% of all suicides.

High degree of stress is typically accompanied by severe anxiety, frustration and depression. There is evidence that work stress is associated with heart irregularities, high levels of blood pressure and high levels of cholesterol. Studies conducted by Stole, regarding the effects of a plant closing in Detroit showed an "alarming rise in anxiety and illness", with at least fifty per cent of employees suffering from ulcers, arthritis, serious hypertension, alcoholism and depression.

Some of the potential effects of stress, anxiety and depression in physiological form are as follows:

- Ñ **Stress:** Irritability, insomnia, alcohol and food abuse. Physical changes including rapid breathing and heart rate, tensed muscles. Prolonged stress can cause muscular twitches, skin problems, baldness and sexual problems such as impotence.

- Ñ **Anxiety:** Excessive worry, irritability, anger, nervousness as well as inability to concentrate or sleep. Physical changes include palpitations, chest pain and dizziness.

- Ñ **Depression:** Feelings of sadness, hopelessness, guilt and worthlessness, loss of interest in activities, change in appetite or weight, difficulty in concentrating and suicidal thoughts.

5.4.2 Factors Influencing Stress Tolerance

How an individual is going to experience stress is determined by a number of factors. Figure 5.2 identifies four major factors: (1) an individual's perception of the situation, (2) the past experience, (3) existence of social support, and (4) individual differences.

Perception of stressors: One of the major factors that determine the extent to which stress will be experienced depends upon one's perception of the situation. Consider this example. Two employees in a multinational organization are relocated to different states in India. One of them may perceive this to be a challenge and a scope to gain new knowledge and insights. He may view it positively and, therefore, may not experience distress. The second one may look at it as a punishment imposed by the authorities to delimit his competencies and expose his weaknesses and perceive it negatively and, therefore, experience distress.

Past experience: Depending on the familiarity with the situation and his prior experiences with the stressors, an individual may perceive a situation to be more or less stressful. As a result of past experience or training, an individual may be able to deal with the new situation more calmly and competently as compared to a less-experienced or inadequately trained individual. For example, if a department is going in for total computerization, an employee who has expertise in the use of computers might be far less stressed out than another employee who does not have prior experience of working with computers.
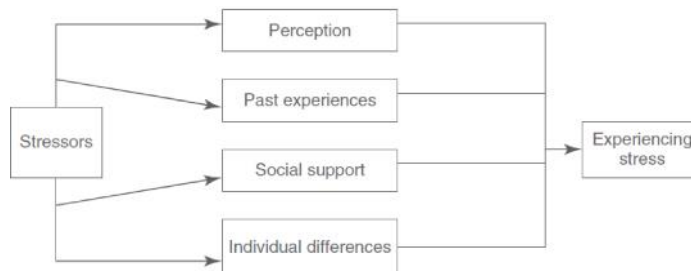
Fig. 5.2 *Factors That Determine Stress Experienced by Individuals*

Social support: The presence or absence of other people influences how individuals in the workplace experience stress and respond to stressors (Zahn-Waxler 1998). If the co-workers or the colleagues in a stressful situation behave confidently, it may give an impetus to the individual to cope with the stressful situation more calmly as compared to another situation in which the colleagues behave in an irritable and aggressive manner under stress. The presence of social support in the form of an understanding boss, colleagues, family, and friends plays a very significant role in the process of alleviating distress.

Individual differences: Since individuals are different from each other, their propensity to experience stress also differs significantly from each other. Individual differences in motivation, attitude, personality, and abilities influence whether employees experience stress and if they do, how they respond to it. Personality characteristics, in particular, may explain some of the differences in the way those employees experience and respond to stress. For example, the Big Five personality factors are important parameters that determine individual responses to various stressors in the work setting. Individuals on one extreme of adjustment (described as stable and confident) are more likely to cope well with a wide variety of work stressors; individuals at the other extreme (described as nervous and self-doubting) typically have greater difficulty in coping with the same stressors.

Check Your Progress

9. Name the three types of responses that elicits stress.
10. How does past experience influence stress tolerance?

5.5 MONITORING YOUR STRESS

We know that some stress is necessary for optimum efficiency. We also have a general idea of the level of stress that is destructive to job performance. Accordingly, it is necessary for individuals, as well as management to take steps to reduce stress to acceptable levels.

Individual Strategies

It is necessary for physical and psychological well-being of the person to reduce or eliminate the negative effects of stress. It is possible to manage stress, at least in the sense that a person can either avoid stressful conditions, change them or learn to cope with them. There are a number of ways by which stress can be managed so that the person has control over his life. Some of these strategies deal with the individual himself and focus on improving his physical and mental strength to deal with stress from all sources and some strategies deal specifically with job related stress.

Some of the stress reducing strategies that strengthen the individual's well-being are:

- ***Readjust life goals:*** Because of the severe competition to "get ahead", most individuals set very high standards and goals for themselves. They are always trying to do too much in too little time. They have tremendous fear of failing and they are running to nowhere. These high expectations and limited resources to reach such expectations result in stress. Accordingly, people must readjust their goals and make sure they have the ability and proper resources to reach such goals. Perhaps the goals should be established after resources have been analysed.

- ***Social support:*** There is a saying that, "a friend in need is a friend indeed". Good friends become highly supportive during the times of stress and crisis. Close and reliable friends may give a sympathetic hearing to your problems, a more objective assessment of the situation and support your sagging self-confidence or self-esteem. Many people turn to God for support during times of difficulties, believing God to be their "best friend". The idea of confession to a priest in the Catholic religion is primarily meant to receive moral support for stress created by some individual actions. Thus God, priests, family, friends can all be a source of great comfort during times of stress.

- ***Plan your life in advance*** While the attitude of "whatever will be, will be" is a way to accept the unexpected difficulties in life, it is better to project events in life and plan to confront them when they occur. Many times, people create situations that induce stress because they either did not plan or they did a bad job of planning. For example, students who plan the pace of their studies during the semester seldom find exams excessively stressful. Accordingly, if we plan the proper utilization of our resources of time and money, the chances are that we will have less stress.

- ***Physiological fitness:*** There is evidence to suggest that individuals who exercise and so strengthen their endurance and cardiovascular system, are much less likely to suffer from certain types of stress-related illnesses. As the correlation between physical fitness and stress resistance has become clear, many organizations have added facilities for physical exercise in their premises. With proper exercise, diet control and non-smoking habits, blood pressure and cholesterol levels become low and the body becomes more resistant to pressures. People are more likely to get physically sick or emotionally depressed if they are overweight or poorly nourished.

- *Yoga:* During the last twenty-five years, there has been a growing interest in yoga as a stress reduction strategy. The word "yoga" means union and according to Amarjit Sethi, it "implies union with the ultimate where the process of desiring has come to an end and where stress is non-existent". To a common man, yoga is a structured set of exercises and body movements with deep breathing and mind concentration, so that it is a way of getting away from the stressors. To a serious student of yoga, it is a methodology to integrate body and mind forces to bring them into a state of harmony with the ultimate goal of being in unison with the Infinite. At the lower levels of physical and mental fitness, yoga consists of certain postural habits (known as asanas) and these postures are non-dynamic, passive and stable, resulting in increased flexibility of skeletal structure. This in turn stimulates the nervous system. Accordingly, with proper "asanas" and controlled breathing, the neuromuscular coordination is strengthened, affecting glandular activity that is responsible for physical as well as mental health. Thus, the development of a sound mind in a sound body improves the stress coping capabilities.

- *Meditation:* Meditation involves concentration of mind away from stress producing areas, sitting in a comfortable position, closing the eyes and clearing the mind from all disturbing thoughts. Any form of concentration that redirects our thought processes away from daily concerns can be considered meditation. Primarily, it involves silently repeating a single syllable or "mantra" over and over again. This concentration on "mantra" shuts out other distractions and results in physical and mental relaxation at its peak. The place of meditation should be such that the meditator is not disturbed by any outside force such as telephone, children or visitors. This technique was popularised by Maharishi Mahesh Yogi, an Indian mystic, and the method is known as "Transcendental Meditation" or TM.

  Another form of meditation that has grown popular is Benson's method or "Relaxation Response." This technique is similar to TM and is designed to elicit "relaxation response" that is considered to be opposite to "stress response". The basic idea is to block extraneous and distracting thoughts from one's mind. It is a form of breathing meditation, where the meditator consciously thinks of a word or a symbol on every out breath. The idea is to dwell upon a particular word or sound or to gaze at a symbol or even concentrate on a particular feeling. Relaxation response should become an integral part of behaviour so that life stresses are effectively countered. Benson recommends "relaxation response" breaks instead of coffee breaks to rejuvenate workers.

NOTES

- ***Biofeedback:*** Biofeedback is a methodology designed to alter undesirable physiological responses through psychological strategies. Sophisticated electronic instruments are used to measure small undesirable changes caused by stress. Then a state of relaxation is induced in order to bring back such bodily functions to a normal non-stress state. For example, whenever blood pressure is registered as too high, individuals then try to relax to bring the blood pressure down. This tendency to relax is voluntary on the part of the individual. The potential benefit of biofeedback is the human ability to bring some of the bodily functions under voluntary control. These functions include heart rates, brain waves, muscle tension, blood pressure and stomach acidity. Changes in these functions are most often caused by stress. By measuring these changes precisely through the system of biofeedback, an individual can respond to these changes effectively. Thus, stress management can be voluntarily practiced by individuals.

Check Your Progress

11. Define yoga according to Amarjit Sethi.
12. Which form of concentration can be considered meditation?
13. What is biofeedback?

5.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Stress at work is inevitable because of the thought process required in the job performance.

2. Beehr and Newman define job stress as "a condition arising from the interaction of people and their jobs and characterised by changes within people that force them to deviate from their normal functioning".

3. Immunity against an adverse environment and stress factors is developed through constant experience and training.

4. The physical and psychological demands refer to the feelings of employees on their body and mind.

5. Opportunities do not lead to stress; but when opportunities are not realised in the normal course of time, it is stress.

6. Long stressed body weakens people psychologically. This is known as Burn-out.

7. The most serious form of stress is 'trauma'. It occurs in a hostile atmosphere wherein employees do not find adjusting easy with the continuous stress.

8. When there is an expectation from the organization to accomplish more than the ability of the person, it results in work overload.

9. The process of stress elicits three types of responses. These are: physiological, psychological and behavioural responses.

10. Depending on the familiarity with the situation and his prior experiences with the stressors, an individual may perceive a situation to be more or less stressful.

11. According to Amarjit Sethi, yoga "implies union with the ultimate where the process of desiring has come to an end and where stress is non-existent".

12. Any form of concentration that redirects our thought processes away from daily concerns can be considered meditation.

13. Biofeedback is a methodology designed to alter undesirable physiological responses through psychological strategies.

5.7 SUMMARY

- In order to prevent or reduce stress in an organisation, the real form of the stages of stress or background of stress and its causes and effects must be thoroughly understood.

- Stress is a dynamic condition in which a person is faced with constraint and strains. Stress is the discomfort of an individual. Emotional disequilibrium is stress.

- Stress is also a source for deep inspiration to work. In that sense, stress is tension which leads to action and performance.

- Stress in the initial form may be good for a person and an organisation. But, it becomes troublesome for the employees if it continues for a long time.

- The mediation by people is a significant tenet of stress as it is the outcome of only the realisation by employees.

- Chronic worry, insomnia, frustration, instability and uncooperative attitude are developed if stress is not checked initially. If high intensity stress continues for an extended duration, problems arise.

- Long stressed body weakens people psychologically. This is known as Burn-out. The next chronic form of stress is trauma.

- The most serious form of stress is 'trauma'. It occurs in a hostile atmosphere wherein employees do not find adjusting easy with the continuous stress.

- The workplace trauma is often visible in the form of harassment, wrongful termination, biased attitudes and discrimination. Many times, employees assume responsibilities and find themselves in an emotional tailspin. Organisations witnessing the symptoms of trauma take serious steps to

prevent its recurrence. Satisfaction, clarification and mutual help avoid trauma.

- Frustration is a form of behaviour that occurs when a person wishes to achieve a certain objective or pursue a certain course of action but is prevented from doing so. It refers to an obstruction or impediment to goal oriented behaviour.

- A second form of stress is the "anxiety" which is a feeling of inability and helplessness in formulating appropriate responses or plans for dealing with the anticipated negative outcomes. It occurs when a decision has to be made but the outcome of the decision could have positive as well as negative consequences.

- Stress from the task demand emerges from changes enforced on employees. Change often brings in uncertainty and unpredictability.

- Role conflict exists when job functions contain duties or responsibilities that conflict with one another. It is most commonly found among middle managers, who find themselves caught between top-level management and lower-level managers.

- As soon as stress appears, the brain reacts, and immediate biochemical changes take place in heartbeat and heightening of practically all the senses.

- High degree of stress is typically accompanied by severe anxiety, frustration and depression.

- One of the major factors that determine the extent to which stress will be experienced depends upon one's perception of the situation.

- The presence of social support in the form of an understanding boss, colleagues, family, and friends plays a very significant role in the process of alleviating distress.

- People must readjust their goals and make sure they have the ability and proper resources to reach such goals. Perhaps the goals should be established after resources have been analysed.

- With proper exercise, diet control and non-smoking habits, blood pressure and cholesterol levels become low and the body becomes more resistant to pressures. People are more likely to get physically sick or emotionally depressed if they are overweight or poorly nourished.

- With proper "asanas" and controlled breathing, the neuromuscular coordination is strengthened, affecting glandular activity that is responsible for physical as well as mental health. Thus, the development of a sound mind in a sound body improves the stress coping capabilities.

- Meditation involves concentration of mind away from stress producing areas, sitting in a comfortable position, closing the eyes and clearing the mind from

all disturbing thoughts. Any form of concentration that redirects our thought processes away from daily concerns can be considered meditation.

5.8 KEY WORDS

- **Stress:** It refers to a state of mental or emotional strain or tension resulting from adverse or demanding circumstances.
- **Mediation:** It is the intervention in a dispute in order to resolve it.
- **Trauma:** It refers to an emotional shock following a stressful event or a physical injury, which may lead to long-term neurosis.
- **Anxiety:** It refers to a feeling of worry, nervousness, or unease about something with an uncertain outcome.
- **Conflict:** It is a state of mind in which a person experiences a clash of opposing feelings or needs.
- **Meditation:** It is a practice where an individual uses a technique – to train attention and awareness, and achieve a mentally clear and emotionally calm and stable state.

5.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What are the ill effects of stress?
2. How is stress also a source for deep inspiration to work?
3. How does the uncertainty and importance of an outcome create stress in a person?
4. State the factors that cause frustration.
5. When and how does role conflict occur?

Long Answer Questions

1. How does the environment, apart from mental realisation, also play a significant role in shaping the stress behaviour? Explain.
2. 'The causes of stress are external but its impact are internal.' Elucidate the statement.
3. What is anxiety? Explain with examples.
4. Describe the kinds of responses elicited by stress.
5. Illustrate the factors that determine the manner in which an individual experience stress.

5.10 FURTHER READINGS

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UNIT 6   COPING PATTERNS

6.0   INTRODUCTION

When a person invests his own conscious effort to solve interpersonal and personal problems in order to try to have control, tolerate or minimise conflict and stress then this is called coping. So the mechanisms for psychological coping are usually called coping patterns or coping strategies. However the term coping usually means the constructive or adaptive coping strategies that help in bringing down stress. However some other coping strategies also called maladaptive can bring up the stress. So based on its outcome the maladaptive coping can also be described as non-coping. Furthermore the term coping means the reactive coping in which the coping response comes after the stressor. This is different from proactive coping in which the main aim of the coping response is to counter a stressor of the future. Unconscious or subconscious strategies like defence mechanisms are generally not included from the area of coping. The type of the stress, the individual and the circumstances determine the effectiveness of the coping effort. Coping responses are partly controlled by the social environment and partly by the habitual traits or the personality but more in the case if the environment is stressful. In this unit, we will study in detail about the types of different coping strategies and the role of hormones in stress management.

6.1   OBJECTIVES

After going through this unit, you will be able to:

- Describe the types of coping patterns employed by people in stressful situations

- Discuss the psychoanalytic theories of coping mechanism

- Explain the role of hormones in stress management

6.2 COMMON COPING PATTERNS

People can cope with the feelings of stress in their lives and with the stressors in many ways. A host of literature, both academic and popular explain the process of stress management and it has become a study which has drawn a lot of interest. Individuals can use many of the techniques explained to deal with the stress that they might have in their lives. Many techniques induce a lower than normal stress level for a temporary period to make up for the biological tissues involved and many others meet the stressor at a level of abstraction that is higher. The techniques to manage stress could be physical (deep breathing, natural medicine, art or yoga) or cognitive (meditation, cognitive therapy or mindfulness) or environmental (nature, pets, music, spa visits).

There has been an identification of many coping strategies. There has not been an agreement on the classification of the strategies into a broader architecture. Coping has been grouped by some researchers empirically or rationally using factor analysis or by blending both the techniques. Lazarus and Folkman, in the early days, split the coping strategies into four groups – meaning-making, support-seeking, emotion-focussed and problem-focussed. The teacher and mentor, Weiten also identified four types of coping strategies, namely, occupation-focused, emotion-focused, problem-focused (adaptive behavioural) and appraisal-focused (adaptive cognitive) coping. Furthermore, avoidance coping was added to it by Billings and Moos as one of the emotion-focused coping. According to some scholars the psychometric validity of forced categorisation is questionable as those strategies are dependent on each other. Besides, in reality, people tend to adopt multiple coping strategies simultaneously.

Usually, people use a blend of various coping strategies which may change with time. Though every coping strategy is useful, some consider people using problem-focussed coping strategies adjust better to life. This is because they allow an individual greater perceived control over their problem, whereas emotion-focused coping may sometimes lead to a reduction in perceived control (maladaptive coping). The connection between the idea of cognitive coping or defensive reappraisals and Freud's concept of ego-defences coping strategy has been noted by Lazarus, thus overlapping with the defence mechanism of a person.

6.2.1 Types of Coping: Appraisal, Problem and Emotion Focus Strategies

Let us now discuss the various types of coping.

Appraisal-focused Constructive Coping

In appraisal-focused (Adaptive cognitive) strategies, a person makes modification to the way he thinks, for example by distancing himself from the problem or denying it. A person can alter the way he thinks about a problem by altering his values and goals such as seeing the funny side of the situation. Many feel that the humour could play a better role as a moderator of stress among men and women.

Problem-focused Constructive Coping:

A person who uses the problem-focused strategy tries to deal with the reason of the problem. He can do this by searching for more information regarding the problem and learn new skills for the management of the problem. The main aim of problem-focused coping is to eliminate or change the reason of the stress. Folkman and Lazarus had identified three strategies of problem-focused coping: evaluating the pros and cons, seeking information and taking control. It is however not necessary that problem-focussed coping will be adaptive, especially in the case which is beyond the person's control and where he cannot get rid of it.

Emotion-focused strategies

Emotion-focused strategies involve:

(a) Using systematic relaxation procedures

(b) Mindfulness practices

(c) Managing hostile feelings

(d) Releasing pent-up emotions

(e) Meditating

(f) Distracting oneself

Emotion-focused coping "is oriented toward managing the emotions that accompany the perception of stress". The five emotion-focused coping strategies identified by Folkman and Lazarus are:

(i) Positive reappraisal

(ii) Disclaiming

(iii) Exercising self-control

(iv) Escape-avoidance

(v) Accepting responsibility or blame

Emotion-focused coping is a mechanism to alleviate distress by preventing, reducing or minimising the emotional components of a stressor. This mechanism can be applied using a variety of ways such as:

(a) Distancing

(b) Exercising self-control

(c) Using avoidance

(d) Accepting responsibility

(e) Seeking social support and

(f) reappraising the stressor in a positive light

The main focus of this coping mechanism is to transfer attention from the stressor or to change the meaning of it. For example through reappraising the person tries

to find more optimistic meaning of the reason of the stress so as to lessen the emotional component of the stressor. By avoiding the emotional distress he will get distracted from the negative feelings that could be associated with the stressor. If the stressor cannot be controlled then emotion-focused coping seems more apt for example in the case of the loss of a loved one or terminal illness. Some mechanisms of emotion-focused coping, such as avoidance or distancing can have outcomes that are alleviating for a short span of time but would be detrimental if used for an extended period of time. Positive emotion-focused mechanisms, such as positive re-appraisal and seeking social support are associated with outcomes that are beneficial. One form of emotion-focused coping is the emotional approach in which the emotional processing and expression is used to manage the response to a stressor adaptively. Other examples include relaxation training by using art therapy, music, yoga, meditation, deep breathing and aroma therapy as well as grounding in which the physical sensations or mental distractions are used to refocus from stressor to present.

Reactive and proactive coping: Usually coping is reactive because it basically responds to a stressor. When a person anticipates and reacts to a future stressor then this is known as future oriented coping or proactive coping. This anticipation happens when the stress of a tough challenge is reduced by preparing and planning to cope with it.

Social coping: It is recognised by social coping that an individual is bedded within the social environment and this could be full of stress but could also be a source of coping resources such as asking for social support from others.

Humour: Humour gives useful benefits in relation to well-being and mental health when it is used as a positive coping strategy. When one has a humorous outlook towards life then the stressful experiences usually get minimised. This method of coping corresponds with the emotional state which is positive and it could be helpful in indicating mental health. Physiological processes are also influenced by the exercise of humour. For example, when one laughs then his muscle tension gets reduced and the flow of oxygen to the blood also increases, the cardiovascular region gets exercised and endorphins are produced in the body. The use of humour in coping when feelings are processed through can vary on the basis of the individual's life circumstances and individual humour styles. In regards to loss and grief in life occurrences, it has also been seen that genuine smiles/ laughs when speaking about the loss predicted later adjustment and evoked more positive responses from others. A deceased person's family member may start making jokes and remember the funny incidences that had happened with the deceased when the deceased was alive or may see the irrational side of the way the other family members are grieving when they knew that the deceased person's death was well expected. Sometimes this humour is used by people to gain control over a situation in which they feel that they have become helpless and can do nothing about it and they want to get out of the feeling of helplessness. Exercised

humour can be a sign of adjustment in a positive manner as well as getting support from others grieving the loss.

Negative techniques (maladaptive coping or non-coping): We have seen that the functioning gets improved with the use of the adaptive coping strategies but in the case of maladaptive coping techniques which are also called non-coping, there will only be a reduction of symptoms and the stressor will remain strengthened and maintained. These techniques are not long term coping processes although they could be very effective in the short run. Some examples of these types of behaviours could be rationalisation, anxious avoidance, safety behaviours, sensitisation, dissociation and escape (including self-medication).

Maladaptive coping strategies interfere with the ability of a person to break apart or unlearn, the paired association between the associated anxiety symptoms and the situation. They are maladaptive as disorder remains intact in them.

The ability of the mind to compartmentalise and separate emotions, memories and thoughts is called Dissociation. This is usually related to post traumatic stress syndrome.

Sensitisation happens when a person wants to anticipate, rehearse and/or learn about a fearful event in a protected environment to ensure that the event does not happen in the first place.

The safety behaviours are demonstrated when the individuals with anxiety disorders rely on someone or something as a way of coping with their excessive anxiety.

The practice of using reasoning to reduce the incident's severity or avoid approaching it in ways that could cause psychological stress or trauma is called rationalisation. It can usually be seen while making excuses for the behaviour of the person who engages in rationalisation or others who are involved in the situation the person is trying to rationalise.

When a person tries to avoid anxiety provoking situations, it is called anxious avoidance. This is the most commonly used method.

Closely related to avoidance is escape. In this technique we can see that people have phobias or panic attacks. At the first sight of anxiety, these people try to flee from the situation.

More examples of coping strategies include instrumental or emotional support, behavioural disengagement, self-blame, substance, denial, self-distraction and the use of alcohol or drugs.

Many people think that meditation not only calms our emotions, but also makes us feel more 'together', as too can "the kind of prayer in which you are trying to achieve an inner quietness and peace".

Low-effort coping or low-effort syndrome refers to the person's coping responses of refusing to do hard work. For example the accountant at an office

may not want to work to his potential as he believes that if he puts hard work then he could make more mistakes.

Check Your Progress

1. Give examples of the techniques to manage stress.
2. What is proactive coping?
3. What is anxious avoidance?

6.3 HISTORICAL PSYCHOANALYTIC THEORIES

Here, we will discuss the psychoanalytic theories related to coping patterns and mechanism given by Otto Fenichel, Karen Horney and Heinz Hartmann.

