

## **Chapter 01**

### **Introduction to Psychology**

#### **Definition of Psychology:**

It is a scientific study of human behavior and mental processes.

#### **Scientific Nature of psychology:**

Psychology is a science because it employs scientific method for knowledge and gathering information.

#### **Scientific method:**

“Scientific method is a systematic and organized series of steps that scientists adopt for exploring any phenomenon in order to obtain accurate and consistent results.

#### **Behavior:**

Behavior is apparent action and things that the person does.

**OR**

Behavior is everything we do that can be directly observed.

**For example:** Laugh, cry, sleep, ride, write, drink, eat e.t.c

#### **Mental Processes:**

Everything that each of us experience and that takes place inside the human mind are known as mental processes.

#### **For example:**

- ❖ Intelligence
- ❖ Personality
- ❖ Moods
- ❖ Temperaments
- ❖ Motivation
- ❖ Emotions like anger, sadness, and happiness.
- ❖ Cognitive processes (how do we think).

#### **Goals of psychology:**

There are four goals of psychology.

1. To understand the nature and mechanism of behavior and mental processes.
2. To develop an understanding of the relationship between behavior and mental processes.
3. Prediction
4. Control

## **Scopes of Psychology**

### **1). Clinical Psychology**

A branch of psychology concerned with the study, diagnosis, and treatment through psychotherapy of mental disorders. For example anxiety, depression, mood disorder, obsessive compulsive disorder etc.

### **2). Counselling Psychology:**

Counselling psychologists deal with people who have less serious problems. **For example:** they may work with students, advising them about personal problems and career planning.

### **3). Developmental Psychology:**

It is concerned with how people mentally and physically grow from conception to death. It focuses on the biological and environmental factors because mental growth influence by environmental factors and physical growth influences by biological factors that contribute to human development.

### **4). Health Psychology**

The branch of psychology that explores the relationship of psychological health and physical health. For example, long- term stress (a psychological problem) can affect physical health. They are also deal with identifying ways of promoting behaviors related to good health (such as exercise) or discouraging unhealthy behaviors (such as smoking, drinking etc).

### **5). Social Psychology:**

Social psychology has been defined as the study of social behavior, the study of how people organize and respond to their social experience, the study of people in groups, the study of the interaction and the study of effects of one person on others.

### **6). Industrial / Organizational Psychology**

A branch of psychology that studies the psychology in action at the workplace, including productivity, job satisfaction, and decision-making.

### **7). Consumer Psychology**

A branch of psychology that studies and explains our buying habits and our effects of advertising a buying behavior. Mainly deal with the likes and dislikes and preferences of people.

### **8).Sport Psychology**

The branch of psychology that deal with the psychological variables that have an impact upon the Sportspersons' performance; e.g. how stress can affect sport performance, how morale can be boosted, the role of self-concept and esteem, the impact of crowd behavior etc.

### **9).Forensic Psychology**

The branch of psychology that investigates legal issues and psychological variables involved in criminal behavior.

### **10).Educational Psychology:**

It is concerned with children's learning and adjustment in school, colleges and universities. They test students, make recommendations about educational placement and work on educational planning teams.

### **11). Positive Psychology:**

Positive psychology is a science of positive aspects of human life, such as **happiness**, well-being and flourishing.

## **SCHOOLS OF THOUGHTS**

### **1). Structuralism**

#### **Definition:**

The school of thought that focused upon the study of mind and conscious experience: consciousness, thinking, and emotions. They used introspection as their method of study. Focused upon the structure and operations of the mind rather than studying whole things and phenomenon. Hence named as Structuralism.

#### **Criticism**

This school of thought has been criticized on various grounds i.e.

##### **1). It was Reductionist**

It reduced all complex human experience to simple sensations

##### **2). It was Elementalistic**

The structuraralists look at mental processes and consciousness into broken parts first, and then combine parts into a whole, rather than study the variety of behavior directly.

##### **3). It was Mentalistic**

Structuralism studied only verbal reports of human conscious experience and awareness.

## **2). Functionalism**

### **Definition**

An approach that concentrated on what the mind does, in other words the functions of mental activity, and the role of behavior in allowing people to adapt to their environments. It emerged as a reaction to Structuralism.

### **Founder of functionalism:**

Founded by William James.

### **John Dewey (Contributor of functionalism)**

- One of the key founders of “Functionalism”
- Stimulus– Response phenomenon is not an automatic behavior; the goal of the person performing it has the main role in it; the stimulus and the response determine each other

## **3). Gestalt psychology**

### **Definition:**

- ❖ An approach that focuses on the organization of perception and thinking in a “whole” sense rather than on the individual elements of perception
- ❖ This school developed as a reaction to structuralism in the early 1900s
- ❖ In contrast to the structuralist approach of breaking down conscious experience into elements, or focusing upon the structure, the Gestalt school emphasized the significance of studying any phenomenon in its overall form.
- ❖ The word gestalt means “Configuration”

### **Max Wertheimer**

- The founder of Gestalt psychology.
- **Phi phenomenon** = when two lights are in close proximity to each other, flashing alternately they appear to be one light moving back and forth; therefore the whole was different from the separate parts; movement perceived whereas it never occurred

## CHAPTER NO 2

### Biological Bases of Behavior

- ❖ **The Nervous System**
- ❖ **Endocrine Glands**

#### The Nervous system

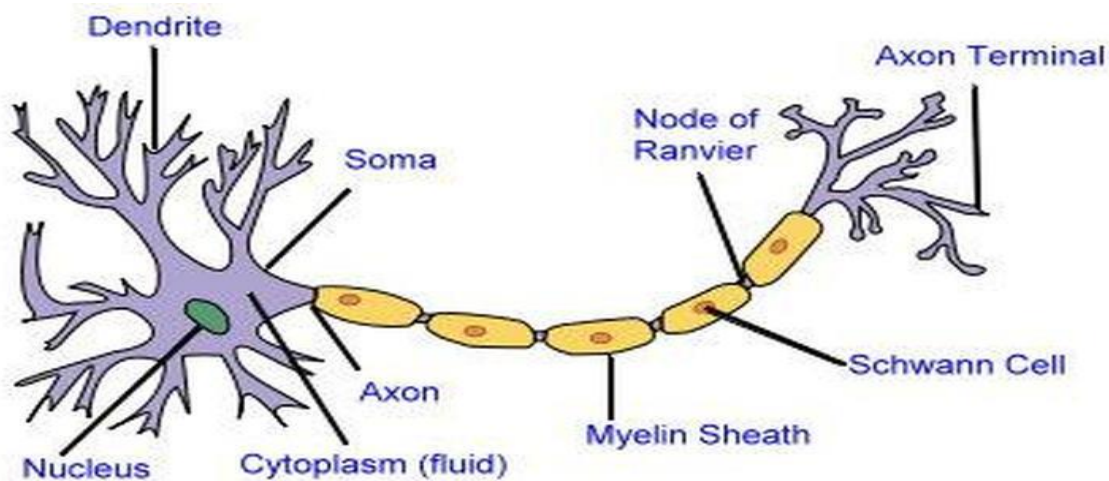
- The system that controls and regulates the structure and function of the brain, spinal cord, nerves, and the nerve cells.
- It maintains coordination between the nervous system and the rest of the bodily systems.
- It is responsible for the internal communication system.

#### The Nerve Cell

##### Neuron

A nervous system cell is constituted in such a way that it is specialized in receiving, processing, and/or transmitting information to other cells.

#### Structure of a Neuron



##### **Dendrites:**

Receivers of incoming signals; branch fibers extending outward from the cell body.

**Soma:**

The cell body containing the cytoplasm and the nucleus of the cell; cytoplasm keeps it alive.

**Axon:**

The nerve impulses travel from the soma to the terminal buttons through the extended fiber of a neuron i.e., axon.

**Terminal Buttons:**

Swollen, bulblike structures at one end of the axon; the neuron stimulates the nearby glands, muscles, or other neurons.

**Connection between nerve cells**

**Synapse:** the gap between one neuron and the other.

**Synaptic Transmission:** the procedure through which information is relayed from one neuron to another across the synaptic gap.

**Neurotransmitters:** The post synaptic neuron is stimulated by the chemical messages released from neurons; they cross the synapse from one neuron to another.

**The Chemical Messages**

**Excitatory Message:** The chemical message that makes it more likely that the receiving neuron will fire and the action potential will travel down its axon.

**Inhibitory Message:** The chemical message that inhibits a receiving neuron from firing so that the action potential does not travel down its axon.

**Major Varieties of Neurons**

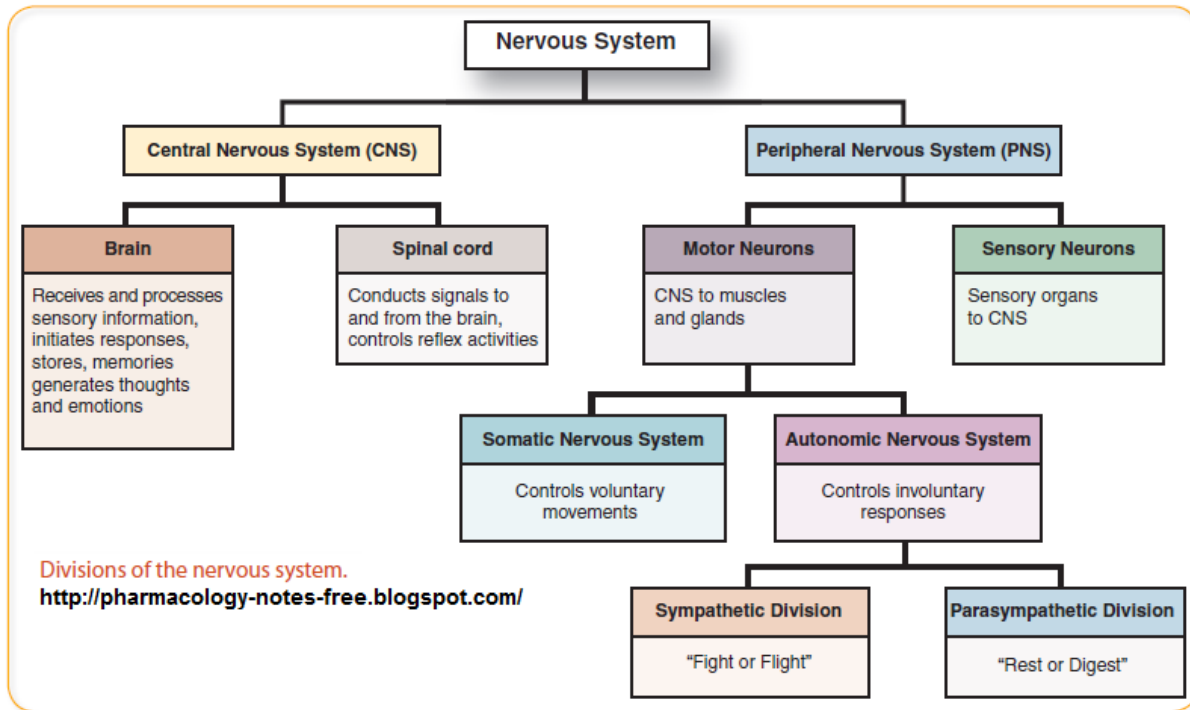
**Sensory Neurons (afferent):** they carry messages toward the Central Nervous System from the sensory receptor cells.

