

PART – II

DYNAMICS OF PERSONALITY

CHAPTER – 6

INTRODUCTION TO PERSONALITY

INTRODUCTION

Personality is a term in psychology, and it is used by most of us. Generally, we say that a person has a good personality or a poor personality. By ‘good’ personality, we mean that the person is good-looking, handsome or possesses qualities like being optimistic, sociable, honest or friendly. By ‘poor’ personality, we mean that the person is physically unimpressive or possesses qualities that are undesirable.

The term *personality* is derived from the word ‘persona’, meaning ‘mask’. In ancient times, the Roman and Greek actors used to wear masks to indicate to the audience whether they played the villain’s or the hero’s role in a drama. Thus, the ‘mask’ gave the actor his characteristic features. It distinguished him from the rest of the actors. It gave him uniqueness. Personality is something that enables a person to stand out as distinct from others.

MEANING AND DEFINITION OF PERSONALITY

Personality is something that is unique and specific to every individual. Everyone of us has specific characteristics for making adjustments. However, the uniqueness of an individual’s personality does not mean that he has nothing to share with others in terms of traits and characteristics of personality. While interacting with the environment, the actions of other persons have an impact on the individual’s total behaviour.

Watson (1930), the father of behaviorism, on the basis of his behavioural studies concluded that "personality is the sum of activities that can be discovered by actual observation over a long enough period of time to give reliable information." Morton Prince (1929) tried to give personality a broader base by accepting the role of both the environmental and hereditary factors in constituting what is termed as personality. In his words, "Personality is the sum total of all the biologically innate dispositions, impulses, tendencies, instincts of the individual and the disposition and tendencies acquired by experience." Personality may be defined as the organization of all the physical, mental and social qualities in an individual who manifests these qualities in a particular way, while interacting with the environment. Thus, personality includes in it, the organization of various dimension of an individual like that of his attitudes, interests, intelligence and capacities, which emerge out of the individual's interaction with the environment, including the social environment.

MAJOR DETERMINANTS OF PERSONALITY

Man is the by-product of a complex system of variables, which constantly interact with personality and shape it. There are some important determinants which influence personality more than other factors. Genetic factors are basics that determine the personality development of an individual. Physiological determinants such as ductless glands, nervous system, emotion and motivation, all play an important role in the development of an individual's personality. Then, there are a number of psychological factors, social and cultural factors which help in moulding personality.

GENETIC DETERMINANTS

Heredity is of two types. The first is biological heredity, through which the child inherits its characteristics from its forefathers in the form of chromosomes. The second is social heredity, which takes into account all that one generation gets from preceding generations in the form of social traditions, customs and skills,etc. Each generation transmits the acquired skills and knowledge to the succeeding generation.

SOCIAL DETERMINANTS

Environmental influences begin from the time of conception of the child in the womb of the mother. The mother's mental, physical and emotional conditions influence the development of the foetus in the womb. The influence of the external environment starts from the time of birth of the child. The physical and geographical conditions of the environment play an important role in shaping the personality of human beings. Social environment of home greatly influences personality development.

The role of home

The home plays the most important role in shaping the personality pattern of an individual in early infancy. The first environment that the child moves in, is home, where the child comes in contact with parents and other members of the family. There are several empirical evidences which support that childhood experiences are decisive determinants of personality in later life. The type of training and early childhood experiences plays an important role in the development of personality.

Economic factor influences the development of personality. Poverty of parents and lack of money to fulfill the legitimate needs of children lead to certain kind of frustrations.

Besides the above, the factors at home that influence personality are as follows:

1. **Parental attitude towards their children:** Parental rejection and children left in the care of the servants lead to distorted personality development. Broken homes, separated or divorced parents, alcoholic parents, quarrelsome parents, and so on decisively affect the personality make-up of children.
2. **Over – ambitious parents:** Over-ambitious parents what their children to achieve something which is beyond their capacities. The result will be failure, loss of self-respect, feeling of guilt and shame.
3. **Parental preferences on the sex of the child:** Most parents have strong preference for boys in our country. This results in pampering of male children and neglect of female children, which is highly unhealthy for the optimum personality development of children.
4. **Step-parents :** Loss of any one or both parents, children under the care of step-parents, children living in orphanage, and so on are mainly responsible for the stunted growth and personality make-up of children.
5. **Number of children in the family:** Only child as well as over-crowded homes will have different kinds of undesirable impact on the development of personality of children.

6. **Educational and socio-economic status of parents:** Educational and social-economic status of parents does have a telling effect upon the personality development of children.
7. **Other factors at home:** Child-rearing practices such as breast-feeding versus bottle-feeding; early versus late weaning, severe versus permissive toilet training, authoritarian versus democratic way of treatment at home have a lot to do in shaping and developing the personality of children.

The role of school

The school plays an important role in moulding the personality of children, because a significant part of a child's life is spent in school between the ages of 6 and 20. Here, children continue the process of liking and disliking, conforming and rebelling, acquiring the concept of the world and themselves. A child's personality is already shaped at home, before he comes to school. At school, the teacher substitutes the parents. The school poses new problems to be solved, new taboos to be accepted into the superego and new models for imitation and identification, all of which contribute their share in moulding personality.