Otto Fenichel

A summary was given by Otto Fenichel to the early psychoanalytic studies of coping mechanisms in children as "a gradual substitution of actions for mere discharge reactions and the development of the function of judgement" – noting however that "behind all active types of mastery of external and internal tasks, a readiness remains to fall back on passive-receptive types of mastery."

In adult cases of "acute and more or less 'traumatic' upsetting events in the life of normal persons", Fenichel emphasized that in coping, "in carrying out a 'work of learning' or 'work of adjustment', [s]he must acknowledge the new and less comfortable reality and fight tendencies towards regression, towards the misinterpretation of reality", though such rational strategies "may be mixed with relative allowances for rest and for small regressions and compensatory wish fulfilment, which are recuperative in effect".

Karen Horney

Karen Horney was a German Freudian psychoanalyst and in the 1940s she stated in her theory that individuals cope with anxiety produced by feeling undervalued, unloved and unsafe by not owning their spontaneous feelings and developing elaborate strategies of defence. She defined four so called coping strategies to give definitions to the interpersonal relations, one describing the neurotic states and the others describing psychologically healthy individuals.

'Moving with' is the healthy strategy that was termed by her. It is how relationships are developed by psychologically healthy people. Compromise is needed and if the person has to move on there has to be decisions, disagreements, agreements and communication. She also described three other strategies – 'Moving away', 'Moving against' and 'Moving towards', which represented unhealthy neurotic strategies utilised by people for self-protection.

These patterns of neurotic needs (compulsive attachments) were investigated by Horney. These attachments might be felt more strongly by neurotics because of

the difficulties of their lives. If these needs are not experienced by neurotics then anxiety will be experienced by them. The 10 needs are:

1. Affection and approval
2. Partner who will take over one's life
3. Restrict one's life within narrow borders
4. Power
5. Exploit others
6. Prestige
7. Personal admiration
8. Personal achievement
9. Self-sufficiency and independence
10. Perfection and Unassailability

In Compliance, also known as 'Self-effacing solution' or the 'Moving toward', the person moves towards those who are perceived as a threat to avoid getting hurt or to avoid retribution – (making any sacrifice, no matter how detrimental). Such people give the argument that if they give in then they won't get hurt which further means that if they give every person they see as a potential threat whatever the other person wants then they will avoid getting emotionally and physically injured. This strategy includes the neurotic needs 1, 2 and 3.

In Withdraw, also called as the Resigning solution or 'Moving away', the person keeps a distance from everyone who he thinks can hurt him. Unobtrusiveness gives rise to this 'the mouse hole attitude'. Such person argues that if he does not let anyone close to him, he will not get hurt. According to Horney, a neurotic wants to keep distance because of being abused. The person feels that by being an extreme introvert, no one will be able to have a relationship with him and if he has no one around then no one can hurt him. Such a person fights personality. This is his strategy. However he appears to people as being shallow or cold. He removes himself emotionally from the society. This strategy includes neurotic needs 3, 9 and 10,

In Aggression which is also known as 'Expansive solution' or 'Moving against', the person threatens those who he perceives to be a threat so as to avoid getting hurt. A child may display hostility or anger in reaction to the indifference of the parents. This strategy includes neurotic needs 4,5,6,7 and 8.

In relation to the work of Horney, the scholars of public administration developed a classification of coping by frontline workers when they worked with clients. The focus of this coping classification is the behaviour workers could display towards clients under stressful conditions. They found that during public service delivery there were 3 main coping families. They are as follows:

Moving towards clients: Coping by helping clients in situations that are stressful. For example trainer who works overtime to help his trainees.

- Moving away from clients: Coping by avoiding interactions which are meaningful with clients in situations that are stressful. For example a public servant telling the customer that the office was busy and the customers should come the next day.

Moving against clients: Coping by confronting clients. For example when a teacher copes with stress when working with students by making them follow very strict rules such as disallowing them from using the mobile phone in the class even if it is very important or urgent. We could also include aggression towards clients here.

From the thirty five years of systematic review of the literature, it was found by scholars that most often family was moving towards the clients (Forty three percent of all coping fragments). Moving away from clients was found in thirty eight per cent of all coping fragments and Moving against clients in nineteen per cent.

Heinz Hartmann

In 1937, the psychoanalyst (as well as a psychiatrist, psychologist and physician) Heinz Hartmann marked it as the evolution of ego psychology by publishing his paper, 'Me'. It was later translated into English in 1958 with the title – 'The Ego and the Problem of Adaptation'. The main focus of Hartmann was the adaptive progression of the ego 'through the mastery of new demands and tasks'. In fact, according to his adaptive point of view, once infants were born they have the ability to be able to cope with their surrounding's demands. In his wake, ego psychology further stressed "the development of the personality and of 'ego-strengths'...adaptation to social realities".

Object relations

Emotional intelligence emphasize the importance of the ability to soothe oneself and to get rid of irritability or gloom or rampant anxiety. The people who do not have enough of this ability usually have to fight against the feelings of distress while those who have an excellent command over this ability can easily make a comeback whenever they face upsets or setbacks in life. With this perspective in mind the fundamental life skill is the ability of a person to soothe himself. It has been seen as the most important psychic tool by some psychoanalytic thinkers such as DW Winnicott and John Bowlby.

The childhood development of both the independent coping, i.e., the ability to soothe oneself and of aided coping, i.e., the emotion focus coping in infancy is often accomplished through the assistance of an adult.

Gender differences

In coping strategies, the gender differences are the ways in which women and men differ in psychological stress management. As per the evidences available, the main reason for stress in males is careers and the main reason why females encounter stress is interpersonal relationships. According to early studies there

were gender differences in the stressor's source, but the differences in gender coping were less after the source of stressors were controlled. The more recent work has revealed in a similar way that there was a small difference between men and women's coping strategies when the individual in similar situations were studied.

Usually when such differences exist, it indicates that women tend to use emotion focussed coping and the 'tend-and-befriend' response to stress, whereas the tendency of men is to use problem-focused coping and thus give a fight-or-flight response. This may be because men are encouraged by societal standards to be more individualistic and the expectation from women is to be interpersonal. Genetic factors are considered an alternative explanation for the aforementioned differences. The degree to which social conditioning and genetic factors influence is the subject of ongoing debate.

Physiological Basis

In stress management, hormones play an important part. The stress hormone 'cortisol' was found to be higher in males in situations that are stressful. However, in females the levels of cortisol were decreased in situations which were stressful and instead it was discovered that there was an increase in limbic activity. According to many researchers these results explain the reason that in stressful situations the fight-or-flight response is administered by men and the females give the reaction of tend-and-befriend. The sympathetic nervous system is activated in the fight-or-flight response in the form of increased epinephrine, adrenaline and focus level. On the other hand the tend-and-befriend reaction is exhibited as women tend to protect their relatives and offspring. Although these two reactions support a genetic basis to differences in behaviour, one should not assume that in general females cannot implement "fight-or-flight" behaviour or that males cannot implement "tend-and-befriend" behaviour. In addition to this the study has implied differing health impacts for each gender as a result of the contrasting stress-processes.

Check Your Progress

4. List the coping strategies defined by Karen Horney in her theory.

5. What are the main reasons of stress in males and females?

6.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The techniques to manage stress could be physical (deep breathing, natural medicine, art or yoga) or cognitive (meditation, cognitive therapy or mindfulness) or environmental (nature, pets, music, spa visits).

2. When a person anticipates and reacts to a future stressor then this is known as future oriented coping or proactive coping.

3. When a person tries to avoid anxiety provoking situations, it is called anxious avoidance.

4. Karen Horney defined four so called coping strategies to give definitions to the interpersonal relations: moving with, moving towards, moving against and moving away.

5. As per the evidences available, the main reason for stress in males is careers and the main reason why females encounter stress is interpersonal relationships.

6.5 SUMMARY

- Many techniques induce a lower than normal stress level for a temporary period to make up for the biological tissues involved and many others meet the stressor at a level of abstraction that is higher.

- Coping has been grouped by some researchers empirically or rationally using factor analysis or by blending both the techniques. Lazarus and Folkman, in the early days, split the coping strategies into four groups – meaning-making, support-seeking, emotion-focussed and problem-focussed.

- In appraisal-focused (Adaptive cognitive) strategies, a person makes modification to the way he thinks, for example by distancing himself from the problem or denying it.

- A person who uses the problem-focused strategy tries to deal with the reason of the problem.

- Emotion-focused coping "is oriented toward managing the emotions that accompany the perception of stress".

- Some mechanisms of emotion-focused coping, such as avoidance or distancing can have outcomes that are alleviating for a short span of time but would be detrimental if used for an extended period of time.

- Humour gives useful benefits in relation to well-being and mental health when it is used as a positive coping strategy. When one has a humorous outlook towards life then the stressful experiences usually get minimised. This method of coping corresponds with the emotional state which is positive and it could be helpful in indicating mental health.

- Negative coping techniques are not long term coping processes although they could be very effective in the short run. Some examples of these types of behaviours could be rationalisation, anxious avoidance, safety behaviours, sensitisation, dissociation and escape (including self-medication).

- Karen Horney stated in her theory that individuals cope with anxiety produced by feeling undervalued, unloved and unsafe by not owning their

spontaneous feelings and developing elaborate strategies of defence. She defined four so called coping strategies to give definitions to the interpersonal relations, one describing the neurotic states and the others describing psychologically healthy individuals.

- In Compliance, also known as "Self-effacing solution" or the "Moving toward", the person moves towards those who are perceived as a threat to avoid getting hurt or to avoid retribution – (making any sacrifice, no matter how detrimental).

- In withdraw, also called as the Resigning solution or 'Moving away', the person keeps a distance from everyone who he thinks can hurt him.

- In Aggression which is also known as 'Expansive solution' or 'Moving against', the person threatens those who he perceives to be a threat so as to avoid getting hurt.

- The main focus of Hartmann was the adaptive progression of the ego 'through the mastery of new demands and tasks'.

- Emotional intelligence emphasize the importance of the ability to soothe oneself and to get rid of irritability or gloom or rampant anxiety.

- In coping strategies, the gender differences are the ways in which women and men differ in psychological stress management. As per the evidences available, the main reason for stress in males is careers and the main reason why females encounter stress is interpersonal relationships.

- Usually when such differences exist, it indicates that women tend to use emotion focussed coping and the 'tend-and-befriend' response to stress, whereas the tendency of men is to use problem-focused coping and thus give a fight-or-flight response.

- In stress management, hormones play an important part. The stress hormone 'cortisol' was found to be higher in males in situations that are stressful. However, in females the levels of cortisol were decreased in situations which were stressful and instead it was discovered that there was an increase in limbic activity.

6.6 KEY WORDS

- **Coping:** It means to invest one's own conscious effort, to solve personal and interpersonal problems, in order to try to master, minimize or tolerate stress and conflict. The psychological coping mechanisms are commonly termed coping strategies or coping skills.

- **Emotional intelligence:** It is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict.

- **Psychoanalytic theory:** These are the theory of personality organization and the dynamics of personality development that guides psychoanalysis, a clinical method for treating psychopathology.

- **Fight or flight:** The fight-or-flight response is a physiological reaction that occurs in response to a perceived harmful event, attack, or threat to survival.

- **Tend and befriend:** It is a behaviour exhibited by some animals, including humans, in response to threat. It refers to protection of offspring and seeking out their social group for mutual defense. In evolutionary psychology, tend-and-befriend is theorized as having evolved as the typical female response to stress.

6.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What are the ways of applying emotion-focused coping?
2. What effect does coping through humour have on psychological and physiological processes?
3. What are negative coping techniques?

Long Answer Questions

1. Describe Karen Horney's coping strategies of her psychoanalytic theory.
2. Explain why men and women's coping strategies are different when they cope a same situation.
3. What roles does hormones play in stress management? Explain.

6.8 FURTHER READINGS

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UNIT 7   COMMUNICATION

Structure

7.0   INTRODUCTION

The transmission of messages between two people is referred as interpersonal communication. It may not be necessarily in the form of speech, it may be an expression, a gesture, the dress or the body. When we communicate with others using gestures or expressions, it is called non-verbal communication. Moreover, it includes facial expressions, the tone and the pitch of the voice, body language and physical distance between communicators. A host of physical, psychological, cultural and mechanical factors affect communication. They can be either facilitators or barriers to communication. These include power of expression, clarity, coherence, attentiveness, distance, voice or sound levels, relationship and hierarchy, type and quality of the modes of communication and the skill involved in using them. In this unit, we will study in detail about the process of interpersonal communication, non-verbal communication, steps to make communication effective along with the problems encountered generally while communicating.

7.1   OBJECTIVES

After going through this unit, you will be able to:

- Describe the meaning of interpersonal communication and the skills required for it to be effective

- Explain the meaning and different branches of non-verbal communication

- Discuss the communication problems and the factors which affect an effective communication

7.2 PROCESS OF INTERPERSONAL COMMUNICATION

Interpersonal communication skills are an important facet of the process of communication and as such are extremely relevant for achieving personal as well as professional success. Interpersonal communication refers to face-to-face or person-to-person communication. It is often direct and interactive. The message is orally communicated with the help of words as well as through non-verbal communication, encompassing body language, spacing, facial expressions, tone, gestures, and action. Interpersonal communication involves the effective use of verbal messages plus body language.

Interpersonal communication has come to acquire particular significance in all people-oriented situations. Effective interpersonal communication calls for good insight into human behaviour and a clear understanding of how people are likely to react under different situations. Interpersonal skills are relevant in dealing with people, both within and without, in any service sector organization.

When it comes to work places, every manager needs to develop Interpersonal skills. Interpersonal skills are among the most important managerial skills, which every manager needs to develop. Interpersonal skills refer to skills relevant in dealing with other people. Since every organization, big or small, is like a network, managers need to interact with a number of people on a regular basis. Unless managers develop significant Interpersonal skills, they cannot hope to achieve results and become successful managers. Interpersonal skills, in fact, are relevant for managers at all levels. The larger and more heterogeneous the group with which the manager deals, the greater would be the need for varied Interpersonal skills. Today's organizations are increasingly becoming global workplaces and the managers therein should develop appropriate skills.

People good in interpersonal skills consciously develop all these verbal and non-verbal skills and use them successfully in dealing with a variety of people and situations. They use their interpersonal communication skills to create the desired impression, both positive and negative as the case may be. The words they choose, the way in which they express them, the tone, the gestures and the action in totality are all impact creating, in any relationship building exercise, consciously or otherwise. For example, the customer makes an impression on the counter staff as he/she walks in. The counter staff, likewise, make an impression on the customer. The first impression carries considerable value. If it is right, it results in a positive relationship. Hence, the right skills would cover the way we say hello, the smile, the attentiveness, the firm handshake, the impression we make as we enter and any such act which the party notices and, more importantly, interprets.

Some other essential skills relevant for effective interpersonal communication are the ability to win trust, build rapport, ask the right questions and elicit full

details. Effective interpersonal communication involves creating the right impression and communicating the intended message convincingly. This calls for sincerity in approach and bringing in transparency in communication. It means asking the appropriate questions in an appropriate manner and making the other party communicate. It means making the other person confide in you. It means breaking a person's reluctance. When we think of counselling, negotiation, hearing of appeals and personal interviews, extra communication skills would be involved. They have to be developed with conscious efforts.

People in the service industry, as we have noted earlier, should necessarily have one basic skill, the ability to get along with other people. They should develop interpersonal skills such as the ability to communicate effectively and also work as a member of the team. While job-oriented skills and knowledge are important, what is equally relevant, if not more, is the right attitude. The customer may accept a certain lack of knowledge, but will never accept rudeness or indifference. That is why training programs in service organizations covering marketing and customer relations lay particular emphasis on building the right attitude or mindset.

People come to work not only with their hands and heads, but also their hearts. They come not only with knowledge, wisdom and intelligence, but also with feelings and emotions. Dealing with other people involves control over moods. Any work situation has its mix of positive and negative, and good and bad strokes. Good interpersonal skills require underplaying the negative strokes and not letting them spoil one's temperament. A service provider should learn to rise above bad feelings coming from any quarter and not let those show up or hinder dealings with the customers.

Check Your Progress

1. What do you mean by interpersonal communication and interpersonal skills?

2. What does effective interpersonal communication involve?

7.3 NON-VERBAL COMMUNICATION

Verbal communication refers to the communication which occurs with the help of words. A verbal contract, therefore, suggests an oral contract and a verbal evidence denotes oral evidence. By its very definition, non-verbal communication refers to the type of communication that does not use words.

It Does Not Use Words

It is thus a very prominent third type of communication as distinct from both oral and written communication. It takes place extensively at various levels—individuals, family, society and organization.

Non-verbal communication is ancient and constitutes the earliest type of communication. It developed much before oral communication and languages came into being. Gestures, postures, signals and facial expressions were obviously among the earliest means of communication used by the pre-literate man. The language of the hearing impaired which uses signs and gestures perhaps evolved from these ancient methods of communication. Another significant dimension of non-verbal communication is its universality. Unlike verbal communication, which has limitations in terms of reach, the non-verbal communication is universal in appeal. Words have boundaries, whereas non-verbal communication, which does not use words, transcends linguistic and cultural barriers and boundaries. The language of love and compassion is widely recognized as a universal language. Mother Teresa, for example, was a communicator par excellence who 'spoke' the universal language of love and compassion that was understood all over the world. The silent movies of the bygone era are another example of effective non-verbal communication.

Non-verbal communication is closely associated with the power of observation. The receiver of the communication should be in a position to see, hear and even feel the communicator. The receiver of the communication should be in a position to clearly see the face, the gesture, the tone, the dress, the appearance and also hear the voice of the communicator. Since it is through observation, non-verbal communication may be both intended and unintended. It is intended when the communicator tries to convey certain messages to the target group through conscious gestures, postures, attire and other forms of body language. Non-verbal communication is unintended when the body language, posture or appearance of the communicator is interpreted by the receiver, even though it is not done consciously. A sloppy posture or a casual attire may be interpreted as lack of seriousness, although the speaker may be quite intent.

Although non-verbal communication can take place independent of other methods of communication, it often goes along with oral or verbal communication by the speaker. Used appropriately, body language and non-verbal messages can supplement and complement the oral message.

Together they can make the message loud, clear and forceful. On the contrary, if they are not consistent, the message that comes out would be ambiguous or garbled. When a speaker speaks, it is not just through words, but through the speaker's personality as well. Similarly, although interpreting each non-verbal message provides a useful clue, listeners or the target audience should not jump to conclusions, but should, instead, take note of the totality of the messages communicated. It takes conscious effort and keen attention on the part of both the communicator and receiver to appropriately convey and interpret the message. The required degree of awareness and consciousness on the part of both is of particular relevance for the effectiveness of non-verbal communication.

It is essential to note that what a person says, together with the body language of that person creates the total impact. If they are consistent, they strengthen and reinforce the message and if they are inconsistent and contradict each other, then it clearly means that the person is speaking two different things. The body belies what the tongue utters. Sometimes, what a person says with her body negates what she is saying with her tongue. Thus, a person may appear calm and self-controlled, but if her foot is tapping the floor restlessly, or she is fidgeting with her fingers, or biting her nails, her nervousness speaks loud. Under such circumstances, the recipient disregards the verbal message and accepts the message conveyed by the body language as the more authentic one.

Non-verbal communication can have an overwhelming impact. There are myriad ways in which the body and its associated actions communicate messages, both intended and unintended. Non-verbal communication takes place at various levels when parts of the body, actions, mannerisms, behaviour, attire and demeanour tend to communicate. In other words, non-verbal communication takes place through the following objects, actions, and expressions:

1. Body language—facial expressions, eye contact, voice modulation
2. Postures/Gestures—carriage, leaning, shrugging, nodding
3. Attire
4. Appearance
5. Handshake
6. Space
7. Timing
8. Example
9. Behaviour
10. Smile

Body language is a well-developed discipline of study. Behavioural psychologists and researchers have studied, over the years, individuals and groups of people in business organizations and have developed the art of interpreting each one of the above as a means to ensuring effective communication.

Social scientists use the term "paralanguage" to describe a wide range of characteristics or expressions based on voice, facial expressions, or actions. A paralinguistic study relates to interpreting communication that takes place through other than words. It relates to studying the tone of voice and expressions on one's face and actions. Paralanguage relates to 'how' something is said, rather than 'what' is said.

Branches of Non-Verbal Communication

Non-verbal communication covers several branches of study including kinesics, oculesics, haptics and proxemics. A brief description of each of these sub-categories, with particular reference to business communication, is given below.

Kinesics is the most well-known branch of non-verbal communication. It relates to a systematic study of various aspects of body language. Kinesics covers the study of body movements, gestures, facial expressions, appearance, etc. A well trained person, given to close observation, can meaningfully interpret body movements, facial expressions, etc. in the context of business communication. Superiority, inferiority, likes, dislikes, trust, confidence, earnestness, and a host of such feelings and emotions can be inferred from a close study of the person with whom we are interacting. Such interpretations when done properly will be of great help in negotiations, interviews, counselling, interactive sessions, and the like.

Oculesics is a branch of non-verbal communication that relates to the study of eye movements and eye contact. Human eyes being highly expressive, they often convey a lot to the keen observer. Eye movements are described as glaring, dominating, avoiding, etc. Similarly, the type of eye contact that takes place between individuals is also significant. The extent and type of eye contact that takes place when people meet conveys attention, respect, confidence, alertness, and so on.

Haptics relates to the science of touch. It is a branch of non-verbal communication covering the study of touch. Haptic communication is the means by which humans and animals communicate through the medium of touch. Haptics that relates to touch and proxemics that relates to space are closely related. In business and personal communication, together they have much to convey. Touch can convey trust, encouragement, reassurance, dislike, etc. Any business communicator should, however, know the difference between a good touch and a bad touch, and avoid the wrong kind of touch.

Proxemics is a kind of non-verbal communication that deals with personal space. It relates to the distance that people need to maintain in their personal, social, official and public interactions with the other people. Proxemics overs various types such as intimate distance, personal distance, social distance, and public distance. Most people in business value their personal space and feel discomfort, and even angry, when their personal space is encroached upon. In the business and organizational context, especially while interacting with business associates and superiors, personal space should be respected.

When we talk of these aspects of non-verbal communication, we need to note that there are cultural variations associated with them. Different cultures attach different meanings to body movements, gestures, touch, spacing, and eye contact and while communicating in an inter-cultural context, the differences should be kept in view.

Check Your Progress

3. Which were among the earliest means of communication used by the pre-literate man?

4. What is paralanguage?

7.4 TOWARD MORE EFFECTIVE COMMUNICATION

Effective communication calls for coordinated effort. Good communication like any other high-quality output is very much the result of hard work. Good communication does not occur accidentally. It calls for proper planning, understanding of human behaviour, choice of physical facilities and mechanical or electronic devices and the organizational context. It is necessary to understand the essentials of good communication and work towards achieving them.

Be Clear About the Purpose

The first essential for effective communication is to be clear about the purpose of communication. Every communication has an objective. It is a means to an end. One should be clear about what one wants to achieve through the process of communication. The objective of any communication is not just to receive or convey a message. The communicator has to ensure that the message reaches the receiver. Any message that is not backed by a clear and well- developed idea becomes purposeless communication entailing wastage of time and effort. The urge to communicate should be preceded by clarity of purpose. Ask yourself what you want to achieve or accomplish by the communication: is it to impart information, express concern, enlist support, express displeasure or imbibe skills? The objective may not be one but a combination of these purposes.

Understand the Process of Communication

Another essential for effective communication is the need to understand how the process of communication works, i.e., the principles and tools of communication. To appreciate the various steps involved in communication in terms of encoding, decoding, transmission, comprehension and feedback, it is necessary to have a good understanding of the mode, channels, types, instruments, methods and barriers relating to communication and the factors affecting it. Good communicators, like good artists, use their tools effectively.

Be Clear About Your Target Audience

The intended message cannot bring about the desired result unless it reaches the right person or group of persons. The message should address the target group. For communication to be effective, it should be properly focused. Be it a letter, a speech, a film or a presentation, make sure the receiver is connected with or is

relevant to the purpose of communication. Quite often, communication loses its effectiveness because it reaches an unintended audience. Good ideas and messages reaching the wrong persons will end up as an exercise in futility. The next essential step is to develop good communication skills. Effective communication presupposes the ability to communicate under varied circumstances. The skills of communication that need mastering are reading, writing, listening, speaking, body language and presentation. One must be clear about the merits and demerits of various types of communication and which of them is to be used under a given set of circumstances. Each of them is a different skill and requires a conscious effort to develop it.