**Motor Neurons (efferent):** they carry messages away from the Central Nervous System toward the muscles and glands.

**Inter-Neurons:** they relay messages from sensory neurons to other inter-neurons and/or to motor neurons.

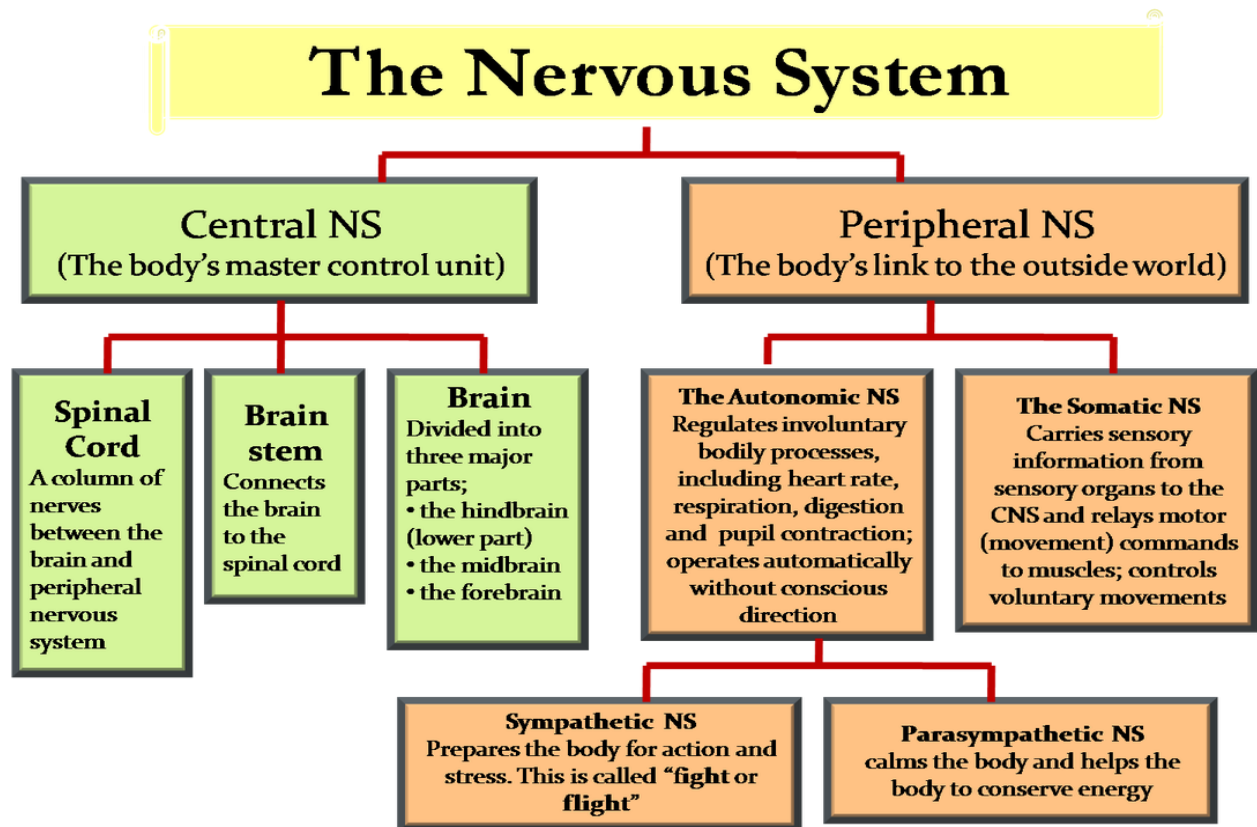
## Main Parts of the Nervous System

- ✚ The Peripheral Nervous System
- ✚ The Central Nervous System



### Central Nervous System (CNS)

- Brain receives the information from all over the body (primarily in terms of stimulation via sensation), interprets it, and decides how to respond.
- The brain's function is similar to that of a computer; there is a central processing unit (CPU), the output comes in, and the CPU analyses it and responds to it.



### The Brain

- ❖ The center of the nervous system.
- ❖ The vital organ that is responsible for the functions of seeing, hearing, smelling, tasting, thinking, feeling, remembering, speaking, dreaming, information processing, and a lot more.
- ❖ The regulator of basic survival functions such as breathing, resting and feeding.
- ❖ It is responsible for abstract level functions such as decision making, foresight, and problem solving.
- ❖ The spinal cord is an information highway connecting the PNS to the brain.
- ❖ Information travels to and from the brain by way of spinal cord.
- ❖ The brain is divided into two visible parts or hemispheres; the left hemisphere controls the right side of the body, and the right controls the left side.



## **Brief description of Physiology and Anatomy of the Brain**

### **Parts of the Brain**

The brain is made of three main parts:

- **Fore brain**
- **Mid brain**
- **Hind brain**

#### *1). Fore Brain*

- **Cerebrum**
- **Thalamus**
- **Hypothalamus**
- **Limbic system**

#### *2). Mid Brain*

- ✚ **Tectum**
- ✚ **Tegmentum**
- ✚ **Reticular formation**
- ✚ **Substantia nigra**

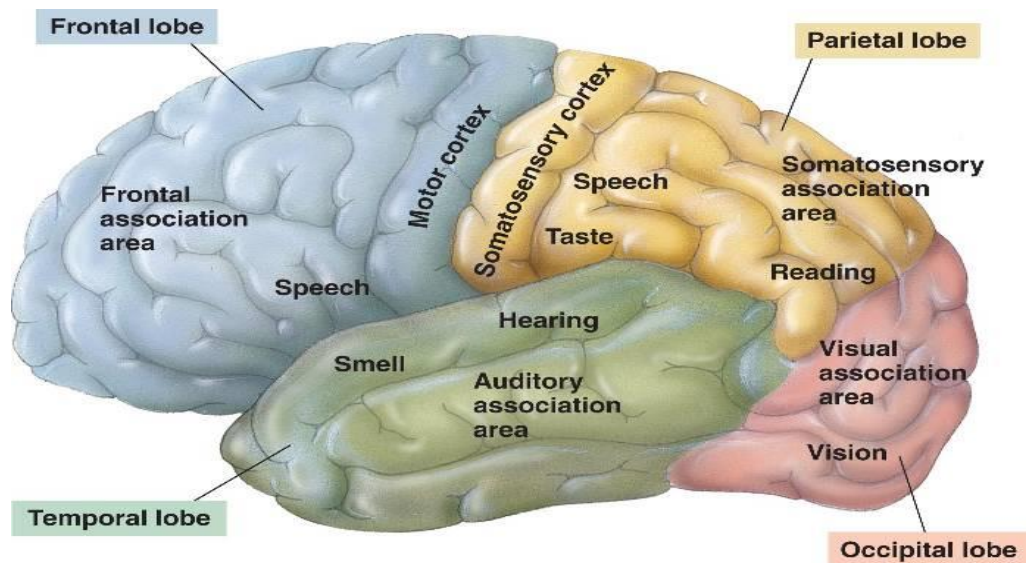
#### *3). Hind Brain*

- ✓ **Cerebellum**
- ✓ **Pons**
- ✓ **Medulla oblongata**

### **Cerebral Lobes**

- a) Frontal lobe
- b) Parietal lobe
- c) Temporal lobe
- d) Occipital lobe

- Each lobe controls a different range of activities.
- Each hemisphere is vertically divided by the **central sulcus**, a groove.
- The lateral fissure, another groove divides each hemisphere horizontally.



#### **a. Frontal lobe**

Associated with motor control and cognitive activities; reasoning, planning, decision making, problem solving, movement and speech.

#### **b. Parietal lobe**

Associated with controlling incoming sensory information; thus affecting movement, orientation, recognition, perception of stimuli.

#### **c. Temporal lobe**

Associated with perception and recognition of auditory stimuli, memory & speech.

#### **d. Occipital lobe**

Associated with visual processing.

### **Cranium**

The brain is enclosed in the cavity of skull or cranium consisting of eight hard bones;

One frontal bone, two parietal bones, two temporal bones, one occipital bone, one sphenoid bone, and one ethmoid bone.

### **Peripheral Nervous System (PNS)**

Consists of the spinal and cranial nerves; these connect the CNS to the rest of the body. PNS connects the body's sensory receptors to the CNS, and the CNS to the muscles and glands.

## **Parts of Peripheral Nervous System**

PNS has two important parts

### **1. Skeletal/Somatic Nervous System**

- Controls the voluntary movements of our skeletal muscles.
- It reports the current state of skeletal muscles and carries instructions back.

### **2. Autonomic Nervous System (ANS)**

- Considered as the “self-governing or self-regulatory mechanism” because of its involuntary operation.
- Controls the glands and muscles of internal organs e.g. heart, stomach, and glandular activity.
- A.N.S. has a dual function; i.e. both arousing and calming.
- Comprises two sub systems; Sympathetic and parasympathetic nervous systems.

#### **a. Sympathetic Nervous System (SNS)**

- This part of ANS arouses us for defensive action.... fight or flight
- If something alarms, endangers, excites, or enrages a person, the sympathetic nervous system accelerates heartbeat, slows digestion, raises the sugar level in blood, dilates the arteries and cools the body through perspiration; makes one alert and ready for action.

#### **b. Parasympathetic Nervous System (PNS)**

**When the stressful situation subsides, parasympathetic nervous system begins its activity.**

- It produces an effect opposite to that of sympathetic nervous system.
- It conserves energy by decreasing heartbeat, lowering blood pressure, lowering blood sugar and so on.
- In daily life situations, both sympathetic and parasympathetic systems work together to keep us in steady internal state maintaining the homeostasis.

## Chapter 03

### EMOTIONS

#### Defining Emotions

- Derived from the Latin word “**Emovere**” emotion means “to excite, stir up or agitate”.

#### **Common Emotions: Range of Emotions**

There are number of basic emotions that have been identified by people in instance. They are:

- ❖ Happy
- ❖ Anger
- ❖ Fear
- ❖ Disgust
- ❖ Surprise
- ❖ Sadness.

#### **J.B.Watson talked about three main emotions:**

- Anger
- Love
- Fear

#### Components of emotional experience

- ✚ Physiological
- ✚ Behavioral
- ✚ Cognitive

#### 1). Physiological/ physical component

The physical component of emotion is a physiological changes of body that takes place due to changes of moods. **For example:** if you are alone, sitting in the dark, watching a horror movie, and you hear a loud noise, you may become scared and respond in surrounding. This emotional response to this imaginary threat changes in heartbeat, pulse rate, digestion, blood pressure etc.

#### 2). Behavioral component

This component has been called the outward expression of our emotions like Body gestures, posture, facial expressions, and our tone of voice display what emotions we are feeling.

**For example:** if you are alone, sitting in the dark, watching a horror movie, and you hear a loud noise, you may become scared and respond in surrounding. This emotional response to this imaginary threat changes in facial expressions, tone of voice and body posture etc.

### **3). Cognitive component**

The cognitive component is how we interpret certain situations or stimulations. This determines which emotion our body will feel.

**For example:** if you are alone, sitting in the dark, watching a horror movie, and you hear a loud noise, you may become scared and respond in surrounding. This emotional response to this imaginary threat is just as powerful as it would be to a real threat.

### **Types of Emotions:**

1. **Primary:** Simple emotions as fear, happiness, anger etc.
2. **Secondary** Extremity of Emotions that impact on life like fear after seeing an accident etc.
3. **Derived** Learn through past experiences and change your responses in future.

### **Assessing Emotions: Expressions in Emotions**

- 1). **Vocal:** Moods assess by voice of person. For example, loud voice in aggression and excitement.
- 2) **Verbal:** Moods assess by words of person. For example: mind your own business shows bad mood or aggression.
- 3). **Facial expressions:** Facial expressions plays a vital role in assessing about moods. For example: Smile on face, shine in eyes, blush cheeks shows good mood and happiness.
- 4). **Type of association** with that person. For example if a person having close relationship with other person. It will help a lot in assessment of moods.
- 5). **Body Language:** Body postures also helps assess moods and postures. For example: Sitting in a bending postures shows sadness.

### **Role of Emotions in Every Day Life**

Emotions make our life bright and enlightened, because without the experience of emotions, our life would be dull, uninteresting, gloomy and without any purpose

- 1) **Fight or flight action:** After seeing a snake or after an unusual incident as natural disaster; the body is prepared to stirred up our bodies to face and deal them or escape from the situation.

- 2) **Modifying the future responses and behavior** Learning takes place after the emotional state that prepares us to show appropriate behaviors in future.
- 3) **Social interactions are enhanced:** If people are more expressive than their social interaction can be more increased.