The role of a teacher

The teacher is an important constituent in the instruction process, and plays a very important role in shaping the personality of students. The way he teaches and handles the students has an effect on the future personality of students. The way he teaches and carries out his role in the class affects the emotional climate in the classroom. An authoritarian teacher establishes an autocratic climate, and a democratic teacher creates a different kind of

climate. These differences in the attitude of teachers imply differences in the number of frustrations imposed upon the students and in the kind of personality development encouraged.

The primary attitude of a good teacher is the ability to create a warm, friendly atmosphere in the classroom. Teaching should be geared to the needs of children. The teacher must have a positive attitude towards teaching. He must have a sympathetic attitude towards deviant children. The teacher must try to locate the causes of antisocial behavior and help the children to improve their personality.

CULTURE DETERMINANTS

Culture differences in living habits like mode of dressing, eating, attitudes to marriage, methods of bringing up children, family life, value system, beliefs, religion and education affect the moulding of personality pattern of an individual. It is also true that a geographical difference also contributes to cultural differences; hence, geographical environment also indirectly plays a role in shaping the personality of an individual.

PSYCHOLOGICAL DETERMINANTS

A person's self-concept is the person's view of his or her own strengths and weaknesses. Self-concept becomes the core of personality. A positive self-concept, initiated in childhood and nurtured throughout the development span, enables an individual to meet each challenge as it comes and to deal with it appropriately. One's intelligence, motivation, attitude, emotion, interest and sentiment are the important psychological factors that affect personality development.

DEVELOPMENT OF PERSONALITY

Study of, and research on, the development of personality has traditionally been an important area for understanding human behavior. Modern developmental psychology does not get into the argument of heredity versus environment or of maturation (changes that result from heredity and physical development) versus learning. The human being consists of both physiological and psychological interacting parts. Therefore, heredity environment, maturation and learning contribute to the human personality.

THE ARGYRIS IMMATURITY – MATURITY CONTINUUM

| Immaturity Characteristics | Maturity Characteristics |
|-----------------------------------|---------------------------------|
| Passivity | Activity |
| Dependence | Independence |
| Few ways of behaving | Diverse interests |
| Shallow perspective | Deep interests |
| Short-time perspective | Long-time perspective |
| Subordinate position | Super ordinate position |
| Lack of self-awareness | self-awareness and control |

Immaturity to Maturity

In a departure from the strict stage approach, the well-known organization behavior theorist Chris Argyris has identified specific dimensions of the human personality as it develops. Argyris proposes that the human personality, rather than going through precise stages, progresses along a continuum from immaturity as an infant to maturity as an adult. However, people can have their degree of development, plotted according to the seven dimensions shown in the table.

Argyis carefully points out that this model does not imply that all persons reach or strive for all dimensions on the mature end of the continuum. He further explains:

1. The seven dimensions represent only one aspect of the total personality, which also depends upon the individual's perception, self-concept, and adaptation and adjustment.
2. The seven dimensions continually change in degree from the infant to the adult end of the continuum.
3. The model, being only a construct, cannot predict specific behavior. However, it does provide a method of describing and measuring the growth of any individual in the culture.
4. The seven dimensions are based upon the latent characteristics of personality, which may be quite different from the observable behavior.

NEED FOR PERSONALITY DEVELOPMENT

We all are social animals and we live in society. So, we have to see ourselves in the context of society. The society, in which we live, has a defined set of social norms. These norms are the guidelines in learning how to develop a good personality. This set of norms differs from society to society. Naturally, the norms of a good personality also differ from society to society. But a few norms are uniform. These are the norms of basic personality of any individual. Generally, the personality norms contain social and moral values, ability to handle an adverse situation and stress, enterprise skills in a person, awareness of human duties and rights, desire and ability to handle social evils like corruption and terrorism as well as the ability to handle and manage personal, social and natural disasters.

Personality development is essential to get better jobs, promotion, and for career excellence. It is also important to increase self-esteem, to be a familiar person, to achieve goal and to give better society for the future world. So, we must learn how to develop a powerful personality that can help us develop into a powerful and successful individual. This can be done by way of studying the simple things like ways and patterns of behaviour to become acceptable and likeable by others, and by knowing the ways that are not liked and accepted by others and avoiding to follow those patterns of life.

GUIDELINES TO IMPROVE PESONALITY

Here are some “popular sayings” which will be very helpful for everyone in critical situations. Don’t compare yourself with anyone in this world. If you do so, you are insulting yourself.

Life laughs at you when you are unhappy... Life smiles at you when you are happy... Life salutes you when you make others happy...

Every successful person has a painful story. Every painful story has a successful ending. Accept the pain and get ready for success.

It is easy to judge the mistakes of others. It is difficult to recognize our own mistakes. It is easier to protect your feet with slippers than to cover the earth with carpet.