Be Well Informed

Communication quite often relates to providing information. The initiator of the communication should, therefore, be well informed about the message he wants to pass on. The initiator should also have the right perspective about the message and be in a position to appreciate the context in which the message is being communicated. Limited information or limited understanding by the sender naturally limits the sender's ability to communicate. People receiving the message often have their expectations about it and the person giving the message should take cognizance of it.

Plan Your Communication

In order to be effective, any communication is to be well planned. The message to be conveyed, the words to be chosen, the action to be sought, the feedback to be obtained, are all the areas that need to be carefully considered. These aspects will have to be evolved properly before deciding on the right choices. Inadequate planning can, and often does, result in ineffective communication. Good planning should take note of the target audience and pay attention to their attitudes and expectations, as well as timings.

Be Positive in Approach

Yet another requirement for effective communication is a positive approach and the right mental attitude. The communicator should have faith in the process. He should develop confidence through learning and practice. He should take responsibility for making the communication work. The communicator should learn to overcome barriers and look for positive signals. She should not bring in her own bias. He/she should recognize the power of communication and strive to achieve results through the process. She should not underestimate the reader or listener and develop the skill of dealing with every receiver of communication with respect and understanding. A positive approach begets a positive outcome and contributes to the success of the communication process.

Avoid Extreme Feelings

Extreme and strong feelings are not conducive to effective communication. Anger, depression and frustration adversely impact the thought process and thereby distort

what is intended to be conveyed or what needs to be conveyed. A disturbed mind brings out disturbed thoughts and thus distorts communication. While addressing important communications, and reacting to provocative remarks, it is essential to wait till the mind regains its balance and the severity of feelings subsides. It is absolutely essential to realize that quite often the process of communication is irreversible. A word spoken or a letter written in a fit of anger can do considerable damage.

Be Sincere

Effective communication demands a certain degree of honesty and sincerity on the part of the parties involved in the communication. It is necessary that the messages are given sincerely and truthfully. There should not be a deliberate attempt to mislead or manipulate the recipient of the message. If the receiver of the message loses faith in the communicator, the process of communication suffers in terms of credibility. Effective communication therefore presupposes sincerity and humility.

Be Consistent

Communication is mostly a regular process rather than a one-time affair. In personal dealings, in organizational settings and business places, communication takes place almost all the time. The parties involved in the communication quite often are the same. When communication takes place on a regular basis, it is necessary to be consistent. It is necessary not to contradict oneself. There may be scope for modification or correction, but not for contradiction. Further, when different methods of communication are used in conveying a particular message, contradictions have to be consciously avoided. The spoken message should be in tandem with the body language. Non-verbal communication should supplement oral messages.

Appreciate the Time Factor

In any communication, especially in business communication, time is of prime importance. Speed and timeliness contribute significantly to the effectiveness of communication. In today's world, the value of time is well recognized. Organizations and businesses set goals which have to be achieved within a given time frame. Tasks have to be completed before the allotted deadlines. All communications concerning such goals and tasks will have to appreciate the time factor. Quite often the message that is delayed is wasted. Therein lies the significance of the choice of the channel of communication. The channels selected should be such that the message is delivered well in time.

There is another dimension to the time factor in communication. The process of communication should take just the right time. Long speeches that stretch well beyond the allotted time, lengthy written communication and unusually long films and documents not only test the patience of the listener/reader/viewer, but also tend to lose their force and get diluted in the process. Communication should be in

measured doses, since an overdose of even useful and relevant communication may be received without enthusiasm. The time the receiver of the communication allocates for the purpose has to be borne in mind to ensure effective communication. This factor is particularly relevant in today's context of communication overload.

Use Proper Modes and Channels

We have already discussed the various modes, channels and types of communication. The method or type of communication to be used will vary from situation to situation. Effectiveness of the communication will depend on the choice of methods and instruments. There are times when written communication cannot convey as forcefully as oral communication. There are occasions when a telephone call would be more appropriate than a letter. There may be messages which are important enough to be conveyed through fax rather than by regular mail. Similarly, some messages can go by ordinary mail, some by telex and some others by fax or even e-mail. Make the right choice and repeat the message, when essential. The choice of the wrong channel may delay or dilute the message and hamper its effectiveness.

Be Cost Conscious

The process of communication quite often entails costs. There are direct and indirect costs involved in sending messages. These costs vary depending upon the method of communication and the means of transmission. Since communication in an organization is ongoing, such costs can add up to a substantial amount. The results achieved by the communicator should justify the costs incurred in the process. If not, there is no effectiveness in such communication.

Obtain Feedback

Feedback is another important component of the process of communication. The person communicating the message calls for feedback to reassure himself that the message has reached the target as envisaged.

Feedback provides valuable information relating to the time factor, quality of the message, understanding of the receiver and the action initiated. Such feedback helps in evaluating the efficacy and reliability of the types, methods and channels of communication used. Feedback helps in understanding the mistakes committed in encoding and decoding the message and losses in transmission. Mistakes, if any, can be dealt with by undertaking effective corrective measures.

Avoid Communication Overload

To be effective, communication should always be in measured doses. The communicator should take care not to overdo or overstretch the communication. Communication is essentially a participative process, and if not within reasonable limits, the efficacy will suffer. Imagine receiving a 30-page newspaper every day, or sitting through a non-stop 4-hour speech by a single speaker, or participating in

a technical workshop from morning till late in the evening. Whatever be the merit in terms of context, the response is more than likely to follow the principle of diminishing returns. Effective communicators learn to limit their communication in line with receptivity and avoid excesses.

In the foregoing paragraphs, we have made an attempt to list out the essentials for effective communication. Since communication is essentially a two-way process, both the giver and the receiver of the message will have to conform to well-defined principles and norms. The spirit of communication is as important as the modalities. When we talk about leadership qualities and other people-related dimensions in the organizational context, it is the role model type of communication that is being emphasized. Unless one practices what one preaches, words become hollow and communication loses its shine. Effective communication strives to pre-empt any misunderstanding and accomplish complete and clear understanding.

Check Your Progress

5. What are the essentials of good communication?
6. What are the skills of communication that need mastering?

7.5 COMMUNICATION PROBLEMS

Communication is a process that covers six different steps involving, among others, encoding, decoding and transmission. For ensuring effective communication, all the parties and instruments will have to play their part as envisaged. At every stage of the communication process, however, there are barriers, which hinder or dilute the flow of communication. The barriers to communication in an organizational context may arise out of authority structure, status difference, reporting relationships, culture and background of individuals. The barriers to communication may arise out of behavioural differences, differences in skills and understanding as well as physical factors. While some kinds of barriers like behavioural differences and differences in skills may be commonly applicable to all methods of communication, barriers arising out of physical factors may be specific to the method of communication adopted. Some barriers, which are specific to the written communication, are handwriting, spellings and legibility. Similarly, barriers to oral communication would include absence of felicity of expression, accent, speed of delivery and appropriateness of the language.

Poor Expression

The power of expression of the communicator determines the quality of communication. To be effective, the message has to be properly developed from an idea. Barriers relating to expression result in poorly expressed messages. Lack of conceptual skills results in inadequate or incomplete shaping of the idea.

Ambiguity as well as lack of clarity arises due to limited word power, improper organization of ideas and lack of coherence. If the words and thoughts are not organized properly, the communication would suffer for want of structural balance or a sense of proportion. Obviously, such poor expression of thoughts and ideas leads to incorrect, incomplete and incoherent messages. All this would result in avoidable errors and seeking of further clarifications, adding to costs and delays in communication. Encoding and decoding require skill to ensure clarity and precision. Poor expression is likely to occur under the following circumstances:

1. When a person is ill

2. When a person is fatigued

3. When a person is under severe stress

4. When a person is under the influence of alcohol

5. When a person's thoughts are not clear and vocabulary is limited.

These are true for both oral and written communication.

Faulty Transmissions

The process of transmission, essential for any communication, is susceptible to errors of omission and commission. In the organizational context, the person transmitting the message may be different from the person who conceived the idea. The intent and purpose of the message may not remain the same as it moves from the originator to the transmitter. Not only that, the person transmitting the message may bring in his own bias, feelings and perceptions, which the originator of the message would not have intended. Or else, there may be occasions when the originator of the idea expects the transmitter to detail, illustrate and elucidate the idea, which the latter may fail to do.

Indifference and Lack of Interest

This is indeed a very strong barrier in the process of communication. Organizations have to make considerable effort to ensure that indifference to organizational communication is brought down to the minimum. Communication, to be effective, presupposes that the receiver of the message is also attentive or receptive. Attentive listening in oral communication, careful reading in written communication and keen observation in non-verbal communication are a must. Indifference or lack of interest on the part of the recipient, in turn, adversely impacts the enthusiasm of the communicator. When the students are not attentive, the teacher is likely to lose interest. On the other hand, when the speaker lacks expertise or credibility, the receptivity of the audience wanes. Indifference and lack of interest creates barriers to communication, as a result of which the quality of communication suffers. The intended message is either not received at all or is incomplete and, worse still, is understood incorrectly.

Noise

Noise is yet another barrier especially relevant to verbal communication. Noise disturbs the flow of communication. The recipient fails to receive the oral messages sent by the communicator, as a result of which the message gets diluted. While noise certainly affects oral communication, it may also affect written communication to the extent that the person writing a letter or a report may lose his concentration and consequently his flow of thoughts may suffer.

Physical Factors

The process of communication, especially transmission of messages, makes use of numerous channels, instruments and gadgets such as telephone, microphone, projector, printing, photocopying, telex, fax, radio, film, cassette and of late, the floppy, compact disc and the pen drive. All these are very useful when they function smoothly. At the same time, they act as barriers when they fail to perform their functions efficiently. As a result, communication fails to reach the target audience. Snapping of telephone lines, non-availability of meeting rooms, failure of multimedia equipment and disturbances of power supply may lead to delays in transmitting the messages to the intended recipients.

People Related Factors

The process of communication essentially involves human beings. Like democracy, we may describe communication as of the people, for the people and by the people. Yet, people do not think, understand and interpret alike. In other words, meanings are in people. In any large organization, especially in multinational ones, there are differences among the employees in terms of language group, cultural background, rural-urban origin and hierarchical levels which in turn create psychological, linguistic and cultural barriers. Differences in hierarchical positions have their implications in terms of work structure, authority, status and relationship.

7.5.1 Factors Affecting Communication

Modern communication is undoubtedly a complex process involving human beings as well as instruments and gadgets. We have already examined a host of barriers, both physical and people related, which tend to adversely affect the process of communication. Apart from them, the process of communication is also influenced by several other factors, which both the sender and the receiver of the communication should take cognizance of. Important factors that affect the process of communication are described in the following paragraphs.

Conceptual Clarity

The starting point of every communication, as we have seen already, is the existence of an idea or a concept. It is this concept that gets translated into a message and gets transmitted to the receiver. Conceptual clarity is thus a very important factor affecting communication. Whatever be the method adopted, the communication must be clear about what the sender wants to convey. They have to give proper shape to their thoughts and should develop the idea meaningfully. If one is not

clear about one's thoughts and ideas, the message formulation also gets affected. Communication is all about transmission of information and ideas that seek to translate thoughts into action. Improperly conceived ideas translate into poor messages. Well-conceived and well-organized thoughts make for a good beginning of the communication process. This also explains why conceptual skills are given much importance in modern day business.

Language

The process of communication is both oral and written. People, however, speak and understand different languages. For both oral and written communication, language becomes the vehicle of thought. Therefore, the sender should ensure that the message reaches the receiver in a language that he/she can understand. As long as the sender and the receiver of the communication speak, write, read and understand the same language, there is direct communication. If not, the communicator will have to resort to translation through an intermediary. The intermediary may be an interpreter or a translator. If the translation or the interpretation is not done properly, the message received would be different from what the communicator intended.

In written communication, the literacy level of the recipient assumes significance. In verbal communication too, the depth of understanding of the spoken language makes a difference. If there are vast differences between the sender and the receiver in terms of mastery over the language and if the sender does not take cognizance of them while sending the message, communication gets affected. Every language has its own vocabulary and the quality of communication is influenced by the word power of both the parties. When the knowledge and level of understanding of the speaker/communicator and the listener/receiver varies significantly, it results in difference in the wavelength. This leads to overhead transmission, i.e., the message goes beyond the comprehension level of the receiver. An example of this is the usage of technical jargon and specialized words or phrases in addressing people who are not familiar with the subject.

Moods and Receptivity

Communication becomes purposeful when the communicator shows enthusiasm and the receiver shows receptivity. Both of them are influenced by the moods. The mood of the communicator and the mood of the listener thus affect the process of communication. The mood of the person refers to the person's state of mind or the inclination and willingness to send or receive the communication. If any one of the parties is disinclined, the purpose of communication will not be achieved. These factors are particularly relevant when the message to be communicated is something important, somewhat complex and not of a routine nature. Moods apart, the level of fatigue has also to be reckoned with. A tired speaker, an overworked writer and a bored listener cannot do justice to the process of communication, however good their intentions may be. Smooth communicators make efforts to ensure that the conditions are right.

Timeliness

Most messages have a time value. Action can follow only if the communication reaches in time. Timeliness, is an important factor affecting communication. Proper choice of the mode of communication—courier, telex, fax, telephone and e-mail assumes importance as it helps in achieving timeliness in communication.

Check Your Progress

7. What determines the quality of communication?

8. Name the physical factors which delays the transmission of message.

7.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Interpersonal communication refers to face-to-face or person-to-person communication. Inter-personal skills refer to skills relevant in dealing with other people.

2. Effective interpersonal communication involves creating the right impression and communicating the intended message convincingly.

3. Gestures, postures, signals and facial expressions were obviously among the earliest means of communication used by the pre-literate man.

4. The term "paralanguage" is used to describe a wide range of characteristics or expressions based on voice, facial expressions, or actions. It relates to 'how' something is said, rather than 'what' is said.

5. The essentials of good communication are: be clear about the purpose, understand the process of communication, be clear about your target audience, be well informed, plan your communication, be positive in approach, avoid extreme feelings, be sincere, be consistent, appreciate the time factor, use proper modes and channels, be cost conscious, obtain feedback and avoid communication overload.

6. The skills of communication that need mastering are reading, writing, listening, speaking, body language and presentation.

7. The power of expression of the communicator determines the quality of communication.

8. Snapping of telephone lines, non-availability of meeting rooms, failure of multimedia equipment and disturbances of power supply may lead to delays in transmitting the messages to the intended recipients.

7.7 SUMMARY

- Interpersonal communication skills are an important facet of the process of communication and as such are extremely relevant for achieving personal

as well as professional success. Interpersonal communication refers to face-to-face or person-to-person communication. It is often direct and interactive.

- As one goes up the hierarchical ladder in an organization, one's span of control, or the number of people reporting to him/her also often gets enlarged. Effective interpersonal skills are a must in dealing with people at various levels.

- Some other essential skills relevant for effective interpersonal communication are the ability to win trust, build rapport, ask the right questions and elicit full details. Effective interpersonal communication involves creating the right impression and communicating the intended message convincingly.

- By its very definition, non-verbal communication refers to the type of communication that does not use words.

- Non-verbal communication is ancient and constitutes the earliest type of communication. It developed much before oral communication and languages came into being. Gestures, postures, signals and facial expressions were obviously among the earliest means of communication used by the pre-literate man.

- Another significant dimension of non-verbal communication is its universality. Unlike verbal communication, which has limitations in terms of reach, the non-verbal communication is universal in appeal.

- The language of love and compassion is widely recognized as a universal language. The silent movies of the bygone era are another example of effective non-verbal communication.

- Non-verbal communication is closely associated with the power of observation. The receiver of the communication should be in a position to see, hear and even feel the communicator.

- Social scientists use the term "paralanguage" to describe a wide range of characteristics or expressions based on voice, facial expressions, or actions. A paralinguistic study relates to interpreting communication that takes place through other than words.

- Non-verbal communication covers several branches of study including kinesics, oculesics, haptics and proxemics.

- Kinesics is the most well-known branch of non-verbal communication. It relates to a systematic study of various aspects of body language. Kinesics covers the study of body movements, gestures, facial expressions, appearance, etc.

- Oculesics is a branch of non-verbal communication that relates to the study of eye movements and eye contact.

- Haptics relates to the science of touch. It is a branch of non-verbal communication covering the study of touch. Haptic communication is the means by which humans and animals communicate through the medium of touch.

- Proxemics is a kind of non-verbal communication that deals with personal space. It relates to the distance that people need to maintain in their personal, social, official and public interactions with the other people.

- The objective of any communication is not just to receive or convey a message. The communicator has to ensure that the message reaches the receiver.

- Effective communication presupposes the ability to communicate under varied circumstances. The skills of communication that need mastering are reading, writing, listening, speaking, body language and presentation.

- Extreme and strong feelings are not conducive to effective communication.

- In any communication, especially in business communication, time is of prime importance. Speed and timeliness contribute significantly to the effectiveness of communication.

- Feedback is another important component of the process of communication. It provides valuable information relating to the time factor, quality of the message, understanding of the receiver and the action initiated.

- Communication is a process that covers six different steps involving, among others, encoding, decoding and transmission.

- The barriers to communication may arise out of behavioural differences, differences in skills and understanding as well as physical factors.

- Attentive listening in oral communication, careful reading in written communication and keen observation in non-verbal communication are a must. Indifference or lack of interest on the part of the recipient, in turn, adversely impacts the enthusiasm of the communicator.

- Communication is all about transmission of information and ideas that seek to translate thoughts into action. Improperly conceived ideas translate into poor messages. Well-conceived and well-organized thoughts make for a good beginning of the communication process.

- Communication becomes purposeful when the communicator shows enthusiasm and the receiver shows receptivity. Both of them are influenced by the moods.

7.8 KEY WORDS

- **Interpersonal communication:** It is the process of exchange of information, ideas and feelings between two or more people through verbal or non-verbal methods.

- **Non-verbal communication:** It refers to gestures, facial expressions, tone of voice, eye contact (or lack thereof), body language, posture, and other ways people can communicate without using language.

- **Gesture:** It is a movement of part of the body, especially a hand or the head, to express an idea or meaning.

- **Paralanguage:** It is the non-lexical component of communication by speech, for example intonation, pitch and speed of speaking, hesitation noises, gesture, and facial expression.

7.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. How does non-verbal communication transcend linguistic and cultural barriers and boundaries?
2. How is the non-verbal communication closely associated with the power of observation?
3. What are the objects, actions, and expressions through which non-verbal communication take place?
4. What is the importance of time in making communication effective?
5. How does feedback help in effective communication?
6. Under what circumstances is the poor communication likely to occur?

Long Answer Questions

1. How has interpersonal communication come to acquire particular significance in all people-oriented situations? Explain.
2. Describe the branches of study covered by non-verbal communication.
3. Illustrate the communication problems with examples.

7.10 FURTHER READINGS

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BLOCK - III
CONFLICTS AND LOVE

UNIT 8   FRIENDSHIP

Structure

8.0   INTRODUCTION

Conflict is an unavoidable part of close relationships. Interpersonal conflict is the conflict between two or more people. The causes of interpersonal conflicts may be scarce resources, incompatible goals or contrasting perspectives. It is important to deal with such conflict with assertive communication. Assertiveness is expressing your ideas, feelings and opinions in a way that makes your views and needs clearly understood by others, without putting down their thoughts, feelings, or opinions. In assertive communication both individuals are considered to be equally important. The learning of social skills in a person's life starts from his home. He experiences closeness, love, hate and rivalry among his family members. The force which bring people together is called attraction. In psychology, the term refers to the affinity that draws romantic partners or friends together. There are many factors which contribute to the increase or decrease of attraction in people for each other. In this unit, we will study in detail about the interpersonal conflict, importance of assertive skills in communication and dimensions of attractions and the concept of friendship.

8.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe meaning of interpersonal conflict along with its types
- Explain the methods to develop assertive skills
- Discuss the dimensions of attraction

8.2   INTERPERSONAL CONFLICT

Interpersonal conflict occurs when two persons' attitudes, behaviour, and actions are in opposition. Personality clashes lead to interpersonal conflicts in organizations. Interpersonal conflicts also result when there is a lack of clarity in terms of understanding one's role in a given situation with respect to another person. When a person in the role set receives a message that is either unclear or incompatible, it causes role conflict. It can happen because of several reasons:

- A single person may send incompatible or different messages to the role incumbent.

- Two persons may send incompatible or totally opposite messages to the role incumbent.

- The person occupying the role may not be in a position to completely satisfy the demands of the role because of pressures from another role demand.

- When the role sender sends messages that are incompatible with the incumbent's set of values.

Interpersonal conflict may also occur because of lack of clarity experienced by the role incumbent with respect to his roles. The lack of clarity about a role or role ambiguity, leads to aggressive actions and hostile communication, withdrawal from the role, or an attempt to clarify the ambiguity. Research findings suggest that high level of role conflict and ambiguity may lead to high absenteeism and turnover (Pozler 1998).

Intragroup Conflict

Intragroup conflict is a form of interpersonal conflict. It includes disagreements between group members on certain issues, thereby leading to ineffectiveness in the group's functioning. It is a very common feature of family-run businesses where the conflict becomes more intense when the owner or the founder is about to retire or dies untimely.

Intergroup Conflict

Conflicts between teams and groups are termed intergroup conflicts. They occur because of opposition, disagreements, and disputes between the teams. It can have both positive and negative consequences. On the positive side, the intergroup conflict increases the cohesiveness among the group members, thereby generating enhanced commitment and loyalty towards the group. On the negative side, it distances people from each other in organizations and enhances the gap between teams and departments. The teams start seeing each other as the enemy and become hostile to each other. When the number of negative relationships among members is high, the probability of intergroup conflict increases (Libianca et al. 1998).

A heightened level of intergroup conflict can be dysfunctional for organizations. In organizations, when groups compete for a common goal in situations of scarce resources, such conflicts are likely to result in aggression and hostility towards each other. Managers should try to encourage cooperative behaviour among members by rewarding such behaviour and also try not to be prejudiced towards certain set of groups or individuals. They should encourage intergroup or interdepartmental activities so that a desirable level of trust can be established. This trust will allow members to openly exchange ideas and resources with each other and will result in high level of cooperation among them (Tsai and Ghoshal 1998). A typical example of intergroup conflict is the disagreement between the management and the union in organizations.

Check Your Progress

1. What are intragroup conflict and intergroup conflict?
2. Under what circumstances does the probability of intergroup conflict increase?

8.3 DEVELOPING ASSERTIVE SKILLS

To improve upon friendships with others, a person needs to control his anger and stress and improve upon his coping skills. The most important skill a person requires is to be assertive. This will help him to express himself in an effective manner and also stand up for his point of view while respecting the beliefs and rights of others.

Assertive skills increase an individual's self-esteem and get him earned other's respect. The skills also help one to manage stress, especially when one has too many responsibilities.

Assertive communication is based on mutual respect, which makes it diplomatic and effective communication. A person with assertive skills respects himself and is willing to stand up for his interests and express his feelings and thoughts. He is aware of the rights of others as well and can also help in resolving a conflict.

Assertive communication is not only direct but also courteous. If the person is too aggressive or too passive in his communication then the message may not get the desired response.

Assertive vs. Passive Behaviour

If a person's style is passive then he may seem to be too easy-going or shy. He may not have a difference of opinion and so want to avoid conflicts. Therefore, whatever message he gives may be taken by others as unimportant and his feelings

and thoughts may not get the desired attention. So when a person is too passive, he gives others the authority to disregard his needs and wants.

Consider this example: A person says yes when a classmate asks him to help him in his studies and he has yet to finish his own studies for the forthcoming exams. This help will be on the cost of his own study time. He may have the good intention of keeping peace and maintaining a friendship but the end result shall be that he will produce a mark-sheet with lesser marks to his parents and thus upset them. This will cause internal conflict in him because his needs and the needs of his family will take a back seat.

The internal conflict that can be created by passive behaviour can lead to:

1. Desire to exact revenge
2. Stress
3. Seething anger
4. Resentment
5. Feelings of victimization

Assertive vs. Aggressive behaviour

On the other hand if a person's style is aggressive then people will consider him to be dominating and who disregards the opinions, feelings and needs of others. He may appear superior or self-righteous. If he becomes too aggressive, he may intimidate and humiliate others and may also threaten of physical violence. This will reduce the mutual respect and trust that he enjoys with others and they may resent, avoid or oppose him.