## **Chapter 04**

### **PERCEPTION**

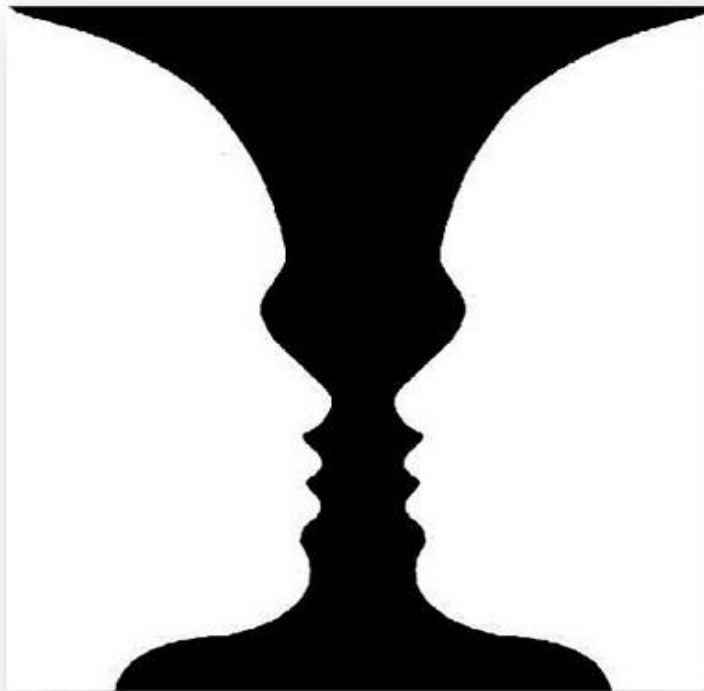
#### **Definition:**

A Comprehensive Definition of Perception would be that of a cognitive process involving:

- ❖ Acquisition,
- ❖ Interpretation,
- ❖ Selection, and
- ❖ Organization of sensory information.

#### **Figure and Ground**

How do we perceive a figure against a background?



In figure and ground concept, people always perceive their worries and bad things of life on figure and front of picture. And blessings of life always perceived on ground of picture.

## **Gestalt Laws of Perceptual Organization:**

- ❖ The Law of Closure.
- ❖ The Law of Proximity.
- ❖ The Law of Similarity.
- ❖ The Law of Simplicity.
- ❖ The Law of Common Fate.
- ❖ The Law of Enclosure/ Connectivity.

### **Law of Closure:**

The perceptual tendency to fill in the gaps and complete the shape; perceiving the disconnected parts as the whole object. We mentally close the gaps and perceive the figure given below as wholes. This tendency enables us to perceive whole objects from incomplete and imperfect forms.

### **Law of Proximity:**

We have the perceptual tendency to group together the auditory and visual events that are close or near one another.

### **Law of Similarity:**

The tendency to perceive objects, patterns or stimuli which are similar in appearance as a group; parts of the visual field that are similar in color, light, texture, shape, or any other quality are seen as one.

### **Law of Simplicity/ Law of Prägnanz:**

People intuitively prefer the simplest, most stable, straightforward, and basic form of possible organizations. A stimulus is organized into as good and simple a form as possible; 'good' refers to **symmetrical, simple, and regular**.

### **Law of Common Fate:**

It is the tendency to group together the objects that move together, or seem to move together, and in the same direction. When they are being seen in actual motion, humans' will mentally group them as moving in the same direction. Because of this we often see flocks of birds or herds of cattle, or boys or girls playing together as one group.

### **Law of Enclosure/ Connectivity:**

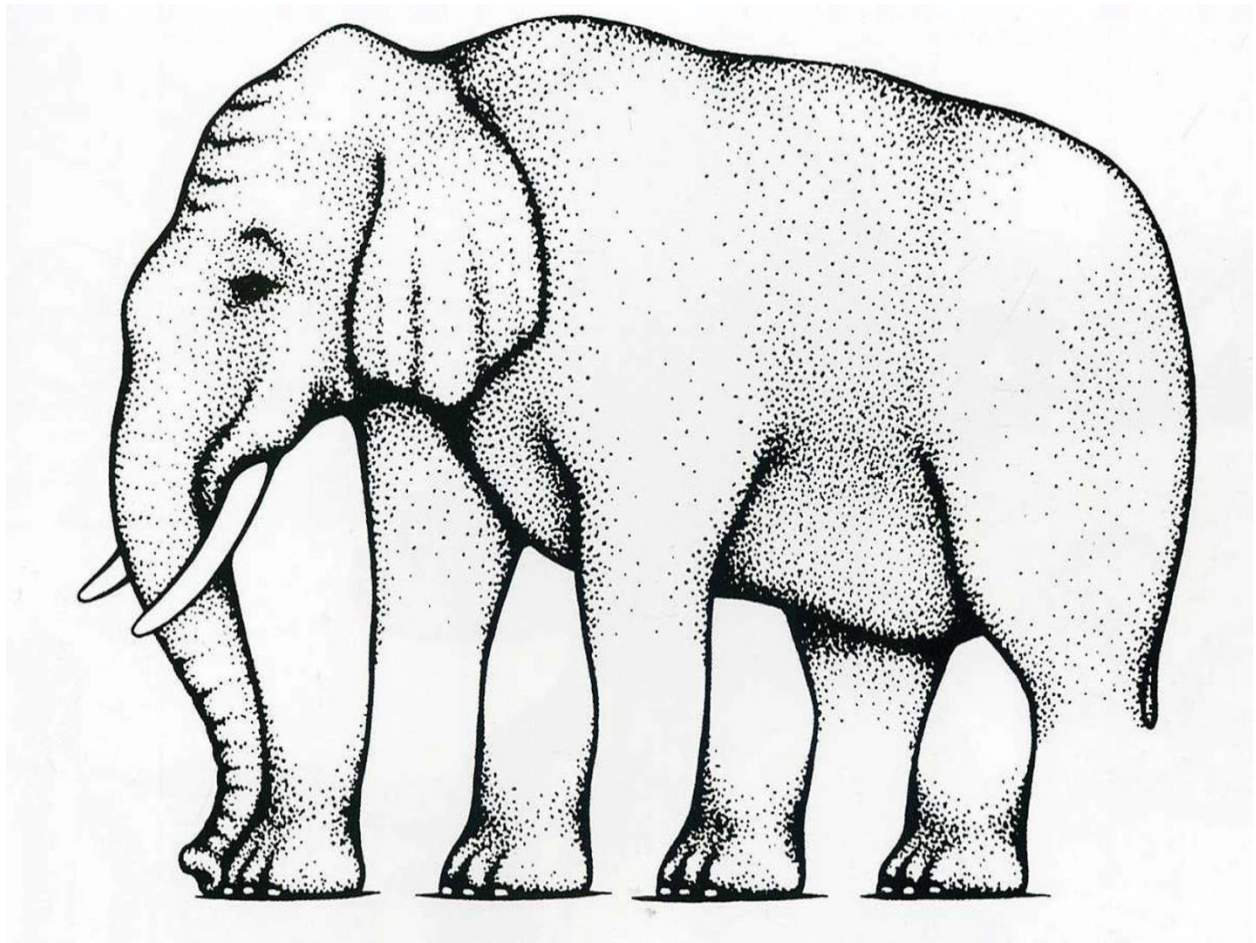
It is our perceptual tendency to perceive features/ patterns, such as dots or objects as a single unit when uniform and linked lines, dots, areas, objects etc are perceived as single or same unit when combined or linked.



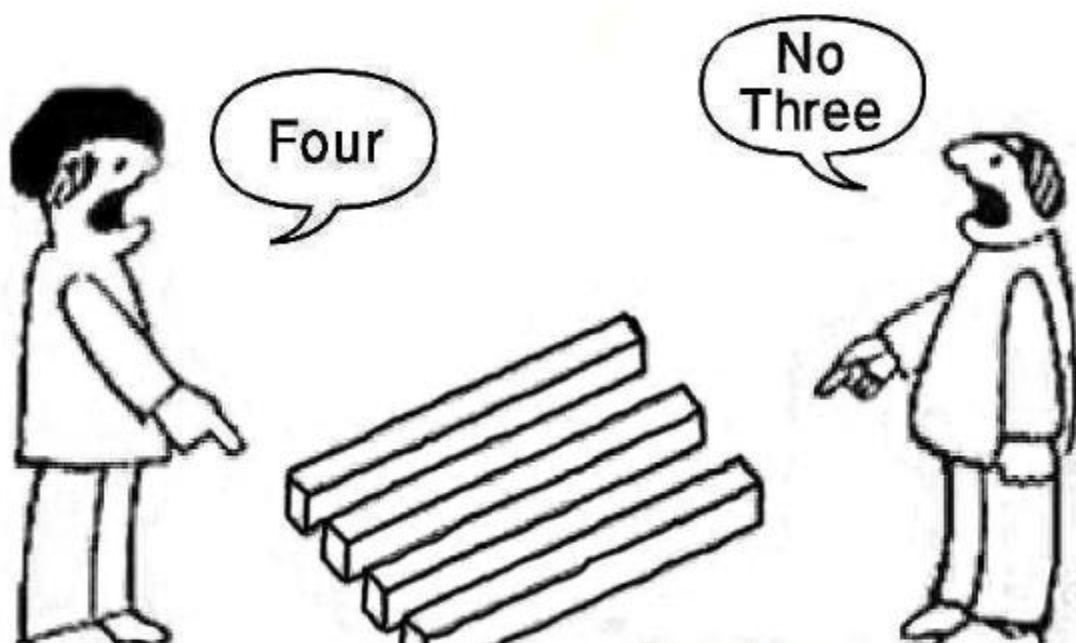


# PERCEPTION





Reality can be so complex that equally valid observations from differing perspectives can appear to be contradictory.



## **Chapter 05**

### **Motivation**

#### **Definition of Motivation:**

Motivation is a desire, drive, instinct or need that speeds up our behavior towards some goal.

#### **Explanation:**

**Motivation** involves **goal-directed behavior**, an interesting field of study that investigates what motivates us to initiate or take action to pursue a goal. Early theories focused on **instincts**, inherited automatic species-specific behaviors, and **drives**, physiological compulsions that we need to satisfy such as hunger (food).

#### **Definition of Motive:**

A **MOTIVE** is a need or a want that causes us to act.

#### **Types of Motives:**

Basically, there are two types of motives that are essential for the proper human functioning.

##### **1). Primary Motives**

##### **2). Secondary Motives**

##### **1). Primary Motives:**

Concerned with all the biological/ physiological needs of the body. They are also known as unlearned motives and without these motives survival is not possible because they entirely include the basic drives such as hunger, thirst, need for sleep, air, excretion etc. that do not need any sort of learning.

#### **Primary/Unlearned/ Physiological/ Biological Motives:**

The major primary motives are:

- ❖ Hunger
- ❖ Thirst
- ❖ Fatigue and sleep
- ❖ Pain
- ❖ Sex
- ❖ Excretion
- ❖ Air
- ❖ Warmth and cold

## **1. Hunger**

- The most urgent and desirable need in all organisms including human and animals.
- It is a proven fact that hunger is not only related with the empty stomach; people whose stomach has been removed still experienced the sensation of it.
- The animals have taken larger amount of food when it contains low level of nutrients as compared to highly nutritive diet; showing that both animals and humans are sensitive about the nutritive value of food.
- Chemical secretions in blood: chemicals/ hormones secreted by the endocrine gland also play a crucial role in the hunger drive e.g., studies showed that when glucose (sugar) was injected in rats, they felt less hunger as compared to when they were given insulin which resulted in hunger pangs.

### **What Role Does Brain Play in Hunger Drive?**

- Hypothalamus, brain's vital organ concerned with hunger and operates on it by regulating its activity i.e., food intake.
- In case of injury in hypothalamus, the most apparent change will occur in eating behaviors.
- Studies showed that when the rats' lateral hypothalamus was removed; it resulted in starving to death and they refused to eat anything when given food.
- When the rat's ventromedial hypothalamus was removed, it resulted in the opposite i.e. extreme overeating behavior; increase in weight by 400 percent than the actual weight.
- It is a known fact that hypothalamus regulates the hunger drive yet it is not clear as to how it operates.

### **External Factors in Eating Behavior**

- Societal rules and conventions.
- Learn eating patterns from past experiences.

### **Eating-related disorders**

- ✚ Obesity
- ✚ Anorexia nervosa
- ✚ Bulimia

### **Metabolism**

- The rate at which food converts into energy and then is expended by the body.

### **Managing and reducing weight**

- a. Reducing weight is a tough task so try not to gain too much of weight.
- b. Eat wisely and do not be tempted.
- c. Slow eating helps.
- d. Avoid junk/ fast food.
- e. Do regular exercise; aerobics do help
- f. Make realistic goals and pursue them strictly.
- g. If you failed in achieving the set goal try again and do not feel guilty.
- h. Reward yourself off and on.... after considerable intervals.