Assertive vs. passive-aggressive behaviour

If a person uses passive-aggressive behaviour while communicating with others, he will say yes when he wants to say no and then complain and be sarcastic about the person for whom he had said yes. He will not speak to the person directly but speak behind his back and vent his feelings and anger through negative attitude and actions. This manner is developed because he is uncomfortable being direct about his feelings and needs. This manner is extremely detrimental as over a long time it could damage the person's relationships and undercut mutual respect because of which it becomes difficult for him to get his needs and goals met.

The benefits of being assertive are as follows:

1. Creates win-win situations
2. Earns respect from others
3. Improves a person's decision-making skills
4. Gives the person self-confidence and self-esteem

5. Improves his communication
6. Creates honest relationships for him
7. He gains more job satisfaction
8. He understands and recognize his feelings

If a person learns to be more assertive, he can also effectively express his feelings while communicating with others about the issues.

Learning to be more assertive

A person develops different styles of communication based on the experiences of his life. He may not even realise that the style has got ingrained in him. He may tend to adhere to the communication style over time. He should learn to communicate in an effective and healthier way.

Here are some tips to help you become more assertive:

i. The person should assess his style and see if he remains silent or voices his opinion, if he says yes to extra work even when he does not have the time or if he is quick to blame or judge or if people are afraid to talk to him. He first needs to understand his style before making the changes.

ii. He should use 'I' statements because using 'I' statements will let him know what he is feeling or thinking without sounding accusatory. For instance he should say, "I disagree," rather than, "You're wrong." If he has a request, he should say, "I would like you to help with this" rather than, "You need to do this." He should keep his requests specific and simple.

iii. He should learn to say 'no' or at least to politely give an indirect refusal. Preferably he should be direct and if he has to give an explanation, he should keep it brief.

iv. He should rehearse what he wants to say. If he finds it difficult to say what he thinks or wants he should practice the general scenario that he encounters. He should say what he wants aloud. It would also help if he writes it down first so that he can practice from the notes. He could also do a role play with a friend and get an honest feedback from him.

v. Use body language: Communication is also non-verbal and so a person's body language should display confidence even when he is not confident. He should maintain a good eye contact, his posture should be upright and slightly forward leaning. His facial gesture should be positive or neutral. He should not cross his legs or arms. For this

he could practice the assertive body language in front of a friend or mirror.

vi. Keep emotions in check: For a person conflict may be hard and he may tend to get frustrated or angry and may even want to cry. This is normal but it could get in the way of conflict resolution. If a person feels too emotional going into a situation, he should wait for some time, then work on keeping calm, breathe slowly and then keep his voice firm and even.

vii. Start small. At first the person should practice his new skills in situations that are low risk. For instance, he could try out his assertiveness on a partner or friend before tackling a difficult situation at work.

Check Your Progress

3. What are the characteristics of a person with passive style?

4. What are the consequences of the internal conflict arising out of a person's passive behaviour?

8.4 PERSPECTIVES ON CLOSE RELATIONSHIPS

Closeness can develop among family members, special friends, between romantic partners, relatives and friends. All these relationships are based on interdependence.

Dunn (1992) found that interactions among siblings are the basis for learning interaction skills. Closeness, rivalry, love, hate, etc., are all experienced in abundance in this context. So, this is a useful training ground for close bonding. Another is the parent-child interaction; children report positive feelings about their parents even though they are less close and dependent, after they reach adolescence and adulthood.

Jeffries (1987) used St. Thomas Aquinas writings to suggest that love for one's parents consists of two components—attractive and virtue. Each of these has five factors. To the extent that these types of behaviours occur; the adolescents feel loved by their parents, experience happiness and satisfaction with their relationship, reflect high self-esteem, trust in other people and show altruism. This implies that positive parent–child relationships are important for later healthy adult interactions. Many young people reported feeling close to at least one person (generally, the grandmother) who they enjoyed being with, who loved them, showed special interest in them and made them feel relaxed, comfortable and proud. In many families, grandparents take on substitute surrogate parent's roles.

Close friends

Close friends spend time together, interact with each other in a variety of situations, have an exclusive relationship with each other and provide great emotional support

to each other (Hays 1989). They can also readily understand and infer what the other person is thinking or feeling. They are also capable of describing each other's personality more accurately. A close friend is valued for what he/she provides to the relationship and the unconditional acceptance of each other.

8.5 INITIAL ATTRACTION, RELATIONSHIP DEVELOPMENT AND FRIENDSHIP

Attraction can exist between friends, co-workers, mentors, lovers, and several others. It can be based on several factors that are as follows:

   (i) Intellectual stimulation

  (ii) Respect for each other's opinions (beliefs)

 (iii) Sexual arousal

Attraction can be conscious or unconscious, based on thoughts, or simply gut-feelings. Interpersonal attraction involves a like-dislike attitudinal dimension. It is based on the evaluation one person makes of another. In the early stages of a relationship, evaluations are made on the attitudinal dimension on a continuum from the positive to the negative. This leads to understanding the factors that are responsible for the feelings (refer Figure 8.1).
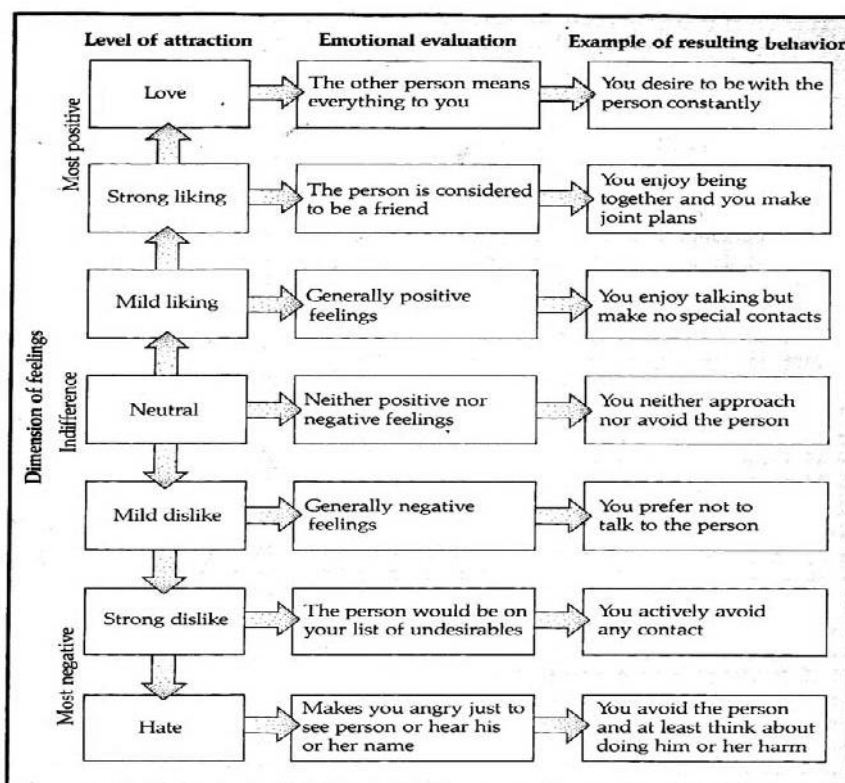

Fig. 8.1 *Dimensions of Feelings*

When strangers meet

We know hundreds of people, but we tend to form close relationships with very limited number of people from this large pool. From among these we further narrow down our social world to a few manageable numbers. What are these factors that lead us to like some and dislike others?

The exposure effect

This is the finding that repeated exposure to a stimulus (an object or person) leads to a greater liking for the stimulus. One of the most significant factors leading to exposure is propinquity, which means physical proximity. It is common sense that it is possible to become friends, only if one meets another often enough, develops positive feelings and then extends it into friendship. The most known examples are school students who live in the neighbourhood, or travel by the same bus, or part of an athletic team, becoming friends. Or if the parents are friends and visit each other, the children develop friendships. College mates in a similar discipline, hostel, clubs, society, etc., too become friends easily and some even get married. Similarly colleagues in a department or on a similar assignment are likely to develop friendship, readily, as also those who share bus or car pool for travel. A professor and student could become friends, because of their constant interaction and other intellectual similarities. This principle is behind arranged marriages as well. If you live and interact with or person constantly, and there are some commonalities like background, food, language, religion, etc., the chances of liking each other are indeed, high.

Proximity leads to friendship as it enhances possible encounters. There is also the notion of functional distance, a distance which encourages contact between certain people and discourages contact between others. The positioning of houses, room windows, staircases, hallways, corridors, all form one part of the functional distance. Some of these facilitate, while others inhibit contacts. Friendships in an academy seems to follow this propinquity principle, based on functional distance. This factor can be seen to work across age, occupations, etc., in streets, housing societies, colonies, etc.

Proximity and Emotions: The Propinquity Effects

There are three main factors which make propinquity lead to friendships. They are as follows:

  (i) Availability or simple contact

 (ii) The tendency to be nice to people, whom we often encounter

(iii) The comfort created by repeated exposure

Availability due to proximity aids us in making friends. However, it is also possible that people we dislike, also live nearby, like an unfriendly or noisy neighbour.

Proximity not only makes friendship likely, but it also encourages it. This makes the liking stronger. Initially, proximity leads to casual contacts from which friendships could grow. Without causal meetings, greetings, etc., in proximity, friendships would rarely develop.

The effect of anticipating interaction makes people expect and thereafter like the person better. Darley and Berscheid (1967), in a study told half the participants that they would meet student A; the other half were told that they would meet student B. The two students were similar on both the counts. Yet each group liked that student whom they expected to meet more than the other. Favourable expectations lead to favourable/positive behaviour. However, there are instances when familiarity does lead to dislike. Yet, the positive relationship to familiarity is a compelling one. Thus, it can be concluded that we are nice to people whom we expect to meet.

P.A. Nutting (1987) studied and found support for that third reason of propinquity leading of friendship based on the idea that with repeated exposure, the anxiety and doubts about the unknown is absent. This is indeed comforting and therefore naturally perceived to be appealing. F.C. Bernstein (1992, 1993) found that for stimuli which are subliminal (below the threshold of awareness), repeated exposure is more effective than supraliminal ones (above the awareness threshold). This technique is used to manipulate consumer behaviour through advertising. Propinquity does not claim 100 per cent effectiveness in bringing about attraction, but it certainly increases the possibility. One needs to be in the proximity to increase the chances of becoming friends. Proximity is a potent determinant of friendship.

Similarly, people tend to like others, who are similar to themselves, E. Berscheid and H.T. Reis (1998).

Studies show that couples have more similar interests and likings than a random pair. The factors of similarity included social class, religion and physical characteristics. Some of the factors are as follows:

- **Complementarity:** This is the tendency for people to seek out others with characteristics that are different from and that complement their own. This is the counter theory to similarity as the basis of attraction. Heterosexuality is the best biological example of complementarity. A dependent person can benefit from someone who is dominant, or a quiet person may get along well with one who likes to talk and so on. The yin and yang or notions of the trinity in Hinduism—Brahma, Vishnu and Shiva—are supreme examples of complementarity. However, complementarity is best only when limited to personality characteristics and their resultant functions. Complementarity of attitudes or beliefs could lead to disharmony. People from different ethnic lack grounds, religions,

beliefs, etc., have to overcome these differences to relate to each other in a healthy manner.

- **Similarity:** A hard worker may not want to be with one, who is lazy. Similarity promotes attraction by validating one's beliefs and orientations; for example, religion, fan of adventure sport, etc. Similarity also facilitates smooth interaction. This makes it easier to carry the friendship forward; for example, being a vegetarian, an environmentalist, etc. It is also expected that similar others like us, this tendency makes for further smoothness in interactions. We also believe that similar others have qualities that we like. The values, tastes, habits, etc., of people similar to us, would be both right and acceptable to us. This is a great facilitator of interaction leading to close friendships.

- **Physical attractiveness:** This is one of the most powerful determinants of interpersonal attraction. Attractive people have a distinct advantage in most situations. Attractiveness draws attention immediately. This is more important in the initial stages of a relationship than at a later stage. Empirical research also supports this formulation. Attractiveness has the advantage of 'halo effect'—the view that attractive people possess other positive qualities. Needless to say that attractive people have winning personalities. In conversations also, attractive persons are listened to better, others respond more energetically, etc., giving them real advantages in interaction. Attractive infants receive more playful attention from doctors, nurses, mothers, etc., than the less attractive ones. This advantage continues through school, college and even into adult life.

Attractiveness is more important in determining outcomes in a woman's life, than in a man's life. So beauty can translate into power for women. Cleopatra is a historical legend of beauty and appeal. Physical attractiveness is important for the following three reasons:

o *Immediately visible:* It groups intelligence, competence, character, etc., easily. It is a demonstrable virtue.

o *Prestige:* Having an attractive partner indicates your capacity to be able to draw an appealing and desirable person. Being seen in the company of attractive women boosts a man's image. It even has a beneficial impact on a man's income, status, etc.; for example, Some claim that Aishwarya Rai-Bacchan, adds to her husband's and family's prestige by her stunning looks.

o *Biological reason:* Physical attractiveness is based on evolution. Physical attractiveness is associated with reproductive fitness. So by

mating with physically fit people, the genes can be passed on. This is a far-fetched link, yet it has some merit and many takers. This is more valid in the case of women, as compared to men. This is a form of investment in the offspring.

Typically, women look for mates whose bodily characteristics are powerful (Muscles, height, etc.). All these are related to the provided role.

Theoretical citations on attraction

Interpersonal attraction is chiefly based on proximity, similarity and physical attractiveness. The conceptual framework for interacting these notions of attraction have to be examined. They are as follows:

(i) **The reward framework:** We tend to like those who provide rewards; at least those who make us feel good, win our affection. The rewards can come in the form of physical attractiveness, proximity and similarity (comfort level).

(ii) **Social-exchange framework:** According to this view, people tend to maximize their own utility (feelings of satisfaction, well-being) from their interactions with others. So the three bases— proximity, similarity and physical attractiveness all add to the utility of an interaction.

(iii) **Equity theory framework:** People are motivated to desire fairness and equity in which rewards and costs are equal for individuals involved in the interaction. So, one looks around for the most favourable of interactions. This explains why some pretty girls settle for a man with ordinary looks, because of the wealth he commands. Herein lays the equity between beauty and health.

Check Your Progress

5. What do you mean by complementarity?
6. How does similarity promote attraction?

8.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Intragroup conflict includes disagreements between group members on certain issues, thereby leading to ineffectiveness in the group's functioning. Conflicts between teams and groups are termed intergroup conflicts.

2. When the number of negative relationships among members is high, the probability of intergroup conflict increases.

3. If a person's style is passive then he may seem to be too easy-going or shy. He may not have a difference of opinion and so want to avoid conflicts.

4. The internal conflict that can be created by passive behaviour can lead to:
   - Desire to exact revenge
   - Stress
   - Seething anger
   - Resentment
   - Feelings of victimization

5. Complementarity is the tendency for people to seek out others with characteristics that are different from and that complement their own.

6. Similarity promotes attraction by validating one's beliefs and orientations; for example, religion, fan of adventure sport, etc. Similarity also facilitates smooth interaction.

8.7 SUMMARY

- Interpersonal conflict occurs when two persons' attitudes, behaviour, and actions are in opposition. Personality clashes lead to interpersonal conflicts in organizations. Interpersonal conflicts also result when there is a lack of clarity in terms of understanding one's role in a given situation with respect to another person.

- Assertive communication is based on mutual respect, which makes it diplomatic and effective communication. A person with assertive skills respects himself and is willing to stand up for his interests and express his feelings and thoughts.

- Close friends can readily understand and infer what the other person is thinking or feeling. They are also capable of describing each other's personality more accurately.

- Attraction can be conscious or unconscious, based on thoughts, or simply gut-feelings. Interpersonal attraction involves a like-dislike attitudinal dimension. It is based on the evaluation one person makes of another.

- This is the finding that repeated exposure to a stimulus (an object or person) leads to a greater liking for the stimulus. One of the most significant factors leading to exposure is propinquity, which means physical proximity.

- Proximity leads to friendship as it enhances possible encounters. There is also the notion of functional distance, a distance which encourages contact between certain people and discourages contact between others.

- Proximity not only makes friendship likely, but it also encourages it. This makes the liking stronger. Initially, proximity leads to casual contacts from

which friendships could grow. Without causal meetings, greetings, etc., in proximity, friendships would rarely develop.

- Complementarity of attitudes or beliefs could lead to disharmony. People from different ethnic lack grounds, religions, beliefs, etc., have to overcome these differences to relate to each other in a healthy manner.

- Similarity promotes attraction by validating one's beliefs and orientations; for example, religion, fan of adventure sport, etc. Similarity also facilitates smooth interaction.

8.8 KEY WORDS

- **Interpersonal conflict:** It refers to any type of conflict involving two or more people.

- **Assertive communication:** It is the ability to express positive and negative ideas and feelings in an open, honest and direct way.

- **Attraction:** It is the action or power of evoking interest in or liking for someone or something.

- **Proximity:** It refers to the nearness in space, time, or relationship.

- **Similarity:** It is the state or fact of being similar.

8.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What are the reasons of interpersonal conflict?

2. What are the consequences of intergroup conflict?

3. Why is it said that when a person is too passive, he gives others the authority to disregard his needs and wants?

4. What are the benefits of being assertive?

5. How are siblings interaction and parent-child interaction a useful training ground for close bonding?

6. State the conceptual framework for interacting the notions of interpersonal attraction.

Long Answer Questions

1. Describe the factors that lead us to like or dislike others.

2. Explain the factors of similarity that induce liking among people for each other.

3. 'Physical attractiveness is one of the most powerful determinants of interpersonal attraction.' Explain.

8.10 FURTHER READINGS

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UNIT 9   LOVE

Structure

9.0   INTRODUCTION

Love is defined differently by people according to their experiences. Overall, love is complex and fascinating. Romantic love, in particular, is a beautiful mystery which even the experts find difficult to explain. Although poets and songwriters can put many of our romantic thoughts and feelings into words, love is so inexplicable we need the help of psychological science to describe it. After all, psychologists have a lot to say about how and why people fall in love. And understanding the psychology behind love can also help therapists treat people dealing with love failures and heartbreak. In this unit, we will study in detail about the concept of romantic love, its features, myths about love, differences between sexual orientation and romantic orientation and various theories of love.

9.1   OBJECTIVES

After going through this unit, you will be able to:

- Describe the meaning and features of romantic love
- Discuss the myths about love
- Differentiate between sexual orientation and romantic orientation
- Explain various theories of love
- Describe the causes of differences in the love of men and women
- Explain the stages of romantic love

9.2 ROMANTIC LOVE

The word love has often been given the synonyms like devotion, loyalty, concern, care, physical attraction, affection, attachment, enthusiasm, enjoyment, etc. However romantic love is distinct and has a separate meaning. It can also be called the intense attraction that involves the idealization of the other, within an erotic context, with the expectation of enduring for some time into the future. Following are the four features of romantic love:

1. **Romantic love as an evolutionary adaptation:** It is said that romantic love is a product of the forces that enhance the probability of transferring the genes to the future generations. So, a person seeks a romantic partner who has a high level of certain traits such as wealth, beauty, health, etc., that he may be looking for. If he succeeds in finding such a partner with the qualities he is looking for then he may face two difficulties. The first is that the qualities may not be permanent. The person may suffer business losses, fall sick or become old. The second is that the person may get attracted to people who possess more of those qualities and be prettier, smarter, younger or richer. This would tempt the person to cheat or divorce on his partner so according to David Buss, the evolutionary scientist, the key is love. It is only when the person loves his partner that he will not leave her even if he can get someone who is better than the said traits.

2. **Romantic love as what unites us with our partner:** We have often heard the term 'soulmates'. In *The Symposium* by Plato, the character Aristophanes tells a story of how soulmates originated. He says that in the beginning the human beings were round and had 4 legs and arms with one head having two faces which could see in opposite directions. Human beings were very strong so Zeus decided to cut them into two to decrease their strength. So a person spends his entire life in search of someone who is his other half so that he can become complete again. This search in the want of becoming complete can be called love. It is for this reason that the person will get attracted to someone with whom he has more in common. This view is also supported by research and a study conducted in 2006 in which participants rated various aspects of a married couple based on pictures of their faces, found attractiveness, perceived age and some personality traits such as conscientiousness and extraversion were similar between partners. However this might not always be true.

3. **Romantic love as a blind force:** Many a time people fall in love with random people. Here love becomes a force that is blind and the romance happens due to a random encounter and not because the person is searching for a soulmate. Research supports this view that proximity could cause attraction. According to Zajonc's "mere repeated exposure" theory, when we have regular contact with a stimulus, we develop a preference for that

object or person. So the person may be more likely to form a relation or get attracted to his neighbour, co-worker or classmate than to a stranger. However proximity is not the only ingredient and other forces such as positive emotions are also important.

4. **Romantic love as a socio-cultural construct:** It could also be that how a person defines love is due to his society and culture and not a universal absolute concept of true love. However this concept of romantic love arose in America in the early 19[th] century along with the rapid urbanisation and modernisation due to which the world of work from home got separated. We can also see that the concept was not very relevant in the past.

9.2.1 Myths about Love

Love is surrounded by many myths. Here, we will discuss some of the popular ones, which are as follows:

1. **Love is an irrational emotion that you are either 'in' or not 'in':** This is not true according to the author of *On Romantic Love: Simple Truths about a Complex Emotion,* Berit Brogaard. He says that even love can have degrees and a person can love less or more, rationally or irrationally.

2. **You can not make yourself fall out of love:** Even emotions have a rational control and strategies can be used by a person to come out of love if it is wrong for him. This has again been claimed by Brogaad.

3. **Falling in love is a unique physiological state:** According to Brogaad when a person meets a new potential partner the sexual attraction and mystery hyper-activates the amygdala in the brain and the signal is sent to the adrenal glands by the neurotransmitters that something mysterious, scary and exciting is happening.

4. **The emotional pain of a failed romantic love is unlike any other:** Studies cite that a person may have the same neurons affected during a psychological or physical pain.

5. **Meeting the right person is a random toss of the dice:** This claim has been refuted by mathematician and complexity scientist Hannah Fry, author of *The Mathematics of Love: Patterns, Proofs, and the Search for the Ultimate Equation* (a TED Original). She offers a tactic to increase your odds – Be less picky. A person should insist that he is attracted to and willing to date a small percentage of those he meets, especially the ones who are as per his educational and age preference yet he should not insist that the one he is considering should have all the required qualities.

6. **There's always someone out there who would be better suited for you than your current partner:** This is not necessary. According to Fry, optimal stopping theory should be followed and the person should first calculate the length of his dating life and reject the first 37% of the ones he is dating and then stick with the next person he meets who is better suited to

him than the others rejected by him. Fry accepts that the formula has flaws and also warns that discretion needs to be used while being too choosy or choosing too soon.

7. **Taking turns sharing what you resent about one another is a valid therapy technique:** According to John Mordechai Gottman, a psychology and relationship researcher for the past 40 years in his *Principia Amoris: The New Science of Love*, anger cannot bring a catharsis. When negative thoughts are expressed by a person, he may end up feeling angrier.

8. **To get, you have to give an equal amount:** It is this type of thinking that has caused the failure of most relationships according to Gottman. For a good relation each partner should give without expecting anything in return.

9. **Love is unpredictable:** According to Gottman many replicable studies have shown that love is predictable. It usually depends on how couples handle conflicts and how many negative or positive comments they make about each other.

10. **Couples will inevitably stop having physical relationships:** According to Gottman couples will stop having physical relations if there is any negative cost to refusing to be physically related. As long as the cost of saying 'no' to an invitation to a physical relation is just slightly positive (and not zero), it has been seen that the couple will have a lot of physical relations with each other.

9.2.2 Sexual Orientation and Love

For most people the romantic orientation and the sexual orientation are deeply intertwined. A person could not be in love with someone and yet be sexually intimate or physically attracted to the person. Similarly the person could not be sexually or physically attracted to a person and yet be in love with the person.

Sexual Orientation: For many people, sex or gender have a huge impact on how physically attractive they find the other person but this does not mean that if the person is attracted to a particular sex then he will be attracted to all the people of that sex and also be repulsed by the people of the other sex.

An important role could be played by the differences in personality, dress, physique, sex and gender on how physically attractive the person finds others.

Homosexuals or lesbians are primarily and exclusively attracted to the people of their own sex or gender. They are also called gays or same-gender-loving people. If a person is a man who gets attracted to other men then he is called a gay and if the person is a woman who is attracted to other women then she is called a lesbian. However if the person is a man who is attracted to women or a woman who is attracted to men then the person is called 'straight' or even heterosexual. There are however other sexual orientations too.

Romantic Orientation: The difference between a romantic orientation and a sexual orientation is that in romantic orientation the person tends to fall in love with certain people. This romantic orientation signifies the desire for an emotional and intimate relationship with others of a particular sex or gender. It is about whom the person feels affection for and it could include whom he seeks to build a family or life with.

The person should ask these questions from himself that who he is, why his sexual orientation is different from him romantic orientation, whether he had ever met someone with whom he was physically attracted and yet he did not want to have a relation with, whether he would ever be romantically interested in someone whom he was not at all attracted to or if he had met someone with whom he could not develop any sort of bonding although he wanted to.

A person could have any of the following experiences:

1. He may be looking for something in a sexual partner but may be looking for something different in a romantic partner and this could also include gender.

2. He may be extremely attracted to a person romantically but does not find the other person sexually attractive.

3. Just like sexual orientation the person's romantic orientation may be on the basis of gender or sex, yet it could also have dependence on many factors that have been listed before.

4. A person may find that he can only be physically attracted to those whom he is already emotionally or romantically attracted to. This is called demisexual.

5. The person may find that he is monogamous and can be in love with only one person at one time.

6. The person may also find that he is polyamorous and can love and have an intimate and honest relationship with many people at the same time.

9.2.3 Theories of Love

The theories of love can refer to the number of sociological and psychological theories which try to understand the concept of love. Some of them have been mentioned below:

(a) **Attachment theory:** According to the Attachment theory of love, the type of romantic relationship that a person has in his life is mainly determined by the kind of relationship he had in his childhood with his primary care-giver. So we can say that the attachment or connection he had with his primary care-giver that is usually his mother as a child will determine the way he will behave when he develops relationship as an adult.

(b) **Colour wheel theory of love:** This idea of the colour wheel theory of love was created by John Ann Lee who was a Canadian psychologist. Six styles of love were described by him in which he used many Greek and Latin words for love. According to him there are nine tertiary, three secondary and three primary styles of love and they have been described in terms of a traditional colour wheel. The three secondary types are agape, pragma and mania and the three primary types are storge, ludus and eros.

(c) **Compassionate vs. passionate love theory (based on research by Elaine Hatfield):** According to Elaine Hatfield, a renowned psychologist there are two different types of romantic love. One is compassionate or companionate and the other is passionate. In the compassionate love there are feelings of affection, trust and mutual respect but in passionate love sexual attraction and intense feelings are involved.

(d) **Filter theory**: A well-known sociological theory is the Filter theory of love. It is mainly concerned with mate and dating selection. According to this theory, the social structure restricts the number of candidates eligible for a person to choose as a mate. This usually happens due to homogamy as a person may seek to marry and date only those mates who are similar to him in terms of religion, social status, race or age.

(e) **Reward theory of attraction:** According to the reward theory of attraction, the behaviour of a person is attracted to the people whose behaviour is rewarding to him or who he associates with rewarding events. In other words we can say that a person is attracted to those who make him feel good or gets attracted to those who remind him of the people he enjoys being in the company of.

(f) **Rubin's scale of liking and love (based on research by Zick Rubin):** Zick Rubin was a psychologist who was responsible for conducting the first researches that designed an instrument with which love could be measured empirically. Rubin propounded that love was made of 3 elements viz. Intimacy, care and attachment. Taking this as his basis for romantic love he measured the variables using two questionnaires he had developed for the same.

(g) **Triangular theory of love:** Robert Sternberg developed the triangular theory of love. In the interpersonal relationships context, the interpersonal relationships have three main components on which the triangular theory is based. The components are commitment/decision component, passion component and the intimacy component.

(h) **Vulnerability and care theory of love:** Giles had put forward the Vulnerability and Care theory in 1994 in an article titled – 'A theory of love and sexual desire', then in 2004 he wrote 'The nature of sexual desire' which was a further development on the previous book. The theory put

forward by him is that romantic love is a complex of reciprocal desires for mutual care and vulnerability. A person wants to be vulnerable in front of his beloved so that he gets care from the beloved. In the same way he may desire that his beloved also shows some vulnerability to him so that he may give care to her.

9.2.4 Gender Differences in Love

Following are some important reasons why there may be a difference in the love of men and women. Bear in mind, there are only certain socially observable traits and these do not and should not type cost men and women.

(a) Men are perceived to me more rational, analytical and logical whereas women are thought to be more integrative, creative and holistic.

(b) It is more difficult for men to relate to their own feelings and the mere expression of feelings in their presence may threaten them. This could make them react by attempting to control or withdraw from the situation through a display of power and/or control.

(c) In reality men are more dependant and vulnerable on relationships than women and the end could destroy them since they have lesser people to share their feelings or get emotional support from.

(d) Compared to women, men find it easier to control their feelings of anger.

(e) Compared to men, women are more in touch with a wide range of feelings and are more exphatetic and caring. This makes men feel that the women change quickly and men find it difficult and irrational to understand this.

(f) In problem solving, men are usually found to be more functional and women have an aesthetic orientation in addition to being functional.

(g) Men tend to be less sensitive to the smells and sounds than women and women have a tendency of giving more importance on the environment.

The following are the problems in romantic love due to the differences: Note that these traits may bot always be observed in a particular gender.

(a) Men usually feel that women are always trying to bring changes in them and on the other hand women feel that the men do not listen to them.

(b) Men prefer to give solutions and women on the other hand want empathy.

(c) When a woman tries to correct, improve, change or advise a man, he gets the feeling that he is being given the message that he is not competent or he cannot handle something on his own or he does not know how to do it.

(d) Men usually feel that they are to be blamed for or are responsible for the problems of women.

(e) It is assumed by men that women want some solution or advice to their problems and that is how they can show love or be helpful to them. Women usually want that the men should listen to them.

(f) Men usually want to avoid housework and want someone else to do it or else they feel that they are doing some demeaning work. Women feel that if a house is clean then this is the manifestation of warm, homey nest. Men and women have different thresholds for dirt and cleanliness.

(g) Often, men feel that a woman's mood can be changed by them when she is in a bad mood by giving her solutions to her tensions and the woman feels that her feelings are being invalidated or discounted.

(h) Many women try to change the behaviour of the men by giving criticism or advice that has not been asked for and feel that this will bring an improvement in them. It might not always work.

How to work with these differences

These are general suggestions and may be applicable to opposite genders as well.

i. A man should not offer solutions to an upset woman even though he may feel that it is the correct thing to do. This is also for women.

ii. Manytimes will only appreciate criticism or advice when he asks for it. He will want to make corrections only when he feels that he is being approached not as a problem itself but as a solution.

iii. Men are sometimes considered have great needs for independence and status whereas women are deemed to show needs for connection and intimacy.

iv. Many times Women need to receive reassurance, validation, devotion, respect, understanding and caring.

v. Women and men are motivated when they feel cherished or special.

vi. Men and women need to receive encouragement, approval, admiration, appreciation, acceptance and trust.

vii. Men are motivated when they feel needed. A man's deepest fear might be that he is not good enough or not competent enough, though he may never express this.

9.2.5 The Course of Romantic Love

According to research, the course of romantic love has four stages. They are as follows:

1. **Attraction:** It is a well-known feeling. When a person is attracted to someone, his body tenses, palms start sweating, heart starts racing, mouth goes dry and the pupils start to dilate. This stage is mainly physical attraction and the female may expect the male to make the first move. The symptoms mentioned above basically is a signal the body is giving the person to investigate further. In this stage there is a release of norepinephrine hormone which is also known as the fight or flight hormone. The state ends and the new begin when the person starts investigating.

2. **Dating:** In this stage the person starts investigating whether the person to whom he has been attracted to is the right person to fall in love with and assesses the demerits and merits of a potential relationship with the other person. In this phase the body releases various hormones such as vasopressin, testosterone and dopamine in men and dopamine and oxytocin in women. We can see here that in both men and women the dopamine is released because they are excited about the potential of winning the reward of love. When the woman begins to trust, oxytocin starts getting released. It can also be released as she cuddles, kisses and thinks about becoming physical with the man. By getting the woman's approval and attention, the man's testosterone goes up as he feels that he has won her. When these hormones have reached their highest point the next stage starts.

3. **Falling in love:** When the person falls in love, his hormones go haywire and stress hormones like cortisol goes up very high. This make the person find it difficult to sleep or eat during the day time. The happiness hormone decreases in activity. This is counterintuitive; most people indicate that during this time they feel very happy. This is because the part of his brain called amygdale actually deactivates and does not warn him as the stress hormone is very high. The part of the brain that tells the person about his being high on anxiety and low on happiness stops working. We also say love is blind because the person's ventromedial prefrontal cortex gets deactivated during this time as well. So he cannot judge the other person or assess him and feels content with himself and the circumstances.

4. **True love:** In this last stage the neurological excitement settles down but due to love there is a great shift in the brain. We see an excess of neural activity where there was a decrease of it. This is the reason why break ups happen when the hormones wear off and the critical judgement returns.

Check Your Progress

1. What is romantic love?

2. What do you mean by the terms 'gay' and 'lesbian'?

3. What is the difference between compassionate or companionate and passionate love?

4. What is the reason of breakups?

9.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Romantic love is the intense attraction that involves the idealization of the other, within an erotic context, with the expectation of enduring for some time into the future.

2. If a person is a man who gets attracted to other men then he is called a gay and if the person is a woman who is attracted to other women then she is called a lesbian.

3. In the compassionate love there are feelings of affection, trust and mutual respect but in passionate love sexual attraction and intense feelings are involved.

4. In true love stage, the neurological excitement settles down but due to love there is a great shift in the brain. We see an excess of neural activity where there was a decrease of it. This is the reason why break ups happen when the hormones wear off and the critical judgement returns.

9.4 SUMMARY

- Romantic love can also be called the intense attraction that involves the idealization of the other, within an erotic context, with the expectation of enduring for some time into the future.

- Research supports this view that proximity could cause attraction. According to Zajonc's "mere repeated exposure" theory, when we have regular contact with a stimulus, we develop a preference for that object or person.

- A person should insist that he is attracted to and willing to date a small percentage of those he meets, especially the ones who are as per his educational and age preference yet he should not insist that the one he is considering should have all the required qualities.

- According to Fry, optimal stopping theory should be followed and the person should first calculate the length of his dating life and reject the first 37% of the ones he is dating and then stick with the next person he meets who is better suited to him than the others rejected by him.

- For a good relation each partner should give without expecting anything in return.

- People who are homosexuals or lesbians are primarily and exclusively attracted to the people of their own sex or gender. They are also called gays or same-gender-loving people.

- A person may find that he can only be physically attracted to those whom he is already emotionally or romantically attracted to. This is called demisexual.

- According to John Ann Lee who was a Canadian psychologist, there are nine tertiary, three secondary and three primary styles of love and they have been described in terms of a traditional colour wheel. The three secondary types are agape, pragma and mania and the three primary types are storge, ludus and eros.

- A well-known sociological theory is the Filter theory of love. It is mainly concerned with mate and dating selection. According to this theory, the social structure restricts the number of candidates eligible for a person to choose as a mate.

- Zick Rubin was a psychologist who was responsible for conducting the first researches that designed an instrument with which love could be measured empirically.

- When a person is attracted to someone, his body tenses, palms start sweating, heart starts racing, mouth goes dry and the pupils start to dilate. This stage is mainly physical attraction and the female here expects the male to make the first move.

- In dating stage the person starts investigating whether the person to whom he has been attracted to is the right person to fall in love with and assesses the demerits and merits of a potential relationship with the other person.

- In true love stage, the neurological excitement settles down but due to love there is a great shift in the brain. We see an excess of neural activity where there was a decrease of it. This is the reason why break ups happen when the hormones wear off and the critical judgement returns.

9.5 KEY WORDS

- **Romantic love:** It is a type of love in which intimacy and passion are prominent features.
- **Gay:** It refers to a homosexual person.
- **Lesbian:** It refers to a homosexual woman.
- **Colour wheel theory:** It is an idea created by Canadian psychologist John Alan Lee that describes six styles of love, using several of the Latin and Greek words for love.
- **Homogamy:** It refers to the marriage between people from similar sociological or educational backgrounds.

9.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What is the story behind the term 'soulmates'?
2. How is proximity related to people falling in love?
3. What is colour wheel theory? How is it used to describe the different styles of love?
4. What is Rubin's scale of liking and love?

Long Answer Questions

1. Describe the features of romantic love.

2. Explain different theories of love.

3. Analyse why there is a difference in the love of men and women.

4. Illustrate the four stages of romantic love.

9.7   FURTHER READINGS

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UNIT 10 LONELINESS

Structure

10.0 INTRODUCTION

Loneliness is a human emotion that is both peculiar and complicated to each individual. The prevention and treatment of loneliness vary in most of cases as it has no single common cause. Loneliness makes individuals to feel a void, feel alone, and unwanted by others. A person who is suffering from loneliness longs for a human connection, but his state of mind is such that it makes him unable to make any contact with other people. Many experts have stated that loneliness is not necessarily about being alone. Instead, if someone feels alone and isolated, then that is how loneliness plays into his state of mind. There are an array of factors responsible to this state of mind in a person, which include situational variables, such as physical isolation, moving to a new location, and divorce. Moreover, it can be a symptom of a psychological disorder like depression As a social species, humans rely on a safe, secure social surround to survive and thrive. Perceptions of social isolation, or loneliness, increase vigilance for threat and heighten feelings of vulnerability while also raising the desire to reconnect. In this unit, we will study in detail the meaning and causes of loneliness, along with its prevalence and roots.

10.1 OBJECTIVES

After going through this unit, you will be able to:

- Explain the meaning and nature of loneliness
- Describe the prevalence and roots of loneliness
- Discus the correlates which arise in a person who remains lonely for a longer period of time

10.2 MEANING AND DEFINITION OF LONELINESS

If one desires close interpersonal relationships, but is unable to establish them, then a person is said to be lonely. In the presence of a host of people one can feel isolated and friendless.

Everyone has experienced loneliness at one time or another. Certain events like moving from one place to another, illnesses, etc., cause loneliness. These are temporary and one expects to overcome, them, but seem to never get over it. If one's interpersonal skills are poor, this could also be a major cause of loneliness, later in life. Rubin (1982) indicates that those with poor interpersonal skills tend to display either aggression or withdrawal in social contexts.

There is a distinction between being alone and being lonely. Being alone is by choice, while loneliness is forced isolation. Brennan (1982) believes that adolescents are lonely because they have left home and have to seek relationships outside. If their social skills are poor, then loneliness and alienation could easily result. Older people also tend to be lonely because of physical constraints (mobility), financial problems (insufficient funds), and less energy and interest in life.

Lonely people generally have little interest in others. They are less skilful in dealing with others. Lonely people have no topics to talk about or valid questions to ask others. They are also afraid of social rejection. Due to their social ineptness, they also expect to be unwelcome by others. They also expect others not to like them. This makes them anxious in their interpersonal interactions.

Self-disclosure is one of the ways to relate to others. Those who are lonely are often seen to make inappropriate disclosures. They are either too personal or too uptight. Both these do not favour good interactions with others. These drive away potential friends. Lonely people are also cynical about others. They view life pessimistically and are external-locus of control persons. So, they are never in charge of their lives. Lonely people immerse themselves in work and forget about loving. Others use alcohol and other drugs as means to cope with their loneliness. These make things worse.

10.2.1 Nature of Loneliness

When a person perceives that he has been isolated he experiences the unpleasant emotional response called loneliness. This response can also be understood as a social pain and a psychological mechanism which makes the person look for social connections. Often, it is associated with an unwanted lack of intimacy and connection. Solitude and loneliness are two different concepts. In solitude a person is only being apart from other human beings whereas in loneliness a person can feel lonely even when he is surrounded by or in the midst of many people. Also, a

person in solitude may not be feel lonely at all. There are many reasons of loneliness and it could involve mental, emotional, social and environmental factors.

It has been proven by research that throughout the society we can find loneliness. A person could be married or in a strong relationship or a successful entrepreneur and yet be lonely in life. At different points of life a person may experience loneliness but for some it happens very frequently. In short term loneliness can be useful because it motivates a person to value and build relationships. However if this feeling is chronic then its excess can make it harmful as per various studies which have stated that it is a great risk factor for poor physical and mental health outcomes.

Even in literature when we go back to the Epic of Gilgamesh, we find that loneliness has been a well used subject matter, yet the academic study of loneliness was scarce less until the late 20[th] century. However in the twenty first century there has been a significant recognition of loneliness as a social problem and both governmental functionaries and NGOs are trying to deal with it.

Loneliness has been categorised into two types – emotional loneliness and social loneliness. Robert S Weiss made this delineation in 1973, in his seminal work, *Loneliness: The Experience of Emotional and Social Isolation*. In his work he has written that "both types of loneliness have to be examined independently, because the satisfaction for the need of emotional loneliness cannot act as a counterbalance for social loneliness, and vice versa". The people who have worked to understand or treat this emotion better have generally treated the above two types of loneliness in a separate manner, though this is not always the case.

Social loneliness

This type of loneliness is the loneliness a person experiences when he does not have an adequate social network and does not feel that he is the member of any community or has allies or friends who he can rely upon in the time of distress.

Emotional loneliness

This type of loneliness happens when the person does not have nurturing, deep relationships with other human beings. Weiss linked the concept of emotional loneliness to attachment theory. A person needs deep attachments and this can only be fulfilled by his close friends, though more often by close family members such as parents and later on romantic partners in life. Enrico DiTommaso and Barry Spinner divided emotional loneliness separately into Romantic loneliness and Family loneliness. A study done in 2019 found that if the emotional loneliness of a person is greatly increased and moreover he is old too then this would increase his likeliness to die earlier.

Check Your Progress

1. When is a person said to be lonely?
2. What is the distinction between being alone and being lonely?
3. Define social loneliness.

10.3 PREVALENCE AND ROOTS OF LONELINESS

In 2008, Cicioppo and Patrick stated that the way lonely people feel is a mix of three different factors. They are as follows:

1. Vulnerability to social disconnection: Generally a person wants himself to be included socially and a person's level of need could be different from another. If a person's need to connect is high then it becomes difficult for him to meet his needs.

2. The ability to self-regulate the emotions associated with feeling isolated: This is not related only from the outside but also from the inside. A person will experience distress if there is non-fulfilment for companionship. If for over a period of time loneliness continues then it could become a source of chronic sadness or stress for a person. How well a person can manage the feeling will determine the level of pain that he experiences. If he remain upset chronically then this will make him less able in evaluating the intentions of other people accurately. He may wrongly perceive them to be rejecting when they are not. If the person wants to mitigate the damage loneliness can do to him, he should learn to manage his feelings without becoming judgemental of others and himself, cope and accept the feeling of loneliness and search for ways to solve problems himself.

3. Mental representations and expectations of as well as reasoning about others: If a person is lonely then it does not mean he lacks in social skills but feeling lonely makes him less able or likely to use the skills he has. If a person feels lonely then he would usually perceive himself to be trying hard to make friends and to find a sense of belonging along with an opposing thought that he is getting response from no one.

Lone lines can be an extremely frustrating experience and after some time it can affect the mood of the person and those around him. He may start to make negative statements and tend to blame others if he is criticised by them. He may express his loneliness through resentment or anger and therefore people may intend to avoid him as far as possible.

Sometimes he may face some difficulties as he may view himself as unworthy or inadequate. His shame about who he is may block his making connections with others.

If a person has been lonely for a long period then he may have fear for many reasons. If he fears that others might attack him, he may hide his true self and withdraw. Also at the same time when others do not know who he is, he will stay lonely. His non-verbal communication may show misery and low confidence, which can make others feel uninvited.

If a person becomes emotionally deregulated then he loses the feeling of being secured and may see danger everywhere. He will find it difficult to understand the perspective of others.

Most People Feel Lonely At Times

There are many people who feel lonely at times. This happens when their environment suddenly changes like shifting to a new place. Loneliness due to such changes are normal as a person is a social being. Usually people feel that social connections, intimacy and love are more important to them than social fame and wealth.

Statistics show that 22% people have never experienced loneliness and 10% have experienced it more often. Many hit songs and books reflect about loneliness which means that it is common. When a person is lonely he focuses more on what others have that he himself does not possess rather than those who have a situation similar to his.

Loneliness can happen to anyone and along with it a person can develop other characteristics such as depression, negative evaluation of self, pessimism, hostility, anxiety and shyness besides other negative characteristics. Even if the person is, otherwise mentally and physically healthy will develop these characteristics when he starts feeling lonely on a regular basis.

The Purpose of Loneliness

Just like a person is protected from physical dangers by pain, in the same way he realises the dangers of being isolated by loneliness. Loneliness may make him want to change his behaviour and develop the relationships that are important for his survival.

Giving Up Self-Judgment

A person should first stop blaming, abusing or berating himself for his loneliness because his self assessment of being lonely is not effective and accurate. When a person does not get meaningful connections, he is bound to feel lonely.

Today's society tends to make a person feel lonely. Today's society is busy and fast and the increased use of mobile phones and virtual media may make it difficult for a person to maintain and establish a relationship. He should accept that loneliness is a part of human condition which will help him to put his energy into creating solutions.

If a person is lonely then it does not mean that he lacks social skills, he just feels overwhelmed to think about connecting with people despite his good social skills.

Loneliness could have accumulated for many years. It could happen when a person does not get love as a child or if he has been isolated because of a mental or physical suffering or if he had difficulty in making friends during childhood or if he had been bullied or if he had different interests in which no one was interested or if the person has been too much into social media and/or video games or if he lost a friend with whom he was very strongly connected with during childhood.

In other words loneliness is a problem that could happen to anyone and no one should blame himself if he is facing the problem.

10.3.1 Correlates

If a person is lonely then he may feel empty or sad or as if something important lacks in his life especially when he is in solitude. If a person remains lonely for a very long time then the following correlates may develop in him. They are as follows:

1. He may suffer aches and pains which do not have any definite reason. Most probably the problem is in the mind and the person will take medications or therapies or consult experts without any improvement in his condition.

2. He may not have the needed energy to do any work because all work may seem as a burden and he may not possess the interest needed to do the work. This will decrease his productivity in general life.

3. He may lack focus in life and so his actions will not be towards the intended goals and so his achievement in any field of life may be very restricted.

4. The person may also lose some or all of his appetite and again it will be for unexplained reasons physically. He may take medications or therapies for the same but to no avail.

5. Such a person tends to find refuge in shopping and develops a feeling that the lack of friendship could be made up by the things he purchases.

6. With lesser energy and lack of focus the person can also fall sick very often and may find that the doctors and medicines do not have much effect on him.

7. When a person is not able to lead a normal life then he starts doubting himself, soon he feels that all his endeavours will go in vain and eventually he feels worthless.

8. In a normal routine the person will get restless or anxious very quickly and thus be guided by his fears in his approach to life.

9. Such a person may also have sleep issues and could have insomnia or interrupted sleep which could decrease the effectiveness of the health benefits a good sleep could have provided.

10. In continuation with the above given point the person could also take intoxicants or sleeping pills to 'knock him out' and forcefully induce a sleep or unconsciousness in him. He may later become addicted to it.

11. Such a person may also watch a lot of movie, TV or be on social media to make up for his loneliness.

12. It has also been seen that such a person craves for physical warmth such as blankets, cosy clothes, hot water baths or hot drinks.

If the loneliness is chronic or even non-chronic, it should be noted that it is not a clinical health condition but as we can see above, the correlates do not allow a person to lead a normal life. Such a person should take the help of a health professional without being afraid of being branded as mentally ill. A therapist can help you uncover any possible mental health causes of your symptoms. Even though there's no diagnosis for loneliness, therapy can help you access support and potentially helpful resources.

10.3.2 Conquering Loneliness

To change and to turn around, Young (1982) suggests cognitive therapy. This involves getting lonely people to change the way they think about themselves in social situations. They are helped to verbalize their thoughts and feelings and then change their faulty thinking. People who play sports are not articulate, but they are able to draw friends. Knowledgeable people can make friends easily, and so on.