## **2). Thirst:**

- We can live without food for several days or even months, but without water, we can hardly live for few days.
- More than 75% of our body weight is due to the presence of water/ liquid.
- The thirst drive is largely internal and includes three basic mechanisms: when salt concentration in our body becomes high, and then it triggers hypothalamus to act, resulting in thirst drive.
- Secondly, when fluid volume decreases in the circulatory process, then this drive is stimulated e.g. after injury when large amount of blood is wasted.
- The replenishment of water is very rapid; that is why we feel thirsty after a very short time.

## **3). Fatigue and Sleep**

- Rest and proper sleep is very important for the effective functioning of species.
- After the hard work of the day, person becomes fatigued and needs adequate amount of rest in order to be fresh again next day.
- What causes fatigue is yet unknown, but chemical changes in the body that effect muscles may be the factor causing it; one cause is the excess amount of lactic acid in the muscles.

### **Fatigue Can Be Psychological As Well As Physical**

- Frustration, anxiety, tension, worry, sadness etc are factors other than the physical ones causing fatigue in persons.
- In physical exertion, rest brings freshness and relief, but when the person is in stress or anxiety, rest will not be helpful.

- Partly, sleep is also related with the chemical activity in the body in which the brain, nerves, and muscles are all involved.
- The pattern of sleep is culturally based also; people make adaptation with the successive changes in lightness and darkness; e.g. Norway.

#### **4). Pain**

- ✚ Avoiding injury, scar or wound is what makes it an important drive.
- ✚ When pain persists for a longer period of time, then it becomes a drive to get rid of it.
- ✚ Some people respond quickly to pain; more than the normal healthy individual would do and some are less responsive to pain.

**Pain is a blessing in disguise!!!!!!**

#### **5). Sex Drive**

- ✓ Very essential drive for the survival and continuation of species.
- ✓ Societal and religious conventions, laws, and restrictions make it a more powerful drive for human beings.
- ✓ In humans, past experience, emotions and ways/ manner of expression play a very important role.
- ✓ In males, gland is a testis; androgens and other middleman hormones of pituitary are responsible for its expression.
- ✓ In females, organ is an ovary; estrogens (arousal) and progesterone (pregnancy) are important and vital glands for its expression.
- ✓ Sexual drive is largely dependent on the chemical secretions in the body, which is a proven fact by using animals as subjects.

#### **6). Excretion:**

- ❖ The body has to get rid of the waste regularly.
- ❖ The satisfaction of this drive is very important to children as compared to adults for whom it has less importance.
- ❖ Toilet training in early childhood plays a very crucial role in the development of personality of the child later in life.
- ❖ Harsh/ severe and too early toilet training causes sense of insecurity in the child;



### **7). Air**

- Oxygen = Most instant and essential requirement of human body.
- Oxygen deficiency/ hunger can be felt when there is excess of carbon dioxide.
- Continual supply of oxygen to the brain is very important because, although brain uses very small amount of it but deprivation for only few seconds may result in anoxia or neural damage.
- Even during birth of the child, sufficient amount of oxygen is required; otherwise it may result into mental retardation or brain damage.
- At high altitudes oxygen deprivation may result into strange behaviors; person loses control over himself i.e. laugh or burst into tears very rapidly, memory becomes impaired, sense organs do not work properly or in severe cases, brain damage may occur after prolonged deprivation.

### **8). Warmth and Cold**

- Every one, whether animals or humans is affected by weather; either it is cold or hot.
- Avoiding the extremes becomes the basic motive for all living beings.
- Our skin has separate receptor cells for warmth and cold.

#### **Body temperature is regulated by complex mechanism as it largely depends on two factors;**

- i. The temperature in the external environment
- ii. The internal body temperature
  - ❖ Brain's organ, hypothalamus, as with other basic drives, regulates the temperature of the body with respect to the external environment.
  - ❖ Below 57 degree of normal temperature, body becomes stimulated; adrenaline and thyroxin are secreted, blood pressure rises, muscular activity increased, blood is transferred to the internal organs and tissues of the body rather than on the surface of the skin.
  - ❖ On the contrary, in hot weather, the reaction of the body is entirely opposite; i.e. body become slow in its activity, perspiration appears, blood vessels dilates so that more blood become available on the surface of the skin for cooling, blood circulation is increased.

## **SECONDARY/ LEARNT/ PSYCHOLOGICAL MOTIVES**

### **Definition:**

Also known as the psycho- social motives because they involve people's appreciation or appraisal in order to live successfully in any society such as work and salary, good marks and appreciation from the parents. These are a source of mental satisfaction as well.

The important and interesting fact about motivation is that organisms keep trying to achieve the desired goal. When the goal is achieved, the motivation regresses and when not achieved, the person keeps on trying to achieve it.

When one motive is satisfied, we start to move forward to satisfy the next need and so on.

### **Main psychological needs are:**

- 1. Achievement**
- 2. Curiosity**
- 3. Need for appraisal**
- 4. Need for affiliation**
- 5. Need for power**
- 6. Work as motive**

#### **1). Achievement**

- ❖ Self- actualization or attaining excellence in relevant domain is the characteristic feature of this motive. The need to achieve something, some object of desire, a goal, or position/status.
- ❖ The level of the need for achievement varies from person to person. Some are high and some low achievers.
- ❖ Competition is an important element of this need.
- ❖ People with high motivation: Take and overcome challenges in order to succeed rather than finding an easy ways of achieving success.
- ❖ People with low motivation: Tends to avoid failure, finding easy way outs, not desire to take difficult tasks.

#### **2). Curiosity**

- ❖ Think why a little child always wanting to break toys and things?
- ❖ Why children always asks questions of things they saw on TV, read it or listen from any one

- ❖ It is all their curiosity and need to explore in order to find answers of these puzzles.
- ❖ It is a significantly inborn but learned also: found in both humans and animals.
- ❖ Parents encourage their children's curiosity by satisfying their inquisitiveness.
- ❖ School also plays an important role; the teaching methodology adopted may encourage or discourage curiosity.

### **3). Need for Praise, Appreciation and Reward**

- Praise is a powerful motive for everyone.
- Parent's approval and disapproval, liking and disliking towards the child all are included in symbolic rewards.
- Appreciation and reward from parents and teachers determine the quality of learning to a great extent.

### **4. Need for affiliation**

- Urge/ desire to develop a positive relationship with other people; making friends and social contact.
- Less desire to be isolated or alone.
- Although the need for affiliation is a universal phenomenon, cultural differences do exist in its expression; some cultures have more group cohesiveness than others.

### **5. Need for Power**

- ❖ Desire to influence, have hold over or rule others in order to be recognized as a powerful individual.
- ❖ These types of people prefer to work in big organizations, businesses and other influential professions.
- ❖ There also exists gender differences among males and females; men are more apt to take challenges and respond quite aggressively irrespective of women who are socially restrained and traditional in her behavior.

## **6. Work**

- ❖ People spend a major part of their lives in work, and that is why it is considered as motivating force.
- ❖ Work serves as a powerful motive because it satisfies other needs and motives such as biological motives of hunger, shelter etc; it also satisfies sense of achievement, affiliation and decision-making.

### **Theories/Explanations of Motivation**

- i. Instinct Approaches
- ii. Drive-reduction Approaches
- iii. Arousal Approaches
- iv. Incentive Approaches
- v. Cognitive Approaches
- vi. Maslow's Hierarchy of Needs

**Different approaches that focus upon the biological, social, cognitive, and psychological factors:**

#### **i. Instinct Theory:**

- There is a biologically determined behavior pattern that we are born with, known as instincts; biological variables drive our behavior.
- All humans and animals exhibit certain innate tendencies, which are fixed, predetermined, and unlearned.
- Different behaviors are respective responses to specific instincts.

#### **ii. Drive- Reduction Theory:**

- Our biological/ physiological needs create an aroused or tension producing state that motivates us to fulfill them.
- When the basic biological requirements are lacking, and the need is unfulfilled, then drive/ arousal is produced in the organism energizing it to obtain the requirement in order to satisfy the need.

**Drive:** An arousal or motivational tension that provides energy for action or behavior.

**Homeostasis:** A stable, well-maintained state of internal biological balance is required for the proper functioning of the body; homeostasis is the process whereby this balance is maintained.

### **iii. Arousal Theory:**

- A certain level of arousal and excitement is needed by our system.
- When our arousal state becomes too high, it needs to come down for optimal functioning and vice versa.
- Too high a motivational arousal may affect performance negatively; it may produce anxiety and irritability in the organism.
- Similarly too low arousal may also have adverse effect e.g. performance of a person suffering from depression.
- A consistent, well balanced, and leveled arousal is needed for the optimal functioning e.g. in case of exams, athletics, interviews.

### **iv. Incentive Theory:**

- Motivational state of the organism is understood and explained in terms of positive or negative environmental stimuli.
- As opposed to the drive- reduction and arousal theory, this theory explains motivation in terms of external events that stimulates/ energizes the organism's behavior, rather than innate instincts or drives.
- Incentives are rewards that energize and drive our behavior.
- Anything that provides us with a reward triggers motivation for action.

### **v. Cognitive Theory of Motivation:**

Theories that give importance to the cognitive processes of the individual in explaining motivational process; thoughts, feelings, expectations, understanding and evaluating all are important when explaining the motivation of the person.

### **Expectancy- Value Theory**

Two types of cognitive processes underlie human behavior.

I. **Expectation:** The expectation, hope, or anticipation that our behavior will help us attain a certain goal.

II. **Value:** The perception, appraisal, or understanding of the value of the goal to us.

- The level of expectation and the value attached to it, together, determine the level of motivation.
- In case of a high expectation along with high value, the motivation will also be higher.

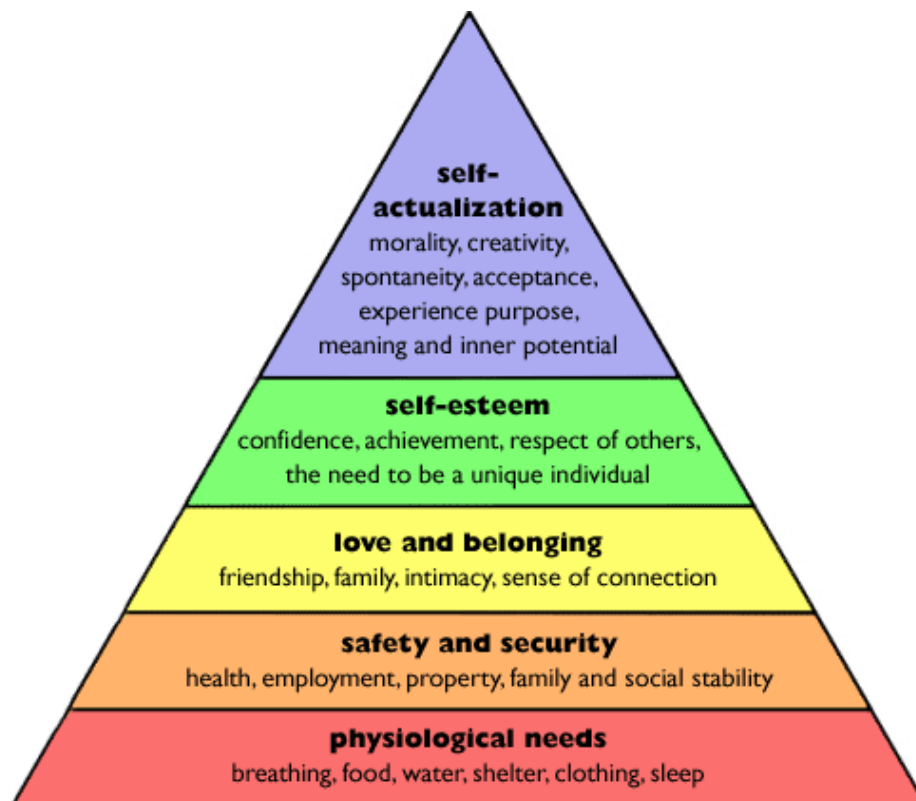
### **Intrinsic and Extrinsic Motivation:**

Cognitive theories differentiate between intrinsic and extrinsic motivation.

**Intrinsic motivation:** Motivation from within, or Internal motivation that energizes the person to satisfy or accomplish the goal; the goal is to attain enjoyment and personal satisfaction, in which no external tangible reward is involved e.g. altruistic behavior.

**Extrinsic motivation:** Revolves around the tangible rewards such as money, social contacts.

### **Maslow's Hierarchy of Needs:**



## **Chapter 06**

### **Learning**

#### **Definition**

Learning is a relatively permanent change in behavior, and the frequency of its occurrence; this change is not automatic and results from practice or experience. Learning usually refers to improved performance, acquisition of skills, and a positive change in behavior; however the change may also be negative in nature.

**For example:** motor skills, such as driving a car, to intellectual skills, such as reading, writing.

#### **Forms of Learning: In Terms of the Content:**

Considering the content of what has been learnt, there are varieties of learning:

##### **I. Verbal learning**

##### **ii. Motor learning**

##### **iii. Problem solving**

#### **Verbal Learning:**

Basically man is a verbal learner who learns about the environment through experiences. Verbal learning involves the person's own association, experiences and relations with the phenomenon that has been learned.

##### **ii. Motor Learning:**

It involves the practical application of the learned phenomena. There are various tasks/ activities in which motor skills are of primary importance as compared to the ones requiring verbally learned material; e.g. learning the skills like playing football, tennis, cricket etc.

##### **iii. Problem Solving:**

Problem solving tasks usually involves thinking and creative processing. While doing the problem-solving task, individual learns many responses that can be helpful for him in different situations.

#### **Types of learning:**

- ❖ **Classical Conditioning**
- ❖ **Operant Conditioning**

## **1). Classical Conditioning:**

Classical conditioning forms an association between two stimuli.

### **Founder of Classical Conditioning:**

In 1879 Ivan Pavlov, the Russian physiologist and pioneer of classical conditioning, began his research work on the digestive process, primarily that of dogs. He won Nobel Prize for that in 1904.

### **Basic Terminology in Classical Conditioning:**

#### **i. Reflex**

- An automatic, unlearned response resulting from a specific stimulus.

#### **ii. Un Conditioned Stimulus (UCS):**

A stimulus that elicits a response reflexively, naturally, and reliably.

#### **iii. Un Conditioned Response (UCR)**

- A natural, reflexive, reliable, response of the UCS.

#### **iv. Conditioned Stimulus (CS)**

- A primarily neutral stimulus which, when paired with the UCS, starts evoking a response (different from its own natural response) and the same as UCR.

#### **v. Conditioned Response (CR)**

- After conditioning, the CS begins to elicit a new, learned response i.e., CR..

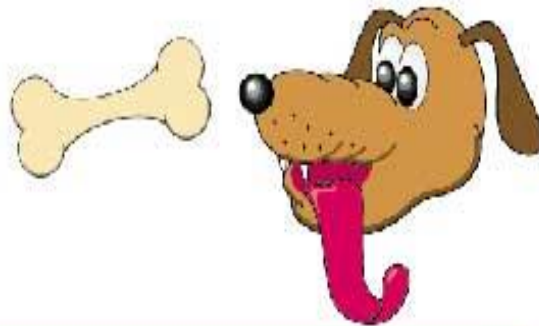


Pavlovian Classical Conditioning:

Before conditioning

**FOOD**  
**(UCS)**

**SALIVATION**  
**(UCR)**



**BELL**

**NO RESPONSE**



During conditioning

**BELL +**  
**FOOD**  
**(UCS)**

**SALIVATION**  
**(UCR)**



After conditioning

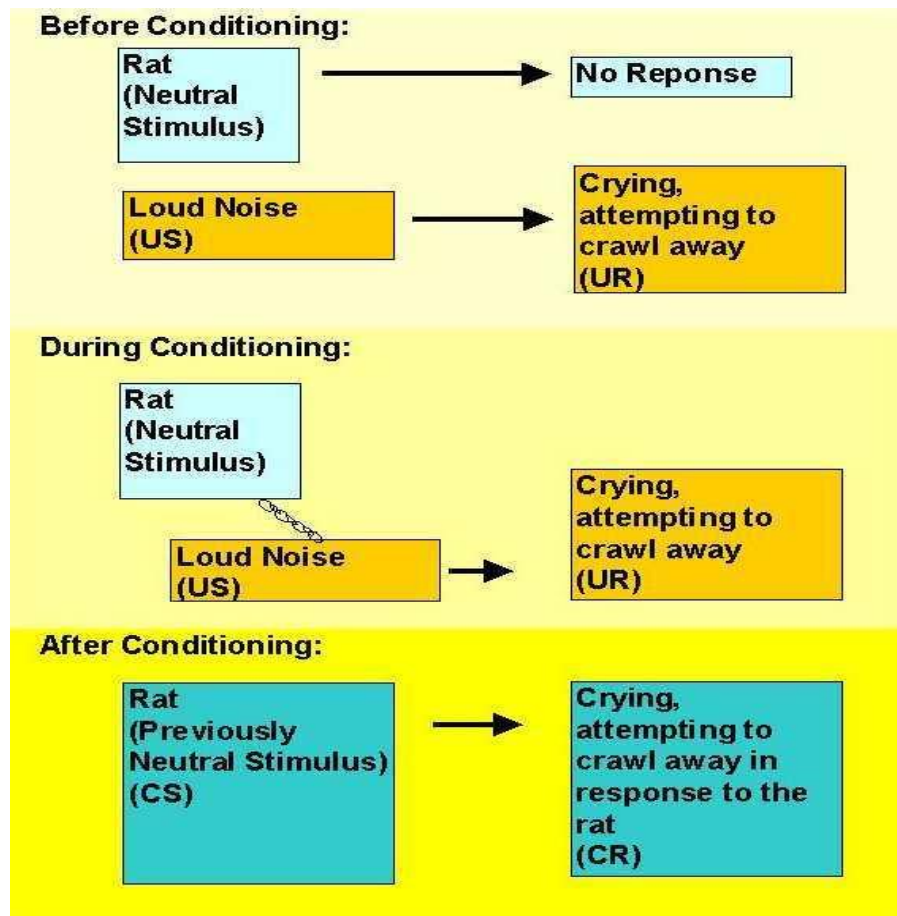
**BELL**  
**(CS)**

**SALIVATION**  
**(CR)**



**John.B.Watson: Second contributor of classical Conditioning:**

**Little Albert's Case: Learned Fear**



**Stages and Extensions of Classical Conditioning:**

- Acquisition
- Extinction
- Spontaneous recovery
- Stimulus generalization
- Stimulus discrimination
- Higher Order Conditioning

### **1). Acquisition:**

The stage when the stimulus in question generates a conditioned response; The stage of initial learning when responses are established and then gradually strengthened as a result of repeated pairing and presentation.

### **2). Extinction:**

The unlearning of the conditioned response by weakening it, leading to its disappearance; using the same principles as those for learning the response. The state when the conditioned stimulus i.e. bell, buzzer, gong etc does not accompany the unconditioned stimulus e.g. food. The response gradually diminishes, extinguishes, or declines, as the UCS repeatedly does not appear with the CS.

### **3). Spontaneous Recovery:**

Does the response disappear permanently, once extinction has taken place? Not always!

Pavlovian experiments showed that some days after extinction, the dog salivated again on hearing the bell/ buzzer.

### **4). Generalization:**

Stimuli similar to the original CS may elicit the same response as to the CS or UCS e.g. a buzzer responded to as a bell.

### **Example:**

1). Pavlovian experiments showed that the dogs also salivated on the tones that were similar to the original tone but were never used while presenting the food.

Such responses are not as strong as the original ones.

2). Consider the case of Albert's fear of all white- furry objects.

### **5). Discrimination:**

The process whereby the organism learns to restrict its response to one specific stimulus; differentiating between similar stimuli.

### **Example:**

1). Pavlov's dogs salivated only at the tones, which were similar in nature.

2). Consider the case of a child who is scared of the neighbor's dog alone (that barks everytime the child passes by), and not all dogs.

### **6). Higher Order Conditioning:**

A process when an already conditioned stimulus is repeatedly paired with a neutral stimulus, and ultimately the neutral stimulus begins to evoke the same response as to the original stimulus.

#### **Example:**

Consider the case of a child who was scared of the neighbor's dog, became scared of all dogs, and finally started screaming at the mere name of a dog.

#### **Applications of Classical Conditioning in Everyday Life:**

- ❖ **Negative emotional responses:** fears, phobias-----fear of reptiles, dark places, and school phobia.
- ❖ **Positive emotional responses:** Feelings of relaxation, and happiness----thinking of going on a holiday.
- ❖ **Advertising:** Associating model with the product.
- ❖ **Psychotherapy:** Systematic desensitization, aversive therapy.

#### **Classical Conditioning and the School Psychology:**

An overly strict school atmosphere may lead to school phobia, or test fear.

The same rule can be applied to develop a positive feeling for school by making the school environment pleasant.

### **OPERANT CONDITIONING**

**Operant conditioning** forms an association between a behavior and a consequence.

TYPE OF STIMULUS	BEHAVIOR RESPONSE CHANGE	
	<i>INCREASE FREQUENCY</i>	<i>DECREASE FREQUENCY</i>
<i>DESIRABLE, PLEASANT</i>	<i>Positive Reinforcement (add stimulus)</i>	<i>Negative Punishment (remove stimulus)</i>
<i>AVERSIVE, UNPLEASANT</i>	<i>Negative Reinforcement (remove stimulus)</i>	<i>Positive Punishment (add stimulus)</i>

### Four Possible Consequences:

There are four possible consequences of any behavior:

- ✚ Something Good can start or be presented
- ✚ Something Good can end or be taken away
- ✚ Something Bad can start or be presented
- ✚ Something Bad can end or be taken away

### Applying these terms to the Four Possible Consequences:

- Something Good can start or be presented: behavior increases = **Positive Reinforcement (R+)**.
- Something Good can end or be taken away: behavior decreases = **Negative Punishment (P-)**.
- Something Bad can start or be presented: behavior decreases = **Positive Punishment (P+)**.
- Something Bad can end or be taken away, so behavior increases = **Negative Reinforcement (R-)**.

**Reinforcement (R-).**

	Something is added to the environment or given to the dog	Something is taken from the environment or from the dog
Increases the likelihood of the behaviour being repeated	<b>Positive Reinforcement +R</b>	<b>Negative Reinforcement -R</b>
Decreases the likelihood of the behaviour being repeated	<b>Positive Punishment +P</b>	<b>Negative Punishment -P</b>

### **Burrhus Frederic Skinner:**

- American Psychologist and the founder of Operant Conditioning.

### **Consequences of Behavior; Reinforcement:**

Reinforcement is used for increasing the probability that the preceding behavior will be repeated through a stimulus. Also some consequences may deter the re occurrence of behavior.

### **Reinforcement can be in the form of:**

- Positive reinforcement
- Negative reinforcement

### **Other consequences may be:**

- Punishment
- No reinforcement

### **Reinforcer:**

- The stimulus that increases the probability of repetition or re occurrence of a behavior
- It can be material as well a non material in nature.

### **Positive Reinforcer/ Reward:**

It is a stimulus whose introduction brings about an increase in the preceding response.

### **Negative Reinforcer:**

- A stimulus whose removal reinforces and leads to a higher likelihood that the response bringing about this removal will be repeated: in simpler terms it means repeating a behavior in order to get rid of a negative stimulus

### **Punishment:**

Punishment is an unpleasant or painful stimulus whose introduction following a certain behavior decreases the likelihood that the behavior will occur again.

### **No reinforcement:**

This also deters or stops a behavior from being repeated.

### **Schedules of Reinforcement:**

The procedures involving specific frequency and timing of reinforcing a desired behavior

### **Continuous Versus Partial Schedules**

### **Continuous Schedule:**

Reinforcing the behavior every time it is repeated.

**Partial Schedule:**

The behavior is reinforced but not every time.

**PARTIAL SCHEDULES OF REINFORCEMENT CONSIDERING THE FREQUENCY OR NUMBER OF RESPONSES****Fixed Ratio Schedule:**

The organism is reinforced only after a specific number of responses is made e.g. salary after 7 days.