Another attempt at having the likes of a lonely person is to provide social skill training to initiate conversation, make friends by engaging in common activities like playing cards, going to the theatre, gardening or pet-keeping hobbies, etc. Giving and receiving compliments, exchanging food and even paying attention to one's looks, style of clothing, hair, make-up are important in helping people come out of their lonely and secluded lives.

Check Your Progress

4. What kind of characteristics can a lonely person develop?

5. Name some methods to help a person come out from his loneliness.

10.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. If one desires close interpersonal relationships, but is unable to establish them, then a person is said to be lonely.

2. There is a distinction between being alone and being lonely. Being alone is by choice, while loneliness is forced isolation.

3. Social loneliness is a type of loneliness is the loneliness a person experiences when he does not have an adequate social network and does not feel that he is the member of any community or has allies or friends who he can rely upon in the time of distress.

4. Loneliness can happen to anyone and along with it a person can develop other characteristics such as depression, negative evaluation of self, pessimism, hostility, anxiety and shyness besides other negative characteristics.

5. Methods to help a person come out from his loneliness could be to provide social skill training to initiate conversation, make friends by engaging in common activities like playing cards, going to the theatre, gardening or pet-keeping hobbies, etc.

10.5 SUMMARY

- Certain events like moving from one place to another, illnesses, etc., cause loneliness. These are temporary and one expects to overcome, them, but seem to never get over it.

- There is a distinction between being alone and being lonely. Being alone is by choice, while loneliness is forced isolation.

- Lonely people generally have little interest in others. They are less skilful in dealing with others. Lonely people have no topics to talk about or valid questions to ask others. They are also afraid of social rejection.

- Self-disclosure is one of the ways to relate to others. Those who are lonely are often seen to make inappropriate disclosures. They are either too personal or too uptight. Both these do not favour good interactions with others.

- Solitude and loneliness are two different concepts. In solitude a person is only being apart from other human beings whereas in loneliness a person can feel lonely even when he is surrounded by or in the midst of many people. There are many reasons of loneliness and they could involve mental, emotional, social and environmental factors.

- In short term loneliness can be useful because it motivates a person to value and build relationships. However if this feeling is chronic then its excess can make it harmful as per meta-studies or various reviews which have stated that it is a great risk factor for poor physical and mental health outcomes.

- Loneliness has been categorised into two types – emotional loneliness and social loneliness.

- If a person has been lonely for a long period then he may have fear for many reasons. If he fears that others might attack him, he may hide his true

self and withdraw though at the same time when others do not know who he is, he will stay lonely.

- Loneliness can happen to anyone and along with it a person can develop other characteristics such as depression, negative evaluation of self, pessimism, hostility, anxiety and shyness besides other negative characteristics.

- If a person is lonely then it does not mean that he lacks social skills, he just feels overwhelmed to think about connecting with people despite his good social skills.

- If the loneliness is chronic or even non-chronic, it should be noted that it is not a clinical health condition but as we can see above, the correlates do not allow a person to lead a normal life. A therapist can help you uncover any possible mental health causes of your symptoms.

- An attempt at having the likes of a lovely person is to provide social skill training to initiate conversation, make friends by engaging in common activities like playing cards, going to the theatre, gardening or pet-keeping hobbies, etc.

10.6 KEY WORDS

- **Loneliness:** It refers to the distressing experience that occurs when a person's social relationships are perceived by that person to be less in quantity, and especially in quality, than desired.

- **Social rejection:** It occurs when an individual is deliberately excluded from a social relationship or social interaction.

- **Self-disclosure:** It is a process of communication by which one person reveals information about himself to another person.

- **Self-judgment:** It is the process of forming an opinion, or reaching a conclusion based on the available material.

- **Correlates:** It refers to each of two or more related or complementary things.

10.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What are the common characteristics of a lonely person?
2. Can loneliness be useful?
3. How can loneliness be conquered?

Long-Answer Questions

1. Describe the types of loneliness.

2. Explain the factors which show how a lonely person feels.

3. What kind of correlates can appear if a person remains lonely for a long period of time? Explain.

10.8 FURTHER READINGS

Wayne, Weiten, Margret A. Lloyd. 2004. *Psychology Applied to modern Life*. Singapore: Thompson Wadsworth.

Crisp, R.J., Rhiannon Turner. 2007. *Essential Social Psychology*. New Delhi: Sage Publications.

BLOCK - IV **MARRIAGE AND DIVORCE**	

UNIT 11 MARITAL ADJUSTMENT

Structure

11.0 INTRODUCTION

It is not uncommon to find a couple take a little while to find out what they really want out of a relationship. Talking to one another is definitely the best way to find out if the relationship is headed towards marriage or not. A couple who's headed for marriage works on making their relationship stronger each day. The relationship is not just built through shared laughs and deep conversations. It is also built through ongoing dialogue about uncomfortable issues and conflicts. The answer to the question why we pursue marriage has been explored by various researchers. From an evolutionary perspective, it's viewed as strengthening and perpetuating the species. From a sociological vantage, marriage creates bonds between and among groups. These bonds facilitate the success of the group. There are many factors which a person keeps in his mind while choosing a marriage partner. These can range from social and personal to academic and economic factors. Experts have also devised methods to determine the magnitude of the success of a marriage. These methods are provided in detail in this unit. Moreover, the motivation to marriage and factors to be considered while choosing a life partner are also discussed here.

11.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe the meaning of marriage

- Explain the motivational factors that lead a person to marry

- Discuss the points and the conclusions of the studies for selection of a mate
- State the predictors of marital success

11.2 MOVING TOWARD MARRIAGE

Before understanding the reasons why people get married, it is important to understand this concept which is also called wedlock or matrimony. Marriage is a union between two people that is recognized culturally and the people who get married are called spouses. The marriage establishes obligations and rights between them and between them and their in-laws and between them and their wards. The practice of marriage is followed universally but the definition of a marriage is different in various times, religions and cultures. It is typically an institution in which there is a sanction or acknowledgement to interpersonal relationships especially sexual. There are also some cultures where marriage could be compulsory or even recommended before a person pursues any sexual activity. The ceremony of marriage is also called wedding.

Marriage can be given recognition by a religious authority, the state, a local community, a tribal group or by peers. It is usually considered to be a contract. Usually it creates legal or normative obligations between the couple involved and any ward that they may adopt or produce. A marriage is called a civil marriage when a government institution carries it out in accordance with the marriage laws of the jurisdiction without the content of religion. In a religious marriage there is recognition and obligations and rights are created which are intrinsic in the eyes of religion. Religious marriage is known as Nissuin in Judaism, Nikah in Islam, Vivah in Hinduism and Sacramental marriage in Christians. It is known by other names in other faiths and every faith has his own constraints as to what it is about and who can enter into a religious valid marriage.

11.2.1 The Motivation to Marry

It is usually a question a person may ask himself as to why he needs to get married and again during a wedding many wonder if it is logical to spend so much on the wedding dress, the catering service, etc., and spend time on ensuring that he minutest details such as wording on the invitation cards is perfect and that too in enjoying less and ensuring that the guests have been properly attended to. Nowadays marriages have become more about the good food, dance, music, dress, ornaments, decorations and ensuring that a proper planning is done so that it becomes a grand affair to be remembered for a long time to come. However besides the main occasion itself following is a discussion on some important motivational factors that make a person want to get married.

For every person the motivation to get married could be different and when he has a relationship with someone, the unique nature of his relationship with the other person may motivate him to get married in a particular way, time or scale.

His motivation could be due to financial, legal, emotional or any other reason or a combination of those reasons. Following are some important factors that motivate a person to get married and if he understands them then he will be able to have a good, long and strong relationship.

1. A person may get married because he loves the other person. According to a research done by the Pew research centre it was estimated that eighty eight percent people get married because of love. For them the number one reason was that they fell in love and that love motivated them to get married.

2. A person may get married due to practical reasons. The reasons for this may be as follows.
   - Many different types of tax benefits can be availed if a person is married.
   - If the person and his beloved want children then the financial burden of the children can be shared by the couple ensuring better financial security.
   - After marriage a person and his spouse can enjoy financial benefits with regards to retirement accounts, inheritances, communal property and other financial matters.

3. A motivational factor for getting married could also be health insurance: Married couples also get benefits of health insurance. If they share their medical insurance then it could be very cost effective for them and their families.

4. A person may want to get married for the sake of having children according to the survey conducted by the Pew Research Centre, 41% people marry for this reason. If a person wants to get married to have children then he is looking for a life-long commitment. This is what had been said by the 41% people who participated in the survey. According to a report by the Princeton University called 'The future of children' gave a suggestion that those children who were born in households where the parents are married have the opportunity of availing many benefits from the marriage. Some of them are as follows:
   - They have better access to health insurance.
   - The environment of their homes is more stable.
   - They get better supervision from their parents.
   - They are from a financially better-off home.

   However it should also be noted that the benefits will only be available to the child if his family conditions are stable and healthy as there is no guarantee that the child will get the benefits from the relationship of the parents.

5. A person may also get married due to legal reasons and according to the Pew Research Centre 23% people were motivated by legal reasons. In many cases it has been seen that if a couple is legally married then various rights and privileges are provided to them. The property and parental rights are also more manageable if the person is married and even in his work he gets a better understanding in cases like sick leave and even the financial institutions tend to be more confident of him while lending money or providing other benefits. It is also not unusual that a person may get married to get the citizenship of another country.

6. A very important motivator for a person to get married could also be religious. According to a survey conducted by the Pew Research Centre about one third people got married due to religious reasons. In some religions and faiths a couple is considered to be married only when there is a civil ceremony completed and there is also a requirement of a religious ceremony to confirm that they have formed a union in the eyes of God. A couple who shares similar or same faiths may want to honour their bonding with a commitment that is religious and if they belong to different faiths they may have a marriage ceremony that is interfaith which considers both their spiritual requirements.

7. A person may also get married because he may want to fulfil the expectations of the society to which he belongs. We do not have much accurate information regarding how many people get married for this reason but we cannot deny that a person may feel the pressure from his peers, relatives, his married friends or colleagues or from his parents to get married. In many societies we can see that getting married and having children is normal and not getting married and/or having children is abnormal and such a person is viewed as lacking or disturbed for not being able to 'settle down' in life. Interestingly a person may also get married because of the incentive of having a grand wedding in which he is at the main stage.

It may also be added here that it could be love or may be a combination of more than one reason for which a person may want to get married. Usually there are multiple reasons that motivate a person. A person chooses to tie the nuptial bond because it serves his wants and give support to his dreams and values.

11.2.2 Selecting a Mate

The study related to the selection of a mate to get married to is important because a marriage is the basis of the social institution called family. The question of "Who marries whom?" has been debated since 1920.

It has been observed that with massive industrialization and modernization the arranged marriage system is diminishing and the autonomous courtship system is growing because for arranged marriages there is a requirement of a strong

interdependence between families and communities which goes down in the industrialized world.

An autonomous courtship system supplants arranged marriage in which the preferred form is free choice of mate. We also call them love marriages and here instead of economic consolidation of resources we have the choice of the individual based on love. However besides love other factors may also operate in this free choice.

According to a detailed and thorough research conducted over time, the process of the selection of mate has been assessed. Factors such as educational level, religion, race, social class and age have also been considered.

Theory behind the marriage market: The term 'marriage market' assumes that we make choices about marriage and dating partners in a kind of a free market situation. A partner is selected with complete knowledge of the other person's social status, economic status, physical appearance and the potential to earn. Usually women look at the economic power and men look at domestic skills and attractiveness. Though the factors keep changing, we assume here that marital partners are selected rationally. There is also an important factor called the marriage squeeze according to which if the men outnumber the women in the society there shall be more of marriages and monogamy in comparison to societies where women outnumber men. The marriage squeeze concept is further exacerbated by the marriage gradient which says that women tend to marry men of a higher status and men tend to marry women lesser to them in education and age. This limits the prospects for women of high status however this norm is gradually changing and other factors are also being considered.

According to the norms of endogamy people marry those who belong to their own group but this is changing with the changes in the mobility patterns, ethnic affiliations and social structure.

Mate selection is heterogamous when a partner is selected with dissimilar group or individual characteristics otherwise it is homogamous.

Importance has been laid on the individual's preferences and motives and the marriage market. We are seeing an increase in the trend to marry outside one's social group because the attitudes and preferences are changing due to the opportunity structures which are making the marriage market very unclear.

While studying the factors that are involved in the selection of a mate, it has been seen that the probability of getting married to a person increases if the person is living geographically close. According to Bossard's Law which is based on his empirical findings, the proportion of marriages decreases markedly and steadily as there is an increase in the distance between consenting parties. However in the modern age, things are changing and if a person shifts from his current location, he might find someone who does not geographically belong to the area from where he basically is. This especially becomes true when a person marries late and thus

may have met many prospects from different areas where he may have been transferred.

If we go by the equity theory of physical attractiveness we would say that people with similar physical attractiveness level would marry but it has been proved that people usually prefer more attractive people to date but eventually it is also seen that one tends to marry the person who is at the same level of attractiveness. However sometimes the inequality of attractiveness may occur if one of the persons in the couple can make up for his less attractiveness with other features like intelligence, wit, wealth, etc.

It should be noted here that in the selection of a mate there is the process of the framework of social exchange and the relative conditions of demand and supply. Cultural norms such as homogamy and endogamy also affect the marriage market and this can expand or restrict the number of people eligible.

In 1958, Robert Winch's work laid the hypothesis that 'opposites attract' and people dissimilar in nature tend to attract one another so that they could complement each other and their combination will be gratifying or reciprocal. This theory was not supported by data but it is a viable concept because the focus here was on normative and structural influences in the selection of a mate.

Based on the 'filter theory', in 1962, Alan Kerckoff and Keith Davis gave a theory that variables of social status such as race and social class initially aid in bringing people together, this is followed by prospective couples deciding how much similarity is between them and if they pass this stage then they evaluate how complementary they are. The data related to this was not strongly in favour of the theory.

The study continued in the 1970's and the work of R. Centers, Robert Lewis, Bernard Murstein and Ira Reiss gave theories which had the following assumptions:

1. There are predictable stages or trajectories that lead to marriages.
2. The context is provided by the cultural and social background.
3. Similarity in values leads to rapport.
4. Attraction and interaction depend on the exchange value of the assets and liabilities that the individuals bring to the relationship.
5. There are other conditional factors that determine whether a relationship will end in marriage or not.

Many theories do not consider the influence of the family and peer group in the mate selection process. There is a potential in the studies that look to understand how romantic love determines mate selection. Process theories of mate selection usually do not examine love as the basis or even as a stage at which the relationship is developed.

According to Rodgers and Conrad there are some factors that predict first marriage but in case of remarriage other factors need to be taken into consideration and factors like propinquity and endogamy will remain constant but factors like homogeneity and age may not come into play and what may come into play are factors like children, before marital history, economic liability, etc. Secondly when a person is above 50, the pressure from the society to get married also gets reduced.

The general assumption has been that if the background characteristics are homogamous then we have similarity in intimacy, rapport, shared marital role expectations and values. However due to the changes in the role expectations of genders, the assumptions may not be valid anymore. So more focus needs to be given to the role negotiation process as part of the mate selection process.

Lastly, it has generally been assumed that homogamy of background characteristics leads to similarity of values, shared marital role expectations, rapport, and intimacy in the process of mate selection. But due to changing gender role expectations, this assumption may no longer be valid. As a result, more attention needs to be given to the process of role negotiation as part of the mate selection process.

11.3 PREDICTORS OF MARITAL SUCCESS

Every person wants a long lasting marriage but every relation may not be able to survive a lifetime and if a person is in a failed relationship, he realizes that it is very difficult to find the ideal partner with whom he can spend his life. This process can be painful, long and not in accordance with person's realistic and unrealistic expectations that have been developed due to the social media.

The reason behind this is that everyone has his imperfections and seeing them in a partner, the person feels disappointed. So the person will want to know how much he should love the person who he wishes to marry and how he can be sure that his life partner will keep him happy all his life.

The author of the book *The Seven Principles of Making a Marriage Work*, Dr. John Gottman states that couples who are happily married are not more psychologically astute, richer or smarter than others but a dynamic has been hit upon by them in day to day lives that they keep negative feelings and thoughts about each other overwhelmed by their positive ones. This is what separates happily married couples from others and makes their marriage more lasting for reasons other than for the sake of their wards. Following are some important predictors of marital success:

1. **How You Show Gratitude:** If a person easily says thank you to his spouse and does the small thing that matters such as buying flowers or opening the door for his spouse and expressing his gratitude to her frequently then this could have a powerful impact on his relationship. According to a research done and published in the Personal Relationship

journal, showing gratitude is the secret of having a better marriage. In the University of Georgia a research was conducted in which 468 couples were asked about their finances, communication and how they expressed gratitude to their spouses. The emphasis of the study was to understand how the people expressed their gratitude to their spouses. Couples who expressed gratitude more often were less affected by common marital stressors such as in-law problems, financial issues and miscommunication.

2. **Your Ability to Compromise and Admit Mistakes:** In any relationship, there is bound to be misunderstandings and fights. If the couple knows how to apologise then the chances of keeping the marriage intact goes up. If one admits the mistake then this is a proof of love and not a weakness or a loss.

   The author of *The Power of Personality Types in Love and Relationships*, Bill Far says that the ability of a couple to compromise and let go of their pride gives the relationship a definition. If the partners can see that they also can be wrong at times, they can then accept the mistakes of others and they will have a prosperous marriage. Passion and romance can create memorable moments but respect and compromise always hold the couple together.

3. **The Tone of Your Voice:** It may seem like a cliché when we use the phrase - "It's not what you say, but how you say it" to describe the issues in a marriage but while communicating, the tone of the voice matters as it is more important than the words that have been said when the partner is addressed in a discussion or argument. According to experts it is more important as to how one discusses problems or talks with his partner when it comes to the health of the relationship because it is not only about the words which are used in the conversation regarding the problems with a partner that is important but the way they are delivered is also important.

4. **How You Spend Leisure Time:** The best relationships are had by the couples who spend their leisure time often with each other. If a person is very happy when he is with his partner then this shows that his married life is happy. In a research conducted, it was found that the marital satisfaction's best predictor was the amount one spent with his spouse. The women that got to spend the most time with their husbands were the happiest. Those couples are happier who are determined to spend time together despite their different constraints like work or kids and varying interests in hobbies. Sometimes it is the quality of time they spend with each other and not just the amount.

5. **How You Give Your Attention:** It also depends on how long one has to wait to get the attention of his spouse, if the time is less, then the relationship is good but if the spouse is always disinterested and one has

to repeat oneself again then this is a bad sign that the marriage is slowly waning.

6. **Your Acceptance:** At the first stage of relationships most of the couple see their partners for their qualities because of love, romance and physical attraction. However with the passage of time, the imperfections come to light and gradually the passion starts to reduce as the objects of romantic focus will fail to keep up with their expectations.

Check Your Progress

1. What is wedlock or matrimony?

2. What are the names given to marriage in different religions?

3. How has marriage become nowadays?

4. Why is the autonomous courtship system growing with massive industrialization and modernization?

11.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Wedlock is a union between two people that is recognized culturally and the people who get married are called spouses.

2. Religious marriage is known as Nissuin in Judaism, Nikah in Islam, Vivah in Hinduism and Sacramental marriage in Christians.

3. Nowadays marriages have become more about the good food, dance, music, dress, ornaments, decorations and ensuring that a proper planning is done so that it becomes a grand affair to be remembered for a long time to come.

4. It has been observed that with massive industrialization and modernization the arranged marriage system is diminishing and the autonomous courtship system is growing because for arranged marriages there is a requirement of a strong interdependence between families and communities which goes down in the industrialized world.

11.5 SUMMARY

- A marriage is called a civil marriage when a government institution carries it out in accordance with the marriage laws of the jurisdiction without the content of religion. In a religious marriage there is recognition and obligations and rights are created which are intrinsic in the eyes of religion.

- For every person the motivation to get married could be different and when he has a relationship with someone, the unique nature of his relationship

with the other person may motivate him to get married in a particular way, time or scale.

- After marriage a person and his spouse can enjoy financial benefits with regards to retirement accounts, inheritances, communal property and other financial matters.

- In many cases it has been seen that if a couple is legally married then various rights and privileges are provided to them. The property and parental rights are also more manageable if the person is married and even in his work he gets a better understanding in cases like sick leave and even the financial institutions tend to be more confident of him while lending money or providing other benefits.

- A person chooses to tie the nuptial bond because it serves his wants and give support to his dreams and values.

- An autonomous courtship system supplants arranged marriage in which the preferred form is free choice of mate. We also call them love marriages and here instead of economic consolidation of resources we have the choice of the individual based on love.

- The term 'marriage market' engulfs the assumption that we make choices about marriage and dating partners in a kind of a free market situation. A partner is selected with complete knowledge of the other person's social status, economic status, physical appearance and the potential to earn.

- There is also an important factor called the marriage squeeze according to which if the men outnumber the women in the society there shall be more of marriages and monogamy in comparison to societies where women outnumber men.

- If we go by the equity theory of physical attractiveness we would say that people with similar physical attractiveness level would marry but it has been proved that people usually prefer more attractive people to date but eventually it is also seen that one tends to marry the person who is at the same level of attractiveness.

- Cultural norms such as homogamy and endogamy also affect the marriage market and this can expand or restrict the number of people eligible.

- In 1958, Robert Winch's work laid the hypothesis that 'opposites attract' and people dissimilar in nature tend to attract one another so that they could complement each other and their combination will be gratifying or reciprocal.

- Process theories of mate selection usually do not examine love as the basis or even as a stage at which the relationship is developed.

- The general assumption has been that if the background characteristics are homogamous then we have similarity in intimacy, rapport, shared marital role expectations and values. However due to the changes in the role expectations of genders, the assumptions may not be valid anymore.

- Many theories do not consider the influence of the family and peer group in the mate selection process. There is a potential in the studies that look to understand how romantic love determines mate selection. Process theories of mate selection usually do not examine love as the basis or even as a stage at which the relationship is developed.

- It has generally been assumed that homogamy of background characteristics leads to similarity of values, shared marital role expectations, rapport, and intimacy in the process of mate selection. But due to changing gender role expectations, this assumption may no longer be valid.

- According to a research done and published in the Personal Relationship journal, showing gratitude is the secret of having a better marriage.

- Bill Far says that the ability of a couple to compromise and let go of their pride gives the relationship a definition. If the partners can see that they also can be wrong at times, they can then accept the mistakes of others and they will have a prosperous marriage.

- Those couples are happier who are determined to spend time together despite their different constraints like work or kids and varying interests in hobbies. Sometimes it is the quality of time they spend with each other and not just the amount.

11.6 KEY WORDS

- **Wedlock:** It refers to the state of being married.

- **Spouse:** It refers to husband or wife, considered in relation to their partner.

- **Marriage market:** It is a public place where parents list advertisements for their children with the aim of finding a marital spouse for them.

11.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What is the difference between a civil marriage and a religious marriage?

2. What has changed in the marriage of past and the modern times?

3. Why do the people who are in a live in relation tend to earn less than married couples?

4. How do the variables of social status such as race and social class aid in bringing people together?

5. Which things should be kept in mind while selecting a mate?

Long-Answer Questions

1. Describe the motivational factors that make a person want to get married.

2. Explain the theory of marriage market.

3. Critically analyse the following statement 'attractiveness is an important factor of choosing a person to marry'.

4. 'More focus needs to be given to the role negotiation process as part of the mate selection process.' Elucidate.

5. Illustrate the predictors of marital success.

11.8 FURTHER READINGS

Wayne, Weiten, Margret A. Lloyd. 2004. *Psychology Applied to modern Life*. Singapore: Thompson Wadsworth.

Crisp, R.J., Rhiannon Turner. 2007. *Essential Social Psychology*. New Delhi: Sage Publications.

UNIT 12 FAMILY LIFE

Structure

12.0 INTRODUCTION

Family life cycle is a series of stages through which a family passes over time. These stages include the periods of a single young adult, a newly married couple, a family with young children, a family with adolescents, nourishing their children, and a family in later life. The family life cycle shows the effects of marriage, divorce, births, and deaths on families, as well as changes in income, expenses, and assets. Since most of the families have more than one child, there may occur overlapping of two or more sub stages. In such case, the parents feel the need of resources more and work hard to make the ends meet. Both the partners in marriage feel the need to adjust to each other and to other members in the family. Marital adjustment may be defined as the mental state among couples in which there is an overall feeling of happiness and satisfaction with their marriage. It is characterized by mutual concern, understanding, acceptance and care. All the marriages are aimed at happiness in one or another way. In this unit we will study in detail about the stages of a family cycle, weak areas in marital adjustment and the gap in role expectation.