**Variable Ratio Schedule:**

The organism is reinforced after a varying number of responses is made (not a fixed number) e.g. surprise bonus.

**PARTIAL SCHEDULES OF REINFORCEMENT CONSIDERING THE PERIOD OR AMOUNT OF TIME****Fixed- Interval Schedule:**

The organism is reinforced after pre fixed time intervals e.g. giving students a candy every two days.

**Variable- Interval Schedule:**

The organism is reinforced after around an average time interval instead of fixed ones e.g. at times giving 2 candies after 6days, and one after two days.

**The most effective schedule of reinforcement is the variable-interval schedule.**

**Shaping**

- Successive approximations of a required/-desired response are reinforced until that response is fully learnt:
- In the beginning each and every success is reinforced with a reward, no matter how small the success.
- Once the desired response is learnt the reinforce immediately follows it, every time it happens.
- Once learnt the behavior, in many cases, the organism may not need reinforcement since many behaviors are self-reinforcing e.g. learning to play a musical instrument.

**Stages in Shaping:**

**Acquisition:** Initially the response rate following reinforcement may be slow but at one stage it increases to the maximum-----acquisition.

**Extinction:** If reinforcement is withheld the response rate decreases and finally no response is shown-----extinction.

**Behavior Modification:**

•A therapeutic/intervention strategy used for modifying behavior in such a manner that the frequency of desired behavior is increased up to the optimal level, and the frequency of undesired behavior is brought down to the minimum...or to extinction level.

**Token Economy/ Token System:**

- The person is rewarded with some form of a token every time a desired behavior is exhibited.
- The token can be play money/token or a chip representing money; it can be the silver or gold stars earned by the child; parents can give different colored paper tokens for good behavior.
- After a specific number of tokens have been earned, they can be exchanged for something desirable.

**Who is Operant Conditioning Most Effective with?**

- ❖ Children
- ❖ Animals
- ❖ Mentally handicapped

**Applications of Operant Conditioning in Real Life Situations:**

- Child rearing.
- Classroom management.
- Teaching of skills.
- Animal training.



**Chapter 07**  
**PERSONALITY**

**What do we mean when we say?**

- *She has got a gorgeous personality!*
- *He has a powerful personality!*
- *He has a dull personality!*
- *She has a vibrant personality!*

**In saying so, and while describing someone's personality, what are we referring to?**

- The looks of a person?
- The overall impression that one leaves on our mind?
- The way a person behaves with us?
- The way, as we feel, others treat a person?

**And what about when we say:**

- *He has a strong personality.*
- *She is a good decision maker.*
- *He has a strong will power.*
- *She is too sensitive.*
- *He is very aggressive.*

**Here while describing someone's personality, we are talking about:**

- *The feelings,*
- *Emotions,*
- *Cognitions, and*
- *Psychological make up of a person.*

**Definition of Personality:**

Personality can be defined and understood in a number of ways:

- *Personality is the sum total of characteristics on the basis of which people can be differentiated from each other.*

*OR*

- *Personality is the stability in a person's behavior across different situations.*

*OR*

- *Personality consists of characteristics that are relatively enduring, and that make us behave in a consistent and predictable way.*

### **The structure of personality consists of:**

- ✓ **Id**
- ✓ **Ego**
- ✓ **Super ego**

#### **Id**

The source of basic drives; operates under the 'pleasure principle' i.e., wants immediate gratification of needs.

#### **Ego**

Mediates the link of the self with the outside world, the 'real world', as well as between the id and superego; ego operates under the "reality principle" or the demands of the environment.

#### **Super Ego**

- Governed by the moral principle.
- Opposes the id and represents the moral
- Demands of the family and society; it is the 'moral self' or the 'conscience' of a person.

### **1. Psychodynamic Approach**

Approach that focuses upon the unconscious determinants of personality i.e., psychologists belonging to this approach believe that unconscious forces determine our personality.

### **Structure of Consciousness**

#### **Conscious**

Contains thoughts and feelings which one is immediately aware of

#### **Subconscious**

Mind level below the level of conscious awareness

## **Preconscious**

Part of the sub conscious that can be accessed by deliberate choice.

## **Unconscious**

It cannot be accessed directly, although impulses, ideas, and feelings may permeate out through other sources e.g. dreams, slips of tongue etc.

## **Defense Mechanism:**

### **i. Repression**

Blocking unpleasant/ unacceptable thoughts by pushing them into the unconscious e.g. forgetting events of the painful childhood.

### **ii. Regression**

Reverting back to a stage that was satisfying e.g. a boss showing temper tantrums like a child; or acting like a baby.

### **iii. Displacement**

Redirecting the expression of unwanted desires or impulses to a substitute rather than the actual target e.g. beating children when a wife cannot express anger toward husband

### **iv. Rationalization**

In order to justify one's behavior, one develops a socially acceptable explanation or reasoning e.g. going for a second marriage saying that the first wife was quarrelsome.

### **v. Denial**

Refusing to acknowledge or accept anxiety provoking thoughts or impulses e.g. being a heavy smoker but saying 'I am an occasional smoker'.

### **vi. Projection**

Attributing one's unwanted thoughts and impulses to others e.g. a person takes bribe and blames the organization for paying him not enough salary.

### **vii. Sublimation**

Converting unwanted impulses into socially approved thoughts, feelings and actions e.g. disliking the in-laws but behaving in a very friendly manner, or becoming a stamp collector to overcome the impulse to steal.

### **viii. Reaction Formation:**

Reaction formation is a kind of psychological defense mechanism in which emotions and impulses which are anxiety-producing or perceived to be unacceptable are mastered by exaggeration of the directly opposing tendency.

### **Social Interaction and Interpersonal Styles:**

The ways in which people interact with each other is important. There can be three consequences:

- ❖ Moving away from others: seeking self-sufficiency and independence.
- ❖ Moving toward others: being compliant and dependant.
- ❖ Moving against others: trying to gain control, power, and independence.

### **Humanistic approach to Personality**

- ✚ The humanistic approach stresses that people possess a basic goodness, and have a natural tendency to grow to higher levels of functioning.
- ✚ They have a conscious, self-motivated ability to change and improve.
- ✚ The basic goodness, and the natural tendency to grow, along with their unique creative impulses form the core of personality.

### **Carl Rogers**

- All people require be loving and respecting. This is a universal phenomenon that is reflected in their need for positive regard.

### **Unconditional positive regard**

Unconditional positive regard means an attitude of total acceptance and respect from another person without any conditions. No matter what you say or do, the person accepts it.

### **Self-actualization**

Self-actualization is a state of self-fulfillment in which people realize their optimal potential. Self-actualized people accept themselves the way they are in reality. This enables them to achieve happiness and a feeling of fulfillment.

## **Biological Approaches to Personality**

- Approaches that emphasize the significance of biological variables and inherited personality characteristics.
- These approaches propose that important components that constitute our personality are inherited or genetically determined e.g. temperament.

### **Temperament**

- Temperament is one of the main ingredients of personality.
- Temperament is the basic, innate disposition that emerges early in life.
- Even very young infants show signs of different dispositions e.g. some smile, some frown even when otherwise at ease, some are irritable, some calm, some shy, and some restless.

## **Assessment of Personality**

1. Interview
2. Observation and behavioral assessment
3. Psychological tests
4. Self-report measures
5. Projective test

## **Personality Disorders**

### **Cluster A**

#### **1- Paranoid Personality**

Paranoid personality disorder is characterized by the tendency to be inappropriately suspicious of other people's motives and behaviors. Paranoid people do not trust anyone, they have trouble maintaining relationships with friends and family members.

#### **2- Schizoid Personality**

Schizoid personality disorder is defined in terms of a pervasive pattern of indifference to other people, coupled with a diminished range of emotional experience and expression. These people are loners; they prefer social isolation to interactions with friends or family.

### **3- Schizotypal Personality**

Schizotypal personality disorder centers on peculiar patterns of behavior. People with this disorder may report bizarre fantasies and unusual perceptual experiences.

According to DSM-V, these disorders of cluster A are characterized by dramatic, emotional, or erratic behavior, and all are associated with marked difficulty in sustaining interpersonal relationships.

### **Cluster B**

#### **4- Antisocial Personality**

Antisocial personality disorder is defined in terms of a persistent pattern of irresponsible and antisocial behavior that indicates a pervasive pattern of disregard for, and violation of, the rights of others.

#### **5- Borderline Personality**

Borderline personality disorder is a diffuse category whose essential feature is a pervasive pattern of instability in mood and interpersonal relationships. People with this disorder find it very difficult to be alone.

They form intense, unstable relationships with other people and are often seen by others as being manipulative.

#### **6- Histrionic Personality**

Histrionic personality disorder is characterized by a pervasive pattern of excessive emotionality and attention seeking behavior. People with this disorder thrive on being the center of attention and they want the spotlight on them at all times. They are self-centered, demanding, and they constantly seek approval from others.

#### **7- Narcissistic Personality**

The essential feature of narcissistic personality disorder is a pervasive pattern of grandiosity, need for admiration, and inability to empathize with other people. Narcissistic people have a greatly exaggerated sense of their own importance. They are preoccupied with their own achievements and abilities.

## **Cluster C**

### **8- Avoidant Personality**

Avoidant personality disorder is characterized by a pervasive pattern of social discomfort, fear of negative evaluation, and timidity. People with this disorder tend to be socially isolated when outside their own family circles because they are afraid of criticism.

### **9-Dependent Personality**

The essential feature of dependent personality disorder is a pervasive pattern of submissive and clinging behavior. People with this disorder are afraid of separating from other people on whom they are dependent for advice and reassurance. Often unable to make everyday decisions on their own, they feel anxious and helpless when they are alone.

### **10- Obsessive–Compulsive Personality Disorder (OCPD)**

Obsessive–compulsive personality disorder (OCPD) is defined by a pervasive pattern of orderliness, perfectionism, and mental and interpersonal control, at the expense of flexibility, openness, and efficiency. People with this disorder set ambitious standards for their own performance that frequently are so high as to be unattainable.

## **Chapter 08**

### **Stress**

#### **Experiencing Stress in our Lives**

When you hear people say they are “under a lot of stress, you have some idea of what they mean. Usually the statement means they feel unable to deal with the demands of their environment, and they feel tense and uncomfortable. You understand the meaning because you have had similar experiences, which you labeled stress

#### **Definition of Stress:**

Stress is “the physiological response to actions or events that place excessive psychological or physical demands on a person.” It is a condition or feeling experienced when a person perceives that demands exceed his ability or resources to handle them. When you are stressed, it may result in any or all of the following:



1. Decrease in communication.
2. Decrease in motivation.
3. Decrease in performance since your performance is a function of your ability times your motivation.

### **OR**

“the condition in which person—environment transactions lead to a perceived discrepancy between the physical or psychological demands of a situation and the resources of the individual’s biological, psychological, or social systems”

#### **Components Of Stress:**

The condition of stress has two components:

-  Physical, involving direct material or bodily challenge.
-  Psychological, involving how individuals perceive circumstances in their lives.

#### **These components can be examined in three approaches:**

1). **One approach** focuses physically or psychologically challenging events or circumstances are called stressors including:

- ❖ Catastrophic events such as earthquakes.



- ❖ Major life events, such as the loss of a loved one or a job.
- ❖ Chronic circumstances, such as living with severe pain from arthritis.

2). The **second approach** that the person's psychological and physiological response to a stressor is called **strain**.

Psychological responses involve behavior, thought patterns, and emotions, as when you feel nervous during presentation. Physiological responses involve heightened bodily arousal—your heart pounds, your mouth goes dry, your stomach feels tight, and you perspire.

3). The **third approach** describes stress as a process that includes stressors and strains, but adds an important dimension: the relationship between the person and the environment. This process involves continuous interactions and adjustments—called transactions—with the person and environment each affecting and being affected by the other. One person who is stuck in traffic and late for an important appointment keeps looking at his watch, honking his horn, and getting angrier by the minute; another person in the same circumstances stays calm, turns on the radio, and listens to music.