12.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe the stages a person goes through in his life cycle

- Explain the main causes of the marital adjustment

- Discuss the differences in role expectation

12.2 MARITAL ADJUSTMENT ACROSS THE FAMILY LIFE CYCLE

A family life cycle consists of five stages which we will study in this section. The marital adjustment in each phase of life cycle has also been explained. The stages are as follows:

1st Stage: The first stage is that of bachelorhood in which the person is single and has left his parents' home. He is making his own livelihood. At this stage his funds are low and so are his financial responsibilities and burdens as he has just started his career. He however, fully understands that his income shall not remain as disposable as it is then for long. His marital adjustments are low and his concentration is only on the basic things he himself requires such as kitchen equipment, furniture and house rent or repairs. His main focus here is to 'enjoy life' and can spend his funds on fashion accessories, expensive clothes, sports goods, fun and entertainment.

2nd Stage: In the second stage he gets newly married and is considered to a honeymoon phase. This stage lasts till the first child is born. Here the person could be the only working person in the couple or even his spouse could be working. Here the person will now shift his priority from only himself to the family he is about to build. He would now consider saving for his upcoming family so that he can provide and maintain a good lifestyle for his family.

3rd Stage: This is the stage where the person focuses more on his spouse and children. He is married and has grown up children. This stage lasts for 20-25 years till his wards start their own family life cycles. We can further break up this stage into three parts – Full Nest I, Full Nest II and Full Nest III. In these, parts the structure and size of the family changes gradually and so do the expenses and income with priorities which are varying. The person has to give more love and care to the wards born and this concern keeps easing with the progress of time when the wards start to become independent.

Full Nest I: In this part, the youngest ward is of six or below age. He needs all the care and attention so that it is ensured that he gets a healthy and happy start to life. The concern of a person is to ensure that the child gets diapers, baby food, medicines for cold and coughs, child toys, doctor visits and insurance policies, school fees and admission and games. So he cares more for the child than himself or his spouse.

Full Nest II: At this part, the youngest child is of six or above and usually the person has ward(s) aged six to twelve. At this stage the person adjusts with the priorities that he has to give his family and so he focuses more on his career so that he can bring home the funds required by his family. It becomes difficult for him to

give the wards the due attention and time that they require most at this stage of their lives if his wife is also working. The wards may fall sick or have issues at school that need to be addressed. His own emotional issues take a back seat.

Full Nest III: In this part the person and his spouse become older. The wards are in higher studies and/or gradually working and becoming independent financially. In this part the person needs to manage the requirements of their jobs or businesses or practices and also concentrate on the careers of their wards. The family also has to be kept happy with good outings, shopping and replacement of vehicles and furniture that may have become too old or obsolete. The person will also have to start thinking about his own future where he may not have the same zeal and energy that he had had in the previous stages and parts. He also has health issues mentally and physically that he has to deal with and he realizes that he needs to give some priority to himself and his spouse.

4th Stage: In this stage the ward of the person leaves home and goes out for further education or gets employed. Initially the wards could leave for education and then for their careers. This stage of Post Parenthood is called the Empty nest stage. This stage is further divided into two stages, viz., Empty nest I and Empty nest II. The structure and size of the family changes as one evolves from Empty nest I to Empty Nest II

Empty Nest I: In this stage the wards leave the person's home and have completed their education. They are now ready to start their careers and are independent enough to be able to manage without the person. This is difficult for a person to accept because he has become too habitual in taking care of his wards. He also has to experience the shrinkage of his family. His concern now is not on saving money but on taking care of his failing health. He however discovers that he can now pursue other interests in life and has more leisure time at hand.

Empty Nest II: At this stage he settles down to the fact that his financial and family duties have been mostly taken care of but he may want to take up part time jobs which require very less effort from his side. He may want to spend some of his excess funds on things he could not spend on due to his prior responsibilities.

5th Stage: This stage comes when there is a death of the person's spouse and he is the only one surviving. It becomes difficult for him to adjust to a life without the spouse because the spouse was a major part of his life and he has grown habitual of having the spouse with him in all the thick and thins of life. With his death the family life cycle comes to an end.

Check Your Progress

1. What is the main focus of the person in his first stage of family life cycle?
2. What is the fifth stage of the family life cycle?

12.3 VULNERABLE AREAS IN MARITAL ADJUSTMENT

Building a strong marriage takes time and effort. Couples have to make various adjustments to make their marriage work; this holds true for even the closest couples. Marital life is never smooth, at least not always. There are many factors that can cause problems in a marriage, such as children, financial issues, personality conflicts, etc. However, with hard work and effort, these problems-big and small-can be overcome. There is help available in marriage counselling centres as well.

Forms of Marital Adjustment

Married life is full of adjustments. Some of the causes of adjustments required in a marriage are as follows:

- **Money problems:** Couples argue over financial issues. The manner in which you decide to deal with those problems will decide what kind of effect they will have in your marriage.

- **Children:** Parenting issues can be sources of discord between couples. A child is ironically, according to surveys, the number one cause of stress. Issues include how to discipline, who is responsible for care, and educational options.

- **Sex:** Quantity, frequency, quality, and infidelity are all general sources of stress and discord in a marriage.

- **Time apart:** Lack of quality time leads to disharmony and lack of trust.

- **Household responsibilities:** Couples argue over the distribution of household work. Instead of distributing their chores fairly, they argue over the issue.

- **Friends:** Some friends can be harmful to a relationship. One has to be discreet in deciding which friends can be trusted.

- **Irritating habits:** Irritating habits can cause disharmony among couples. Couples have to be open about the habits that they find undesirable in a partner.

- **Family:** In-laws, siblings, etc., can create stress within a marriage. When coping with such issues, one has to tread gently. Spouses by rule come first, but there are times when compromises have to be made.

- **Expectations:** Most of the time, marriage is, in a way, opposite of what we expect. So, one should not have unrealistic expectations about a marriage. Unmet expectations are a key source of conflict in marriages.

- **Personality conflicts:** Differences in paersonalities are another source of marital discord.

These topics are common problems dealt with in a marriage. However, one should realize that they also give an opportunity for growth.

Marital Adjustment: Points

There is a wide range of contributing factors to marital discord. For a short time, most couples are genuinely happy in a marriage. Over time, however, boredom sets in. Let us now look at some of the crucial points in marital adjustments.

- **Causes:** Contributing factors to marital adjustment problems include routine; impractical expectations; trust problems; and communication barriers. Even for couples who have known each other for a long time, just the amount of planning that goes into a wedding can be wearisome. This tiredness can carry over and in due time lead to arguments that seem exaggerated and difficult to cope with.

- **Considerations:** This is perhaps the biggest obstacle to marital adjustment. All problems, in spite of their significance or size, should be methodically and sincerely discussed. Everyone has his or her own way of communicating; thus, learning to communicate positively and productively can be an exhaustive process.

- **Benefits:** Working through marital problems eventually has its share of benefits—long-term as well as short term. It is believed that healthy marriages lead to healthier bodies and, subsequently, longer lifespan. Happy marriages also lessen the chances of men or women getting depression, while at the same time bettering their relationships and happiness with other people.

- **Prevention**: Many couples choose to spend time in premarital counselling with a licensed counsellor or a religious figure. There are benefits in attending premarital counselling, where potential problems can be openly discussed. This form of counselling stresses on discussing the everyday dynamics of marriage, like the person responsible to handle finances, etc.

- **Solutions:** Earlier the issues are addressed, better it is for the couple. Marriage self-help books are a fashionable way to solve small marital disagreements and are widely available at bookstores. Then there is the option of marriage conferences. Couples therapy and counselling are also beneficial ways to solve problems, in which couples seek the help of a licensed professional.

12.3.1 Gaps in Role Expectations

Following are some important gaps a person may have to deal with regards to the role his family expects him to play in his family life cycle:

a) A common conflict between a person and his role expectation could be to relate with the set traditions of his family. He needs to assure his relatives and family that the life he plans to lead is in accordance to the spirit for

which his society stands for and the wisdom and knowledge that he has received from them will not go waste. This will help him get the needed support from his friends and relatives.

b) Sometimes the life and career a person may want to pursue may be very different from what his family wants. He needs to prove to them that despite having a difference with them in outlook, he can provide them with his time, money and energy as and when they require it.

c) A person may also be faced with a challenge that he may not have the necessary skills and education required to deal with various problems of life which his family may expect him to be able to deal with at a given phase of the family life cycle. For example if a person never went to college then he will not be able to help his ward having problems in college.

d) There is also a gap between a person's self-interest and the interest of the family members. The common problem many households face is the TV channel to be watched during prime time or the holiday destination to be chosen during vacations.

e) Every person has his own version of self-esteem and when he feels that the words or actions of his family are hurting him or that his own words or actions are hurting his family then there seems to be a gap that needs to be bridged.

f) Every person in a family has his own experience and knowledge with which he assesses a situation and reacts accordingly. A gap may exist on how one member approaches an issue in contrast to how another member sees it.

g) Some members may have an annoying behaviour and the person may have to deal with it with restraint. The gap occurs when there is a lack of communication and the other member does not even realise how annoying he is. The gap widens when the person is not able to focus on the positive traits of his family member.

h) As a human being everyone makes a mistake at some point of time or the other. For a family to be strong it is important to accept these shortcomings of each other and in fact help the other wherever he is lacking. The gap occurs when instead of helping each other, the family members start pointing out or highlighting each other's weaknesses.

The main task here would be to recognise these gaps and try to plug them as far as possible.

Check Your Progress

3. What are the contributing factors to marital adjustment problems?

4. Name a common conflict between a person and his role expectation in a family.

12.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. In the first stage of family life cycle, a person's main focus here is to 'enjoy life' and he can spend his funds on fashion accessories, expensive clothes, sports goods, fun and entertainment.

2. Fifth stage of the family comes when there is a death of the person's spouse and he is the only one surviving. With his death the family life cycle comes to an end.

3. Contributing factors to marital adjustment problems include routine; impractical expectations; trust problems; and communication barriers.

4. A common conflict between a person and his role expectation in a family could be to relate with the set traditions of his family.

12.5 SUMMARY

- The first stage of family life cycle is that of bachelorhood in which the person is single and has left his parents' home. He is making his own livelihood. At this stage his funds are low and so are his financial responsibilities and burdens as he has just started his career.

- In the second stage he gets newly married and could be planning a honeymoon vacation. This stage lasts till the first child is born.

- The third stage lasts for 20-25 years till his wards start their own family life cycles. We can further break up this stage into three parts – Full Nest I, Full Nest II and Full Nest III. In these, parts the structure and size of the family changes gradually and so do the expenses and income with priorities which are varying.

- Building a strong marriage takes time and effort. Couples have to make various adjustments to make their marriage work; this holds true for even the closest couples. Marital life is never smooth, at least not always. There are many factors that can cause problems in a marriage, such as children, financial issues, personality conflicts, etc.

- Contributing factors to marital adjustment problems include routine; impractical expectations; trust problems; and communication barriers.

- A common conflict between a person and his role expectation could be to relate with the set traditions of his family. He needs to assure his relatives and family that the life he plans to lead is in accordance to the spirit for which his society stands for and the wisdom and knowledge that he has received from them will not go waste.

12.6 KEY WORDS

- **Life cycle:** It refers to the different stages an organism experiences as it goes through its lifetime.

- **Bachelorhood:** It refers to the time of a man's life prior to marriage.

- **Marital adjustment:** It is the process by which married couples attain mutual gratification and achieve common goals while maintaining an appropriate degree of individuality.

- **Conflict:** It is a serious disagreement or argument, typically a protracted one.

12.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What are the three parts of the second stage of life cycle?
2. What are Empty Nest I and Empty Nest II stages?

Long-Answer Questions

1. Describe the causes of adjustments required in a marriage.
2. Explain the differences in role expectations in a person's life cycle.

12.8 FURTHER READINGS

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UNIT 13 WORK AND CAREER ISSUES

Structure

13.0 INTRODUCTION

Psychologists take a lot of interest in the issues which occur at workplace, as an adult spends approximately a third of his life at work. People are defined by their work and the ethics practiced by them. This makes retirement for some people difficult. For psychologists, other key issues include matching people and jobs, finding ways to reduce workplace stress and studying people's motivation and job satisfaction. Issues like change of job, overload of work, cut of pay after appraisal, office politics, suffering in a mis-sold job, etc., make a person go through a lot of stress. These directly affect a person's financial stature. If not sorted out through proper channels, these issues could thwart the career growth of a person. Moreover, the role of communication in an organisation is of much importance. If there is a poor or ineffective communication between the management and the employees, the work will be hampered. Therefore, it is important to have an effective and formal channel of communication messages. In this unit, we will study in detail about the work and career issues along with their solutions and the importance of effective communication.

13.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe the problems a person faces in his work and career along with their solutions

- Explain the situations which lead to financial difficulties in one's life

- Discuss the effect of poor communication and the methods to improve it

13.2 INTRODUCTION TO WORK AND CAREER ISSUES

In today's world, a major concern for an individual is regarding the issues in his work and career that could slacken or stop his growth. He has to face many issues such as the overload of work or seeing that an undeserving colleague is getting better promotions and salary hike only because of politics and eventually the person finds that the best way to grow would be to switch to a better job and rework on the strategy on how to have better growth prospects. Following are ten such issues a person may have to face and the solutions for the same.

1) Change of job: A person should have a good and valid reason for switching to a new job. It should usually be for better career prospects elsewhere and not frivolous reasons such as lack of time management from self. Minor problems are usually resolvable with the help of appropriate counselling and one should go for it before quitting a job. The job should be left if the person is getting a much better pay package elsewhere and also getting a better opportunity to learn and grow more. However sometimes the work is so monotonous that the person can not find any potential for growth. In such situations a person would in fact be advised to not allow his career to stagnate and quit.

2) Overload of Work: If a person is overloaded with work at a work place then it could lead to stress. In such cases, firstly it should be checked whether steps can be taken by them selve to reduce to work load. Such a person needs to manage his time better, delegate some of his excess work and learn better time management techniques. There should be a balance between his life and career. In other words the person needs to prioritise the different works that have to be done by him. Delegation becomes possible in case of those who have subordinates to whom the work can be delegated. If a person is unable to strike a balance between personal life and work, he will get stressed out eventually. A person should have the ability to align his aspirations with proficiency.

3) Cut of pay after appraisal: If after appraisal the person does not get a raise and/or gets a pay cut, he may not be able to understand how his efforts and dedication have been judged as less. He may want to leave the job in disgust. However it is important in this case to analyse the situation in a calm and rational manner. Sometimes it is not the person's fault as it can be the case that the organisation may have incurred a loss or the other employees may have comparatively outperformed him. In this situation it is better to get the facts right before taking any drastic decision. It would also be better to discuss with the senior of the organisation.

4) Office politics: Sometimes the politics in the office may be real and not a matter of perception on the part of the employee who is at the receiving

end. He may see his senior praise the efforts of his colleagues and so experience the negative feelings of demoralisation, envy and rejection. Such feelings can however be avoided. He can have a frank discussion with his peers and avoid such negative feelings because he can learn from them how they have handled being sidelined. However, an employee should be sure that the peers will not tell this to the seniors. Sometimes a dip in productivity could be the reason that the employee is not getting rewarded and the perception may be that it is favouritism. Staying on with an organisation where there is favouritism is very difficult and frustrating. He will eventually have to quit if there is no solution or relief in sight. He will have to see what is best for him. It is sometimes advisable to avoid paying attention to the office politics if staying in the organisation is good for his future prospects.

5) Suffering in a mis-sold job: Sometimes the employee realises at a very later stage in his job that he has committed a mistake by joining the organisation. Sometimes the person may get a wrong information regarding the organisation and position but on joining he realises that he took the job without proper research and/or maybe the employer tricked him into joining by painting a rosy picture in front of him. Such an employee should not shy away from approaching the management of the organisation and putting forward his grievance frankly in front of them. They could realise the genuineness of his grievance and give him an internal transfer to a post and assign work more apt for him. However if he had been deliberately misled then he could also explore other legal options.

6) Good pay hike without quitting job: Nowadays many companies are downsizing and there is a growing feeling of insecurity of job in employee and they are even afraid to ask for a raise in pay fearing that the employers could use this against them and they could lose their job. Especially so, if the job market is tight. It is at this time that the employee needs to understand what options are available to him and what are the other organisations paying for the same work and position. If the market is tough then it is important to stay on track in measurable results and performance. The management should be approached with all the facts, figures and details and the case for the salary hike should be put up. The employee should show his employers that he is worth the raise he is asking for. He should plan his strengths while negotiating the appraisal. If he is not able to get the hike in the meeting then he could ask for benefits that do not involve cash benefits. Even if this does not work then other job opportunities could be considered but there should be no hurry in joining another organisation where the pay hike is not substantial enough. Mastering the proven techniques of salary negotiations also helps.

7) As a senior, the issue one may face is that his junior or apprentice may feel that his knowledge is greater than that of the person who is directing him.

He does not want any suggestions and feedbacks and treats them as an attack on his knowledge and skills. This is especially so in the case of a father who wants to get his son involved in his business. Sometimes it is also possible that the junior fellow is actually equipped with the latest knowledge and skills and the suggestions that he is being given are not in accordance with the current requirements. This can get very stressful for a senior as he has to explain and argue many times with him and sometimes he may not have the time and energy to do so. Here the person needs to understand that the main objective is not to prove who is right and who is not but the greater betterment of the organisation. So, it is advisable that he listens to the junior and form a bonding with him. It would also be advisable to connect with him even on an informal basis and work on developing credibility with him.

8) Another issue a person may face while working is that he may be looking for opportunities in other companies but he does not want to disclose this to others. This seems like a difficult task as this is a close knit world. Here the person needs to be a little cautious and keep a blind profile in which his designation and name could remain hidden. He should not use office telephones, computers or internet while applying for a job. His social media platforms could also disclose his search for jobs. In some sectors a person's good network could disclose his secrecy. If he is taking the help of a job consultant then he should ask him to keep his identity and job search details secret. Again if the person requires references before a job offer, he should not mention his current peers and colleagues.

9) Sometimes a person may have peers who are too pushy. Nowadays the work environment is getting too competitive and one could have some peers who want to be ahead of everyone at any cost. It is not bad to be ambitious but excess of it could cause stress to other colleagues. If a person has such an over ambitious peer then he should first try to understand the reason why he is behaving that way. Secondly he should not feel stressed if his own work is not going unnoticed. The issue comes up when the over ambitious peer tries to take credit for all the work done in the organisation and is stepping on the toes of others. Here it is important for the person to ensure that the seniors have complete knowledge of which work is done by whom in the organisation or have a one to one conversation regarding the same with the peer or the senior. If the problem continues then the issue could also be discussed with the higher management or the HR department.

10) When a person gets laid off then it becomes difficult for him to explain to the new organisation in which he wishes to apply as to why he was laid off. Here a person needs to be honest during the interview and tell the new employer why the company laid him off. To avoid the stress he should ensure that he has the necessary funds to sustain himself for 2-3 months without salary and also properly insured for health and life. He could also

work on the skills where he lacks if he has lost his job. He should also analyse the feedback given to him by his previous employers. He should take the feedback constructively and objectively. The period after losing a job should be used to improve one's network also.

Check Your Progress

1. Name the issues a person faces at work.

2. What are the possible reasons behind not getting salary hike after appraisal?

13.3 FINANCIAL DIFFICULTIES

In life many circumstances may occur where a person becomes helpless because things are beyond his control. Following are some common situations that lead to financial problems:

1. A decrease in income: A person who has a great paying job may suddenly lose work one day because his company needs to downsize. This can happen in a market economy where even well reputed companies may not be able to continue. The person may need to take up a lower paying job to make ends meet. Here again he should ensure that he does not face emergency situations. This however becomes difficult in modern times where people consume all of their salaries and do not save enough for such situations. The problems get compounded when they have taken loans, have EMIs to pay and a family to take care of.

2. Financial separation: An important reason for many divorces nowadays is the financial problems. Couples get separated thinking that the separation would take care of their financial issues and that they are well off separated but it has usually been seen that the divorce only increases the financial problems because some incomes like house rent which were once joint, get separated. So it would be more advisable to talk it out. This talk could happen even before the marriage. A financial plan could be decided then. Even in day to day live a realistic budget could be set to ensure that the same financial goals are being worked upon by both.

3. Health and Medical expense: A major financial difficulty could arise if a person falls sick or meets with an accident which puts him out of action for a long period of time. His income could stop or get reduced drastically. In addition to that he may have to incur the expensive medical bills and expenses on physiotherapy, medication etc. He may also have a major concern as to how his spouse will manage if the ailment drags on for very long and culminate in his losing his job or source of income. He may also be concerned if the ailment is life threatening and he may besides his life also fear for the future of his dependants.

4. Education expenses: To get a good job, sometimes it becomes important to also have a good education and the education may cost funds that the person may find difficult to get. There are education loans available and many people can avail them but they have to be paid back eventually. If the person is not in school yet then the good news for him is that his parents can anticipate the expenditure and start saving for it beforehand. After graduation it is important for the person to spend wisely and give refund to his parents or pay back the education loan as per the requirement.

5. Lack of budgeting and money management skills: One of the most important reasons for financial problems is that a person may not have the skills to manage his money. Many people have not learnt the basics of budgeting and managing money and there are hardly any genuine sources that can teach them. The worst part is that many have learnt the bad habit of being careless with their money. This cycle is vicious but one can come out of it. A person needs to spend the money he has earned by learning how to track where his funds are being used. For this some basic tools need to be taught to him during his formal education so that he can remain financially on track.

13.4 INADEQUATE COMMUNICATION

Following are the four main problems that one has to face due to poor communication.

a) A lack of knowing leads to negativity: If a person does not have the knowledge or information that he feels he needs then the result is low productivity. The basic reason behind this is that the person may have a tendency to avoid a situation in which he could be viewed as not understanding, not knowing or not having the needed expertise. He may not want to look as if he needs help and this fear is very natural. It could be based on reality or just perception that his lack of knowledge or skills could make him feel mocked or embarrassed. This fear could start from school or college in which the person could have been ragged or treated as dumb by his faculty and other classmates were treated as intelligent and their queries were taken to be as good observations.

b) Employee mistrust, absenteeism and low morale: An employee wants to be engaged at work so that he has a connection with the organisation. If the connection is there then the employee will work actively, smartly and dextrously but if the connection lacks then he will be over sensitive, unhappy and separated from the organisation and other employees. This could increase his absenteeism, turnover and motivation.

c) Bad interpersonal relationships: There is a huge scope of increase of misrepresentation in an organisation if the employees do not trust the intent and motive of the employer organisation. This can happen especially when

the organisation heads do not listen to or respect the opinions and suggestions of their junior employees which makes the employees feel negated. This reduces the productivity of the employees.

d) The Grapevine Effect: Some crucial and sensitive information flows through the grapevine and the grapevine in a company is very difficult to control. The grapevine tends to get stronger and more trusted when the upper management of the company is not willing or is unable to disseminate the correct information within the organisation. This will result in distractions and problems within the organisation. People allow their own insecurities to flow within the organisation's grapevine and so make others who believe them insecure. An organisation needs to talk about issues in a proactive manner because the information may be important to the employees and they should be provided with honest and accurate information. As the Prince of Soul serenades, A person may share something and it will not be what the management wants to communicate because what that person may communicate is based on his own perception.

The interesting thing here is that the management does not consciously want to withhold information nor do the employees create misinformation because they want to. Fear and perception from both ends create the miscommunication. A human being by nature is good at communication and does not need to practice it to get better but he is afraid that he might fail and this fear stops him from learning and trying new skills or things. Sometimes the things that a person needs to communicate are not communicated because he thinks that the person already knows it and the message is common sense. This assumption is inaccurate. One needs to address the downsides of poor communication and to ensure that the communication within the organisation is effective and accurate, besides being complete and adequate. For this he needs to examine his beliefs and see if he needs to make some changes in them.

To improve communication the message should not only be disseminated properly but it needs to be properly understood by the receiver and it has the desired effect on him. This could be difficult but it is necessary.

Effects of poor communication: If the communication is poor then this could have a long term effect on the performance and productivity of a workplace. Following are some ways through which poor communication can impact a workplace:

a) Unpredictable work environment: Due to poor communication, there comes a lack of stability and predictability within the place of work which lead to an environment that is uneasy.

b) Low morale: If we have poor communication then the employees find it difficult to meet the expectations and catch up on the assignments and projects given to them. This could make them feel guilty, embarrassed or with low self-esteem. If the morale at workplace is

low then this should be urgently taken care of so that employees can maintain a healthy work-life balance.

c) Missed deadlines: When expectations are clearly communicated, deadlines are not missed, projects are not delayed and work is finished as efficiently as possible. Employees need to know what work to prioritize in order to get things done efficiently.

d) Workplace conflict: If the tensions are high due to poor communication then the employees may be in a conflict situation. If the communication is good then the conflicts at the workplace will not occur.

Following are some ways by which the communication at a workplace could be improved:

i) Develop a straightforward on-boarding process: A training program should be developed with easily accessible videos and documents so that they can be reviewed by employees if they have any questions. The culture of the company should be made easy to understand with clear guidelines for how employees can support and embody the values of the organisation. This on-boarding process should be social so that a chance is given to the employees to form meaningful connections and to ask any questions.

ii) Make expectations clear and measurable: The expectations from the employees should be measurable so that there is a step by step guideline for them on how they can be successful. Regular feedback with proper assessment of the performance should be given to the employees.

iii) Develop an open-door policy: If the leadership discourages conversations between seniors and junior employees, the employee will not come forward with his genuine suggestions, feedback or grievances. To prevent this we need to have an open-door policy in the organisation where the employees feel comfortable approaching superiors. This will help clear up any confusion that may arise when executing business processes.

iv) Make sure that all the resources that employees need are easily available. Sharing information freely is essential for efficiently answering questions and clearing up the confusion. When information is available freely, employees will not need to ask their superiors for help.

Check Your Progress

3. What is the result of low productivity?
4. What makes grapevine in an organisation to grow stronger?
5. What creates miscommunication in an organisation?

13.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. A person has to face many issues at work such as the overload of work, seeing that an undeserving colleague is getting better promotions and salary hike only because of politics and eventually he finds that the best way to grow would be to switch to a better job and rework on the strategy on how to have better growth prospects.

2. If after appraisal the person does not get a raise and/or gets a pay cut, the possible reasons could be that the organisation may have incurred a loss or the other employees may have comparatively outperformed him.

3. If a person does not have the knowledge or information that he feels he needs then the result is low productivity.

4. The grapevine tends to get stronger and more trusted when the upper management of the company is not willing or is unable to disseminate the correct information within the organisation.

5. Fear and perception from both ends, the management side and the employees' side, create the miscommunication.

13.6 SUMMARY

- In today's world, a major concern for an individual is regarding the issues in his work and career that could slacken or stop his growth.

- A person should have a good and valid reason for switching to a new job. It should usually be for better career prospects elsewhere and not frivolous reasons such as office politics and lack of time management from self.

- It is sometimes advisable to avoid paying attention to the office politics if staying in the organisation is good for his future prospects.

- Another issue a person may face while working is that he may be looking for opportunities in other companies but he does not want to disclose this to others. This seems like a difficult task as this is a close knit world. If the person requires references before a job offer, he should not mention his current peers and colleagues.

- The person should also analyse the feedback given to him by his previous employers. He should take the feedback constructively and objectively.

- A person who has a great paying job may suddenly lose work one day because his company needs to downsize. This can happen in a market economy where even well reputed companies may not be able to continue.

- Staying on with an organisation where there is favouritism is very difficult and frustrating.

- It is important for the person to ensure that the seniors have complete knowledge of which work is done by whom in the organisation or have a one to one conversation regarding the same with the peer or the senior. If the problem continues then the issue could also be discussed with the higher management or the HR department.

- An important reason for many divorces nowadays is the financial problems. Couples get separated thinking that the separation would take care of their financial issues and that they are well off separated but it has usually been seen that the divorce only increases the financial problems because some incomes like house rent which were once joint, get separated.

- To get a good job, sometimes it becomes important to also have a good education and the education may cost funds that the person may find difficult to get. There are education loans available and many people can avail them but they have to be paid back eventually.

- One of the most important reasons for financial problems is that a person may not have the skills to manage his money. Many people have not learnt the basics of budgeting and managing money and there are hardly any genuine sources that can teach them.

- Sometimes the main culprit behind poor financial management could be poor communication and due to this the person may incur losses in his business but these losses can be prevented.

- Some crucial and sensitive information flows through the grapevine and the grapevine in a company is very difficult to control. The grapevine tends to get stronger and more trusted when the upper management of the company is not willing or is unable to disseminate the correct information within the organisation.

- Sometimes the things that a person needs to communicate are not communicated because he thinks that the person already knows it and the message is common sense. This assumption is inaccurate. One needs to address the downsides of poor communication.

- An employee wants to be engaged at work so that he has a connection with the organisation. If the connection is there then the employee will work actively, smartly and dextrously but if the connection lacks then he will be over sensitive, unhappy and separated from the organisation and other employees.

13.7 KEY WORDS

- **Appraisal:** It is a formal assessment of the performance of an employee over a particular period.
- **Office politics:** It is the process and behaviour in human interactions involving power and authority.
- **Favouritism:** It is the practice of giving unfair preferential treatment to one person or group at the expense of another.
- **Budgeting:** It is an estimate of income and expenditure for a set period of time.
- **Grapevine Effect:** It is the informal transmission of information, gossip or rumour from person to person.

13.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. How should one manage the issue of overload of work?
2. How does office politics affect an employee's work?
3. What is the importance of chalking out a financial plan in life?
4. How can communication in an organisation be made effective?

Long-Answer Questions

1. Explain the situations which lead a person to financial difficulties.
2. Describe the problems that one has to face due to poor communication.

13.9 FURTHER READINGS

Wayne, Weiten, Margret A. Lloyd. 2004. *Psychology Applied to modern Life*. Singapore: Thompson Wadsworth.

Crisp, R.J., Rhiannon Turner. 2007. *Essential Social Psychology*. New Delhi: Sage Publications.

UNIT 14 DIVORCE

Structure

14.0 INTRODUCTION

Divorce is the separation of two individuals married to each other through legal procedure. Different types of divorce are followed in different countries. These may be contested divorce, at-fault divorce, summary divorce, no-fault divorce, uncontested divorce, collaborative divorce, electronic divorce, mediated divorce, and polygamy and divorce. There is no particular and specific reason of divorce. Every married couple has its own reasons to file for divorce but the common causes can be domestic violence, workaholism, incompatibility, sex related issues, extra marital affairs, etc. Divorce is linked with an increase in depression, people experience loss of partner, hopes and dreams, and lifestyle. The financial responsibility of divorced couple is also increased. Divorced individuals, compared to their married counterparts, have higher levels of psychological distress, substance abuse, and depression, as well as lower levels of overall health. Marital conflict and divorce have also shown to be associated with negative child outcomes including lower academic success, poorer psychological well-being and increased depression and anxiety. In this unit, we will study in detail about the types of divorce, its consequences and effects on the children, adjustments made after it and the problems associated with remarriage.

14.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe the nature and causes of divorce
- Explain the types of divorce
- Discuss the effects of divorce on children
- Describe the benefits of and the problems associated with remarriage

14.2 DIVORCE: NATURE AND CAUSES

Divorce is the process in which the marriage or the marital union of a couple is terminated. Therefore it is also known as the dissolution of marriage. With this, the legal responsibilities and duties of marriage are either cancelled or reorganised according to the rule of a particular country or a state. There are different divorce rules in different countries all over the world. But one thing which is common in all parts is that it needs the sanction from the authorised person in legal process or a court. The main issues involved in this process are alimony which is the spousal support, distribution of property, the custody of the child or the children, the visit of the child to meet other parent, parenting time, if there is any debt then division of debt, child support etc. There is the law of monogamy in most of the countries and the process of divorce allows each partner to marry another person.

The main reasons behind the divorce are different in different cases. There may be personality clash between both of the partners, or lack of independence for one or both of the spouses or sexual incompatibility. In Philippines, the British Crown Dependency of Sark and the Vatican City, the people are not allowed to divorce their life partner. In Portugal, Italy there are legalized divorce.

In different countries, the reasons of divorce are different. The marriages may be based on contract or status or a combination of both. In contract marriages, the reason of divorce is mostly the inability of performing the obligations stipulated in the contract or sometimes there is refusal to follow the contract. In some countries like Australia, Sweden, Finland, New Zealand, etc., the divorce is based on no fault option. There are options of No Fault Divorce and At Fault Divorce in some of the countries like the USA and Czech Republic. In some of the jurisdictions there is no requirement of a party to claim fault of their partner and the court considers the behaviour of both parties and makes decision of division of property, custody, care, support, debts, etc., in some of the courts, one spouse have to pay the fees of attorney of the another spouse.

Types of Divorce

There are different types of Divorce in different countries. Following are the different types of Divorce:

1. Contested Divorce: This type of divorce is very expensive as the judge has to hear one of the several issues at the trial level and the parties pay for the time of the lawyer and for preparation of the case. In such type of cases the decision regarding division of marital assets, child custody, etc., are disputed and the time taken to resolve these issues is longer too. The judge controls the consequences of the case.

2. At-Fault Divorce: In the late 1960s, most of the countries that allowed divorce asked for the proof from one party that the other party had

committed an act which was incompatible to the marriage. This was considered to be the grounds for divorce and it was the only way to terminate the marriage. In the USA, Australia, Canada, etc., no fault divorce is available. The main grounds of divorce was based on cruelty, desertion, adultery and abandonment.

The grounds required for divorce were revised and named as no-fault statutes and it became popular in many Western countries in the late 1960s and early 1970s. In 'no-fault' jurisdictions divorce can be obtained either on a simple allegation of irreconcilable differences, irretrievable break-down, or incompatibility with respect to the marriage relationship, or on the ground of de facto separation.

3. Summary Divorce: Summary divorce is also known as simple divorce and this type of divorce is used when spouses meet some eligibility requirements and agree on the key issues. The main key factors of this type of divorce are:

    i) The duration of marriage is less than five years.

    ii) There is no child of the couple and therefore no issue related to the child custody, support, etc.

    iii) There is no issue related to the real property, mortgage, etc.

    iv) There is no marital property like vehicle gifted in the marriage by the parents.

    v) There is absence of any claim to personal property by any of the spouse.

4. No-fault Divorce: No-fault divorce is a type of divorce which requires no proof of fault of any of the party. The least amount of evidence will be enough. The allegation that the differences are irreparable is sufficient for terminating the marriage and granting divorce. The courts feel no need of wasting their time in inquiring about the facts. The application can be submitted from both of the parties or any one member of the party. But the aspects like division of property, debts, existence, etc., are made by considering the fault of the parties. The decision for the child custody is determined on the basis of the behaviour which led to the marital fault like neglect, cruelty, abuse, violence, etc.

5. Uncontested Divorce: When both the parties agree with one another and present their agreement before the court, the divorce is approved by the court. The court makes the decision of how to split the property and how to make decision of the custody of the children. If the parties are cooperative, then the settlement is made by direct negotiation.

6. Collaborative Divorce: This type of divorce is a method for divorcing couples to make an agreement on the issues of divorce. The resolution is negotiated by the parties with the help of attorneys who are well-trained in this process

and in meditation. The parties are empowered to make their own decisions based on their own needs and interests, but with complete information and full professional support.

7. Electronic Divorce: It allows two persons to file an electronic request of no fault collaborative divorce in a non-judiciary administrative entity. This is popular in Portugal. In special cases where there are no children, no property, no common address and the process is completed within a time span of an hour.

8. Mediated Divorce: Divorce mediation is an alternative to traditional divorce litigation. In a divorce mediation session, a mediator facilitates the discussion between the two parties by assisting with communication and providing information and suggestions to help resolve differences. At the end of the mediation process, the separating parties have typically developed a tailored divorce agreement that can be submitted to the court. Mediation sessions can include either party's attorneys, a neutral attorney, or an attorney-mediator who can inform both parties of their legal rights, but does not provide advice to either, or can be conducted with the assistance of a facilitative or transformative mediator without attorneys' presence at all. Some mediation companies, such as Wevorce, also pair clients with counsellors, financial planners and other professionals to work through common mediation sticking points. Divorce mediators may be attorneys who have experience in divorce cases, or they may be professional mediators who are not attorneys, but who have training specifically in the area of family court matters. Divorce mediation can be significantly less costly, both financially and emotionally, than litigation. The adherence rate to mediated agreements is much higher than that of adherence to court orders.

9. Polygamy and Divorce: In the countries where polygamy is permitted, this is an important structural factor which governs divorce. There is a link between polygamy and marital instability and this leads to divorce. There is higher rate of divorces in polygamy marriages than monogamy marriages. In polygamous structure of marriages there is conjugal instability. The main factors affecting the divorce in polygamy are sexual satisfaction, economic restraint and childlessness. Many women escape economic restraint through divorcing their spouses when they are allowed to initiate a divorce.

The main reasons of divorce are as below:

- Domestic Violence
- Workaholism
- Adultery or Extra marital affairs, Infidelity
- Addictions like Alcoholism and gambling
- Other factors

The husbands engaged in extramarital affairs are 75% while 78% wives are the primary source of strain. Emotional abuse and physical abuse is 60% in wives. 70% of the divorces based on workaholism are due to husbands.

According to social scientists, there are some underlying factors which motivate divorce. Those factors are given below:

- The age of marriage
- Wage, income and sex ratios

Effects and consequences

Behavioural problems, academic problems and psychological problems are associated with divorce. The children from divorced families have to face more behavioural issues than non-divorced families.

Divorce and relationships

If there are high conflicts among the couples who are divorced then divorce may have positive effect on the family as the conflict will be reduced. But this is also true that parent child relationship may suffer due to separation of the parents. There are also adverse effects on financial support and the divorced person has to do additional work to stabilise his or her finances. This will lead to a negative relation between the parent and the child as there will be lack of attention towards the child and the parental supervision will be minimised.

After the divorce the skill of the parents is also decreased and this is a temporary phase due to disequilibrium and after sometime the re-stabilization occurs and the parenting skills are improved. There are also instances where only one spouse wants to get divorced while the other one wants to remain married. This is mostly common in the parents having children and found rarely in childless couples.

Effects of divorce on the children

The children of the divorced parents are greatly unhappy, they have less satisfaction with their life, they have lesser control on their emotions, they face anxiety, depression, etc., and also uses mental health services. In a study, it is found that the children living with one parent suffer from problems like tension, stomach ache, sadness, headache, etc. These are more common in the children living with single parent in comparison to the children living in shared custody.

Even the children of divorced parents have conflicts in their own marriages and also get divorced. They prefer to live in short term cohabiting relationships which dissolve before marriage. But this is also true that all the children of the divorced parents do not get divorced as the factors may be different in different situations. According to Nicholas Wall , former President of the Family Division of the English High Court "People think that post-separation parenting is easy – in

fact, it is exceedingly difficult, and as a rule of thumb my experience is that the more intelligent the parent, the more intractable the dispute. There is nothing worse, for most children, than for their parents to denigrate each other. Parents simply do not realize the damage they do to their children by the battles they wage over them. Separated parents rarely behave reasonably, although they always believe that they are doing so, and that the other party is behaving unreasonably."

There are a number of instances observed where the children of the divorced parents have to suffer from parental alienation, which is considered as a form of child abuse by the court. In such parental alienation, the one of the parent tries to brainwash the child to cease their relationship with the other parent, telling the child that the other parent does not love them, limited communication between the other parent and the child, lack of quality time between the other parent and the child etc. but there is a provision that if one parent actively alienate the child and it is proved in the court then the case for the custody can be damaged severely.

The research shows that the children are affected before and after divorce in the span of two to four years due to conflict of the parents or the decrease in the contact of the parents. But this is also true that if there are extreme conflicts, then divorce can be helpful for the children. Generally the consequences of divorce are not positive. There are many reasons of this like direct stressor for the children as they react with anger, fear and abnormal behaviour. Some children who are in preschool and egocentric, they blame themselves for the marital conflict and have the feelings of guilt and low esteem. The parents also used to punish their children harshly in case of marital conflict.

The children may remain cool and calm in the initial stage and show as if they have adapted themselves very well but they have anxiety in case of romantic relationships with men. There are feelings of anger and sadness in adolescents of divorced parents.

Academic and socioeconomic effects

The children of divorced parents may also show low academic achievements in comparison to the other children. The drop out number of children also tends to be high in case of the children from divorced parents. They are not interested in attending college and discontinue their academic career. There is also economic influence of the divorce. The children of the divorced families may have to face low socio economic status, wealth and low income. This results in lower educational achievements.

The young boys and girls between the age of 7 years and 16 years may also leave home due to the conflict between the parents. They may develop behavioural problems and the social competence of the child is at risk.

Rights of Spouses regarding custody of children

The main question that arises is case of divorce families with children is the custody of the biological children of both spouses. There are a number of guidelines related to the decision that who will take the custody of the child and in case of joint custody how the time will be divided. In this case, the parent's preferences, the preferences of the child and the interaction of parents and the child, adjustment of the child, mental and physical health of the child, etc., are considered before making any decision.

Divorce and Religion

In some of the countries like North America and Europe, etc., the marriages and divorces are defined and administered by the government and the ceremonies are performed by the religious officials under the guidance of the state. This is known as civil marriage. Civil divorce which is determined without the involvement of the religion is also possible. In some other countries the religious law is used to administer the divorces and marriages. There are religious officials who are responsible for the implementation and interpretation. In Islamic religion, divorce is allowed but it does not advise divorce. Either husband or wife can initiate divorce. In Dharmic religion divorce is allowed under any situation and circumstances. In views of Christians, Catholics only annulment is allowed.

Divorce and gender

According to a survey, the better settlement is obtained by the women than men. They are also considered for the shared accommodation to equate financial divisions. In some of the jurisdictions, the rights of men and women for filing the divorce are not equal. For example, in Jewish law, the husband will grant a divorce to his wife through a document known as a Get. With this he has to pay a significant amount that is between 10000$ to 20000$ to his wife and this is written in their religion. If the husband refuses to pay the contract money to his wife, she can go to the court for justice and he has to pay according to the court order and also have to give child support. Even the society can pressurise him to do the genuine settlement.

14.2.1 Adjusting to Divorce

It takes a time to adjust with the changes brought out after this separation. The first thing which is faced by both of them is the financial insecurity and financially weak as both of them have to make agreement and also have to pay alumni before separation. The amount decided by the court is according to the financial status and income declared by them. But in reality there are number of expenses which cannot be counted. If there is a question of child custody then the financial insecurity is increased as the expenses of the child are adjoined with the future savings for his or her better future development. If the child custody is on shared basis then both of them can not make any financial decision independently as they have to answer

before the court what they are doing for the better future of their child. If court finds something dissatisfactory then the court can revise its statement. Second thing which is to be faced by the divorced families is the society. The children are the most suffered among them because they are unable to get the love and affection of their both parents at the same time. But they are depressed as the children around them belong to the non-divorced families are living with both of their parents. The children from divorced families like to live in isolation. They avoid crowded placed and suffer from fear, anxiety, depression and insecurity. They lack confidence while talking with strangers.

The single parent also finds very difficult to lead a normal life and to bring up his or her child in normal circumstances. They have to face many challenges in life. The children of divorce families either lack in studies or drop out their studies before completing the course.

14.3 REMARRIAGE

Many couples after separating restart their marriage after some time. If they have child custody then they also complete the legal formalities before their marriage. But all this is also very difficult. There is a lot of adjustment required in remarriage. First of all many marriage rituals which are performed during first marriage are missing in the second marriage. The families adjust according to their situation. Even in some cases the age difference of the husband and wife are not taken into consideration if all the other factors are settled according to the requirement of both families. But the children do not get comfortable with their step parents as they miss the warmth in their relations. Secondly, negative approach of the society towards their relationships makes it very difficult for them to adjust at the new place with a new family. Sometimes the arrival of the new-born after remarriage makes the elder ones feel deserted.

The decision of remarriage after divorce is different in different cases. The decision can be due to financial instability, or social security, or the need of a partner for emotional strength, or to give the love and affection of both parents to his or her child, etc. Depending upon the reason the choice of partner is different during remarriage. But one thing is very clear that in choosing life partner for remarriage, one must be careful and take time to be comfortable and compatible with the new partner, so that he or she has not to repent on the decision in future. In case of the person with child, the most important thing to take care is the compatibility of the child and his or her life partner as the children of different age groups react differently on the remarriage of their parent. But in future, most of the marriages are successful and are helpful in the growth and development of the children. If the children are below five years they adjust easily in the new atmosphere, but if the children are teenagers, then they need a longer period to adjust themselves and sometimes they never accept their adopted parents. But they are at that stage

of their life where they themselves like to start their new life in career as well as married life in few years. If they are handled maturely and with patience then they also adjust according to the situations. Although it is very difficult but not impossible.

Check Your Progress

1. What is divorce?
2. Name the issues involved in divorce.
3. List the factors that motivate divorce.

14.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Divorce is the process in which the marriage or the marital union of a couple is terminated.

2. The main issues involved in this process are alimony which is the spousal support, distribution of property, the custody of the child or the children, the visit of the child to meet other parent, parenting time, if there is any debt then division of debt, child support etc.

3. According to social scientists, there are some underlying factors which motivate divorce. Those factors are given below:
   - The age of marriage
   - Wage, income and sex ratios

14.5 SUMMARY

- Divorce is the process in which the marriage or the marital union of a couple is terminated. Therefore it is also known as the dissolution of marriage. With this, the legal responsibilities and duties of marriage are either cancelled or reorganised according to the rule of a particular country or a state.

- The main reasons behind the divorce are different in different cases. There may be personality clash between both of the partners, or lack of independence for one or both of the spouses or sexual incompatibility.

- Contested Divorce is very expensive as the judge has to hear one of the several issues at the trial level and the parties pay for the time of the lawyer and for preparation of the case.

- No-fault divorce is a type of divorce which requires no proof of fault of any of the party. The least amount of evidence will be enough.

- Divorce mediation is an alternative to traditional divorce litigation. In a divorce mediation session, a mediator facilitates the discussion between the two

parties by assisting with communication and providing information and suggestions to help resolve differences.

- Behavioural problems, academic problems and psychological problems are associated with divorce. The children from divorced families have to face more behavioural issues than non-divorced families.

- The children of the divorced parents are greatly unhappy, they have less satisfaction with their life, they have lesser control on their emotions, they face anxiety, depression, etc., and also uses mental health services.

- There are a number of instances observed where the children of the divorced parents have to suffer from parental alienation, which is considered as a form of child abuse by the court.

- The children of divorced parents show low academic achievements in comparison to the other children. The drop out number of children is also high in case of the children from divorced parents and it is almost two times more than the other children.

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- There is a lot of adjustment required in remarriage. First of all many marriage rituals which are performed during first marriage are missing in the second marriage. The families adjust according to their situation. Even in some cases the age difference of the husband and wife are not taken into consideration if all the other factors are settled according to the requirement of both families.

- The decision of remarriage after divorce is different in different cases. The decision can be due to financial instability, or social security, or the need of a partner for emotional strength, or to give the love and affection of both parents to his or her child, etc.

14.6 KEY WORDS

- **Divorce:** It is the legal dissolution of a marriage by a court or other competent body.
- **Alimony:** It is the financial support that a person is ordered by a court to give to their spouse during separation or following divorce; maintenance.
- **Monogamy:** It is the practice of marrying or state of being married to one person at a time.
- **Parental alienation:** It describes the process through which a child becomes estranged from a parent as the result of the psychological manipulation of another parent.
- **Remarriage:** It refers to the second or subsequent marriage.

14.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What are the key factors of Summary Divorce?
2. What are the major reasons of divorce?
3. How does the divorce affect a child's academic performance social skills?
4. What kind of adjustments is required in remarriage?

Long-Answer Questions

1. Explain the different types of divorce in different countries.
2. Describe the impact of divorce on the children.

14.8 FURTHER READINGS

Wayne, Weiten, Margret A. Lloyd. 2004. *Psychology Applied to modern Life*. Singapore: Thompson Wadsworth.

Crisp, R.J., Rhiannon Turner. 2007. *Essential Social Psychology*. New Delhi: Sage Publications.