## **SOURCES OF STRESS**

- **Environmental Stress**
- **Social Stress**
- **Organizational Stress**
- **Physiological Stress**
- **Psychological Stress**
- **Significant Event Stress**

## **ENVIRONMENTAL STRESS**

The first source of stress, strain and hassle in your life, can be that of environmental stress. This type of stress relates to those aspects of your environment and surroundings that are causing you stress. For example, living next to a noisy, busy street may result in you exhibiting stress symptoms and stress effects.

## **SOCIAL STRESS**

A second major source of stress is called social stress. This relates to the stress involved in interacting, socializing and communicating with other human beings. It revolves around your

relationship with other people. Some of these social interactions and relationships can be very stressful and tension filled experiences in your life. Others can be enjoyable and positive types of social stress and social interaction.

### **ORGANIZATIONAL STRESS**

All of us engage with, belong to and are often employed by an organization. This can result in organizational stress. Since organizations of all types play an important role in our lives. Most often this source of stress is associated with work stress and job stress. It often involves the demands and pressures placed upon you by the organization, business or group for which you work. However, it also involves any organization with which you interact including the local government organizations, clubs, associations and more.

### **PHYSIOLOGICAL STRESS**

A fourth source of stress is physiological stress. This relates to how your physiology, your body reacts and responds to stressful situations. It is often discussed as physical stress and in relation to the physical stress symptoms you exhibit. For example, take a moment and think of a time when you have felt fearfulness, nervousness. Now remember some of your bodily reactions to that stressful situation. These responses by your body are aspects of your physiological response to stress.

### **PSYCHOLOGICAL STRESS**

This fifth source of stress is psychological stress and involves the power of your own mind in how you think, rationalize and make meaning of your stress, hassles and worries. It is about how your brain, your psyche, your mind thinks about the stress in your life. It is often spoken of as emotional stress or mental stress and involves powerful feelings and emotions.

### **SIGNIFICANT EVENTS STRESS**

This sixth and final source of stress revolves around significant events in your life. It is often known as significant events stress. Now not all stress is bad and there are significant events that may occur in your life that result in positive stress. Examples of this could be your high school graduation, wedding or winning a sporting event.

## **HOW STRESS AFFECTS HEALTH**

The causal sequence between stress and illness can involve either of two routes:

- (1) A direct route, resulting from the changes stress produces in the body's physiology.
- (2) An indirect route, affecting health through the person's behavior.

### **Stress, Behavior and Illness**

Stress can affect behavior, which, in turn, can lead to illness or worsen an existing condition.

Behavioral changes during stressful times often make conditions for all family members

- ❖ Less healthful
  - ❖ With haphazard meals
  - ❖ Less regular bedtimes
  - ❖ Delays in getting medical attention
  - ❖ Failures to follow physician's recommendations
  - ❖ Increase their chances of becoming ill or injured.
  - ❖ They consume more alcohol, cigarettes, and coffee than people who experience less stress.
- Consumption of these substances has been associated with the development of various illnesses.

### **Stress, Physiology and Illness**

Stress produces many physiological changes in the body that can affect health, especially when stress is chronic and severe the degree of reactivity people show in their cardiovascular, endocrine, and immune systems when stressed.

- ✓ Cardiovascular System Reactivity and Illness
- ✓ Endocrine System Reactivity and Illness
- ✓ Immune System Reactivity and Illness

### **Psychoneuroimmunology**

We have seen earlier that psychological and biological systems are interrelated— as one system changes, the others are often affected. The recognition of this interdependence and its connection to health and illness led researchers to form a new field of study called psychoneuroimmunology.

## **Coping With Stress**

Individuals of all ages experience stress and try to deal with it. During childhood years, people learn ways to manage feelings of stress that arise from the many fearful situations they experience.

### **Definition of Coping:**

“Coping is the process by which people try to manage the perceived discrepancy between the demands and resources they appraise in a stressful situation.”

### **Functions of Coping:**

Coping can serve two main functions.

- ❖ It can alter the problem causing the stress.
- ❖ It can regulate the emotional response to the problem.

**Emotion-focused coping** is aimed at controlling the emotional response to the stressful situation.

People can regulate their emotional responses through **behavioral** and **cognitive** approaches. Examples of behavioral approaches include seeking emotional social support from friends or relatives, and engaging in activities, such as sports or watching TV, that distract one’s attention from the problem.

Cognitive approaches involve how people think about the stressful situation. In one cognitive approach, people change the meaning of the situation—for example, by deciding, “There are worse things in life than having to change jobs, and another cognitive approach involves denying unpleasant facts.

**Problem-focused coping** is aimed at reducing the demands of the stressful situation or expanding the resources to deal with it. Everyday life provides many examples of problem-focused coping, including quitting a stressful job, negotiating an extension for paying some bills, devising a new schedule for studying (and sticking to it), choosing a different career to pursue, seeking medical or psychological treatment, and learning new skills. People tend to use problem-focused approaches when they believe their resources or the demands of the situation are changeable. For example, care-givers of terminally ill patients use problem-focused coping more in the months prior to the death than during bereavement.

## **Ways of Coping with Stressful Situations:**

- 1). **Planful problem-solving** (problem-focused): analyzing the situation to arrive at solutions and then taking direct action to correct the problem. For instance, Roy, a hospital patient who needs to choose a specialist for a serious illness, might seek and study information about different specialists before choosing.
- 2). **Confrontive coping** (problem-focused): taking assertive action, often involving anger or risk-taking, to change the situation. For example, if Roy's medical insurance balks at paying for a desired treatment, he might stand his ground and fight for payment.
- 3). **Seeking social support** (can be problem-or emotion-focused): trying to acquire informational or emotional-support. For instance, Roy might ask friends and nurses about different specialists (informational support with a problem-focused function) and describe his worries to get comfort and encouragement from people he loves (emotion-focused function).
- 4). **Distancing** (emotion-focused): making cognitive efforts to detach oneself from the situation or create a positive outlook. As an example, Roy might try not to think about the health-related problems he's facing or try to make light of them.
- 5). **Escape-avoidance** (emotion-focused): thinking wishfully about the situation or taking action to escape or avoid it. For instance, Roy might engage in fantasies of miracles or other external happenings that would make his problems go away, or he might try to avoid dealing with the problems by sleeping or using alcohol a lot.
- 6). **Self-control** (emotion-focused): attempting to modulate one's own feelings or actions in relation to the problem. Roy might hide his feelings to prevent emotional interactions with others or slow down the pace of decision making to prevent impulsive choices.
- 7). **Accepting responsibility** (emotion-focused): acknowledging one's own role in the problem while also trying to put things right. For example, Roy might lecture himself for not having gotten medical attention sooner and promise to respond to symptoms more promptly in the future.
- 8). **Positive reappraisal** (emotion-focused): trying to create a positive meaning from the situation in terms of personal growth, sometimes with a religious tone. For instance, Roy might become a better or stronger person from the experience or feel that he has developed a stronger faith.

**9). Cognitive redefinition** is a strategy whereby people try to put a good face on a bad situation, such as by noting that things could be worse, making comparisons with individuals who are less well off, or seeing something good growing out of the problem.

People who want to redefine a stressful situation can generally find a way to do it since there is almost always some aspect of one's life that can be viewed positively. Optimistic individuals are more likely than pessimists to use problem-focused methods and to redefine their situation in a positive way.

## **CHAPTER 9**

### **PSYCHOPATHOLOGY**

#### **Anxiety Disorders**

Anxiety Disorders include disorders that share features of excessive fear and anxiety and related behavioral disturbances. **Fear** is the emotional response to real or perceived imminent (pending) threat, whereas anxiety is anticipation (expectation) of future threat. Obviously, these two states overlap, but they also differ, with fear more often associated with flows of autonomic arousal necessary for fight or flight, thoughts of immediate danger, and escape behaviors, and anxiety more often associated with muscle tension and awareness in preparation for future danger and cautious or avoidant behaviors. Sometimes the level of fear or anxiety is reduced by pervasive avoidance behaviors. **Panic attacks** feature prominently within the anxiety disorders as a particular type of fear response.

#### **1. Separation Anxiety Disorder**

The individual with separation anxiety disorder is fearful or anxious about separation from attachment figures to a degree that is developmentally inappropriate. There is persistent fear or anxiety about harm coming to attachment figures and events that could lead to loss of or separation from attachment figures and reluctance to go away from attachment figures, as well as nightmares and physical symptoms of distress. Although the symptoms often develop in childhood, they can be expressed throughout adulthood as well.

#### **Symptoms/Diagnostic Criteria:**

- ❖ Persistent and excessive worry about losing major attachment figures or about possible harm to them, such as illness, injury, disasters, or death.
- ❖ Persistent and excessive worry about experiencing an untoward event (e.g., getting lost, being kidnapped, having an accident, becoming ill) that causes separation from a major attachment figure.
- ❖ Persistent reluctance or refusal to go out, away from home, to school, to work, or elsewhere because of fear of separation.

- ❖ Repeated nightmares involving the theme of separation.
- ❖ Repeated complaints of physical symptoms (e.g., headaches, stomachaches, nausea, vomiting) when separation from major attachment figures occurs or is anticipated.

## **2. Selective Mutism**

Selective mutism is characterized by a consistent failure to speak in social situations in which there is an expectation to speak (e.g., school) even though the individual speaks in other situations. The failure to speak has significant consequences on achievement in academic or occupational settings or otherwise interferes with normal social communication.

## **3. Specified Phobias:**

Individuals with specific phobia are fearful or anxious about or avoidant of circumscribed objects or situations. A specific cognitive ideation is not featured in this disorder, as it is in other anxiety disorders. The fear, anxiety, or avoidance is almost always immediately induced by the phobic situation. There are various types of specific phobias: animal; natural environment; blood-injection-injury; situational and other situations.

## **4. Social Anxiety Disorder (Social Phobia)**

In social anxiety disorder (social phobia), the individual is fearful or anxious about or avoidant of social interactions and situations that involve the possibility of being investigated, or examined. These include social interactions such as meeting unfamiliar people, situations in which the individual may be observed eating or drinking, and situations in which the individual performs in front of others. The cognitive ideation is of being negatively evaluated by others, by being embarrassed, humiliated, or rejected, or offending (antisocial) others.

## **5. Panic Disorder:**

In panic disorder, the individual experiences recurrent unexpected panic attacks and is persistently concerned or worried about having more panic attacks or changes his or her behavior in maladaptive ways because of the panic attacks (e.g., avoidance of exercise or of unfamiliar locations). Panic attacks are abrupt surges (flows) of intense fear or intense discomfort that reach a peak within minutes, accompanied by physical and/or cognitive symptoms.



Limited-symptom panic attacks include fewer than four symptoms. Panic attacks may be *expected*, such as in response to a typically feared object or situation, or *unexpected*, meaning that the panic attack occurs for no apparent reason. Panic attacks function as a marker and prognostic factor for severity of diagnosis, course, and comorbidity across a display of disorders, including, but not limited to, the anxiety disorders (e.g., substance use, depressive and psychotic disorders). Panic attack may therefore be used as a descriptive specified for any anxiety disorder as well as other mental disorders.

**Symptoms/Diagnostic Criteria:**

- 1. Palpitations, pounding heart, or accelerated heart rate.**
- 2. Sweating.**
- 3. Trembling or shaking.**
- 4. Sensations of shortness of breath or smothering.**
- 5. Feelings of choking.**
- 6. Chest pain or discomfort.**
- 7. Nausea or abdominal distress.**
- 8. Feeling dizzy, unsteady, light-headed, or faint.**
- 9. Chills or heat sensations.**
- 10. Numbness or tingling sensations.**
- 11. Derealization (feelings of unreality) or depersonalization (being detached from oneself).**
- 12. Fear of losing control or “going crazy.”**
- 13. Fear of dying.**

**6. Agoraphobia:**

Individuals with agoraphobia are fearful and anxious about two or more of the following situations: using public transportation; being in open spaces; being in enclosed places; standing in line or being in a crowd; or being outside of the home alone in other situations. The individual fears these situations because of thoughts that escape might be difficult or help might not be available in the event of developing panic-like symptoms or other incapacitating

or embarrassing symptoms. These situations almost always induce fear or anxiety and are often avoided and require the presence of a companion.

### **Diagnostic Criteria**

- 1. Using public transportation (e.g., automobiles, buses, trains, ships, planes).**
- 2. Being in open spaces (e.g., parking lots, marketplaces, bridges).**
- 3. Being in enclosed places (e.g., shops, theaters, cinemas).**
- 4. Standing in line or being in a crowd.**
- 5. Being outside of the home alone.**

### **7. Generalized Anxiety Disorder:**

The key features of generalized anxiety disorder are persistent and excessive anxiety and worry about various domains, including work and school performance that the individual finds difficult to control. In addition, the individual experiences physical symptoms, including restlessness or feeling keyed up or on edge; being easily fatigued; difficulty concentrating or mind going blank; irritability; muscle tension; and sleep disturbance.

### **Diagnostic Criteria**

- 1. Restlessness or feeling keyed up or on edge.**
- 2. Being easily fatigued.**
- 3. Difficulty concentrating or mind going blank.**
- 4. Irritability.**
- 5. Muscle tension.**
- 6. Sleep disturbance (difficulty falling or staying asleep, or restless, unsatisfying sleep).**

## **Schizophrenia**

Schizophrenia spectrum and other psychotic disorders include schizophrenia, other psychotic disorders, and schizotypal (personality) disorder. They are defined by abnormalities in one or more of the following five domains: delusions, hallucinations, disorganized thinking

(speech), grossly disorganized or abnormal motor behavior (including catatonia), and negative symptoms.

## **Delusions**

*Delusions* are fixed beliefs that are not agreeable to change in light of conflicting evidence. Their content may include a variety of themes (e.g., persecutory, referential, somatic, religious, grandiose).

1. **Persecutory delusions** (i.e., belief that one is going to be harmed, harassed, and so forth by an individual, organization, or other group) are most common.
2. **Referential delusions** (i.e., belief that certain gestures, comments, environmental cues, and so forth are directed at oneself) are also common.
3. **Grandiose delusions** (i.e., when an individual believes that he or she has exceptional abilities, wealth, or fame).
4. **Erotomanie delusions** (i.e., when an individual believes falsely that another person is in love with him or her) are also seen.
5. **Nihilistic delusions** involve the conviction that a major disaster will occur.
6. **Somatic delusions** focus on obsessions regarding health and organ function.
7. **Thought Withdrawal** Delusions that express a loss of control over mind or body are generally considered to be strange; these include the belief that one's thoughts have been "removed" by some outside force.
8. **Thought Insertion**, that alien thoughts have been put into one's mind.
9. **Delusions Of Control** that one's body or actions are being acted on or manipulated by some outside force

## **Hallucinations**

*Hallucinations* are perception-like experiences that occur without an external stimulus. They are vivid and clear, with the full force and impact of normal perceptions, and not under voluntary control. They may occur in any sensory modality, but auditory hallucinations are the most common in schizophrenia and related disorders. Auditory hallucinations are usually experienced as voices, whether familiar or unfamiliar, that are perceived as different from the individual's own thoughts.

## **Disorganized Thinking (Speech)**

*Disorganized thinking (formal thought disorder)* is typically inferred from the individual's speech. The individual may switch from one topic to another (*derailment or loose associations*). Answers to questions may be indirectly related or completely unrelated (*tangentiality*).

## **Grossly Disorganized or Abnormal Motor Behavior (including Catatonia)**

**Grossly disorganized or abnormal motor behavior** may manifest itself in a variety of ways, ranging from childlike "silliness" to unpredictable agitation. Problems may be noted in any form of goal directed behavior, leading to difficulties in performing activities of daily living.

**Catatonic behavior** is a marked decrease in reactivity to the environment. This ranges from resistance to instructions (*negativism*); to maintaining a rigid, inappropriate or bizarre posture; to a complete lack of verbal and motor responses (*mutism* and *stupor*). It can also include purposeless and excessive motor activity without obvious cause (*catatonic excitement*). Other features are repeated stereotyped movements, staring, grimacing, mutism, and the echoing of speech.

## **Negative Symptoms**

*Negative symptoms* account for a substantial portion of the morbidity associated with schizophrenia but are less prominent in other psychotic disorders.

### **Negative symptoms are particularly prominent in schizophrenia:**

- Diminished emotional expression
  - Avolition.
  - Alogia
  - Anhedonia
  - Asociality.
- i. **Diminished emotional expression** includes reductions in the expression of emotions in the face, eye contact, intonation of speech (prosody), and movements of the hand, head, and face that normally give an emotional emphasis to speech.

- ii. **Avolition** is a decrease in motivated self-initiated purposeful activities. The individual may sit for long periods of time and show little interest in participating in work or social activities. Other negative symptoms include
- iii. **Alogia** is manifested by diminished speech output. *Anhedonia* is the decreased ability to experience pleasure from positive stimuli or a degradation in the recollection of pleasure previously experienced.
- iv. **Asociality** refers to the apparent lack of interest in social interactions and may be associated with avolition, but it can also be a manifestation of limited opportunities for social interactions.

### **Major Depressive Episode**

#### **Symptoms:**

- ❖ Depressed mood most of the day, nearly every day, as indicated by either subjective report (e.g., feels sad, empty, or hopeless) or observation made by others (e.g., appears tearful).
- ❖ Markedly diminished interest or pleasure in all, or almost all, activities most of the day, nearly every day.
- ❖ Significant weight loss when not dieting or weight gain (e.g., a change of more than 5% of body weight in a month), or decrease or increase in appetite nearly every day.
- ❖ Insomnia or hypersomnia nearly every day.
- ❖ Psychomotor agitation or retardation nearly every day (observable by others; not merely subjective feelings of restlessness or being slowed down).
- ❖ Fatigue or loss of energy nearly every day.
- ❖ Feelings of worthlessness or excessive or inappropriate guilt (which may be delusional) nearly every day (not merely self-reproach or guilt about being sick).
- ❖ Diminished ability to think or concentrate, or unable to focus, nearly every day (either by subjective account or as observed by others).
- ❖ Recurrent thoughts of death (not just fear of dying), recurrent suicidal ideation without a specific plan, or a suicide attempt or a specific plan for committing suicide.

## **Manic Episode**

### **Symptoms:**

- Inflated self-esteem or grandiosity.
- Decreased need for sleep (e.g., feels rested after only 3 hours of sleep).
- More talkative than usual or pressure to keep talking.
- Flight of ideas or subjective experience that thoughts are racing.
- Distractibility (i.e., attention too easily drawn to unimportant or irrelevant external stimuli), as reported or observed.
- Increase in goal-directed activity (either socially, at work or school, or sexually) or psychomotor agitation (i.e., purposeless non-goal-directed activity).
- Excessive involvement in activities that have a high potential for painful consequences (e.g., engaging in uncontrolled foolish business investments).

## Chapter 10

### Positive Aspects of life

#### POSITIVE EMOTIONS

##### Defining Emotional Terms

**Affect:** Affect is a person's immediate, physiological response to a stimulus, and it is typically based on an underlying sense of arousal. Affect involves the appraisal of an event as painful or pleasurable-that is, its *valence*-and the experience of automatic arousal.

**Emotion:** Emotion is considered as awareness of pleasurable or painful experiences and associated autonomic arousal. An emotion has a specific and "sharpened" quality, as it always has an object, and it is associated with progress in goal pursuit.

**Happiness:** Happiness is a positive emotional state that is subjectively defined by each person.

**Subjective Well-being:** Subjective well-being involves the subjective evaluation of one's current status in the world. More specifically, Diener defines subjective well-being as a combination of positive affect (in the absence of negative affect) and general life satisfaction (i.e., subjective appreciation of life's rewards).

##### Distinguishing the Positive & the Negative

David Watson (1988) of the University of Iowa conducted research on the approach-oriented motivations of pleasurable affects and also carried out rigorous studies of *both* negative and positive affects. To facilitate their research on the two dimensions of emotional experience, Watson and his collaborator Lee Anna Clark (1994) developed and validated the Expanded Form of the Positive and Negative Affect Schedule (PANAS-X), which has become a commonly used measure in this area. This 20-item scale has been used in hundreds of studies to quantify two dimensions of affect: **valence** and **content**. More specifically, the PANAS-X taps both "negative"

(unpleasant) and “positive” (pleasant) valence. The content of negative affective states can be described best as general distress, whereas positive affect includes joviality, self-assurance, and attentiveness. Although negative and positive affects once were thought to be polar opposites, Bradburn (1969) demonstrated that unpleasant and pleasant affects are independent and have different correlates.

**The Positive and Negative Affect Schedule:** The scale consists of a number of words that describe different feelings and emotions. They used 5-point Likert scale for scoring following positive and negative feelings and emotions: *Positive emotions* include Interested, excited, strong, inspired, determined, attentive, active, etc. *Negative emotions* include Distressed, irritable, nervous, afraid, jittery, ashamed, scared, guilty, upset, etc.

### **Positive Emotions: Expanding the Repertoire of Pleasure (Isen, 1987)**

Alice Isen is a pioneer in the examination of positive emotions. Dr. Isen found that, when experiencing mild positive emotions, we are more likely

1. To help other people.
2. To be flexible in our thinking
3. To come up with solutions to our problems.

### **Positive Affect and altruism**

In classic research, Isen performed an experimental manipulation in which the research participants either did or did not find coins (placed there by the researcher) in the change slot of a public pay phone. Compared to those who did not find a coin, those who did were more likely to help another person carry a load of books or to help pick up another’s dropped papers. Therefore, the finding of a coin and the associated positive emotion made people behave more altruistically.



## **Positive Affect and Problem-Solving**

Feeling positive emotion also can help in seeing problem-solving options and finding cues for good decision making.

## **HAPPINESS & SUBJECTIVE WELL-BEING**

Diener described subjective well-being as *an increase in happiness is the closest thing psychology has to a “general tonic” for “greater well-being”*.

## **Need/ Goal Satisfaction Theory**

In regard to need/goal satisfaction theories, the leaders of particular schools of psychotherapy proffered these ideas about happiness. For example, psychoanalytic and humanistic theorists (Sigmund Freud and Abraham Maslow, respectively) suggested that the reduction of tension or the satisfaction of needs lead to happiness. “Happiness as satisfaction” makes happiness a target of our psychological pursuits.

## **The Satisfaction with Life Scale: Diener et al. (1985)**

Diener uses the term *subjective well-being* as a synonym for *ppiness*. (The satisfaction component often is measured with the Satisfaction with Life scale). Seligman divides happiness into three types:

### **1. The Pleasant Life: Pleasure & Positive Emotion**

Seligman describes the pleasant life as *having as many pleasures as possible and learning the skills to amplify them*.

### **2. The Good Life: Flow & Engagement**

The second type of happiness by Seligman is *The Good Life* that includes *pleasure vs flow, Identify Signature Strengths*.

### **3. Meaningful Life: Meaning & Purpose**

The third type is *Meaningful Life* that focuses on the aims of life and *Knowing your signature strengths and use in the service of something larger than you.*

#### **OPTIMISM**

##### **What is Optimism?**

- “Expect Good ... and nothing can be achieved without belief and hope” (**Prophet Mohammed**)
- “...and in God should the believers put their trust.” (**Al-Quran 3:122**)
- “Learn from yesterday, live for today, **hope** for tomorrow. The important thing is not to stop questioning.” (Quid-e-Azam)

#### **FORGIVENESS**

##### **Defining Forgiveness**

Scholars have differed in their definitions of forgiveness from the most liberal and inclusive to relatively more circumscribe.

##### **Thompson et al. (2005):**

“Forgiveness is a freeing from a negative attachment to the source that has transgressed against a person”.

##### **McCullough (2000):**

Forgiveness reflects increases in prosocial motivation toward another such that there is:

1. Less desire to avoid the transgressing person and to harm or seek revenge toward that individual.
2. Increased desire to act positively toward the transgressing person.

##### **Forgiveness in Islam**

As human beings we are responsible, but we do also make mistakes and we are constantly in need of forgiveness. Islam speaks about two aspects of forgiveness:

a) Allah's forgiveness

b) Human forgiveness.

We need both, because we do wrong in our relations to Allah as well as in our relations to each other. Allah subhanahu wa ta'ala is the most Forgiving. There are many names of Allah given in the Qur'an. Some of these names are related to His mercy and forgiveness. Let us mention some of these names: AlGhafoor: Al-Afuw: al-Tawwab: al-Haleem: al-Rahman and al-Rahim.