No one can go back and change a bad beginning; but anyone can start now and create a successful ending. If a problem can be solved, no need to worry about it. If a problem cannot be solved, what is the use of worrying? If you miss an opportunity, don't fill the eyes with tears, as they hide another better opportunity in front of you. "Changing the face" can change nothing. But "Facing the change" can change everything. Don't complain about others; change yourself if you want peace.

Mistakes are painful when they happen. But years later, collection of mistakes is called experience, which leads to success. Be hold when you lose, and be calm when you win. Heated gold becomes ornaments. Beaten copper becomes wires. Depleted stone becomes statues. So, the more pain you get in life, the more valuable you become.

Certain factors about personality development.

- Have a positive attitude
- Motivate yourself
- Believe in your strong points

- Have an effective body language
- Handle people in the right way

Focusing on personality development can help overcome many hurdles in your life. Problems that may seem to loom large otherwise can suddenly seem to be really minuscule for you. Always fill your mind with positive and fresh thoughts. Remember, how you present yourself has a lot to do with the way things can turn out for you. So, turn things in your favor with successful ways of personality development.

A person who has a realistic perception of self will have a positive self-concept. This will give feeling of high self-esteem which will result in the development of a healthy personality and will help lead a happy and successful life. Godliness is present within all human beings, but bringing it out requires a different approach from person to person. Unity in thought, word and act makes one an integrated personality.

Real personality which is based on character is remembered by the world for eternity. The number of such people, though small, can shape the destiny of mankind. Their names remain imprinted in the hearts of millions of people forever (Vallalar, Swami Vivekananda, Socrates and others).

CHAPTER - 7

THEORIES OF PERSONALITY

A theory is an organized and systematic set of principles that describe or explain a phenomenon. Why are there so many theories? Would it not be preferable to have just one comprehensive theory of personality? Although there may be considerable evidence in support of a theory in personality, the principles involved have not been shown to occur with unvarying uniformity under the same conditions. If that were the case, the theory would be upgraded to the status of law. There are no laws in personality psychology and it is therefore useful to have a number of competing theories that can be compared and contrasted.

In general terms, we may distinguish three broad uses of personality theories: one use is embodied in the definition of the term "theory". A theory should be useful in describing or explaining aspects of human personality. The second use is also very important: a theory should guide research in the area. A theory provides a set of principles from which hypotheses about human personality can be generated. The hypothesis, in turn, can be subjected to empirical test. The third use involves practical application. For example, a theory of personality provides a set of principles that may be used in clinical practice with individuals who may have psychological problems that can be traced to elements of their personalities. In essence, each theory approaches the same information – the seemingly stable behaviour patterns of individuals – and attempts to make sense out of it. Because different theorists have looked for very different aspects of personality, they have arrived at conclusions about personality that are very different; viewpoints differ in part because of divergent

views about human nature. All you will see, some psychologists believe that people are motivated primarily by sexual instincts, whereas others believe that people have higher motives, including motives to become self-actualized or to realize their full human potential.

FREUDIAN THEORY

When psychology emerged as an independent scientific discipline in Germany during the middle of 19th century, it defined its task as the analysis of consciousness in the normal adult human being. It conceived of consciousness closely connected with processes in the sense organs. Freud's attack upon the traditional psychology of consciousness came from quite a different direction. He compared the mind to an iceberg in which the smaller part showing above the surface of the water represents the region of consciousness. In the vast domain of the unconscious are to be found the urges, the passions, the repressed ideas and feelings – a great under world of vital, unseen forces which exercise an imperious control over the conscious thoughts and deeds of man. From his point of view, a psychology which limits itself to the analysis of consciousness is wholly inadequate for understanding the underlying motives of man's behaviour.

For over 40 years, Freud explored the unconscious by the method of free association and developed what is generally regarded as the first comprehensive theory of personality.

FREUDIAN STRUCTURE OF PERSONALITY

The personality is made up of three major systems, the ID, the ego, and the super ego. Although each of these provinces of the total personality they have their own functions, properties, components, operating principles, dynamics and

mechanisms. They interact so closely with one another, that is difficult if not possible to disentangle their effect and weigh their relative contribution to man's behaviour. Behaviour is always an interaction among those three systems; rarely does one system operate to the exclusion of the other two.

Id: The Id is the original system of the personality. It is the matrix within which the ego and the super ego become differentiated. The Id consists of everything psychological that is inherited and that is present at birth including the instincts. It is the reservoir of psychic energy and furnished all of the power for the operation of the other two systems. It is in close touch with the bodily processes from which it derives its energy. Freud called the Id, the true psychic reality because it represents the inner world of subjective experience and has no knowledge of objective reality.

The Id cannot tolerate increase in energy which are experienced as uncomfortable states of tension. Consequently when the tension level of the organism is raised either as a result of external stimulation or internally produced excitations, the Id functions in such a manner as to discharge the tension immediately and return the organism to a comfortable, constant and low energy level. This principle of tension reduction by which the Id operates is called the "pleasure principle". In order to accomplish its aim of avoiding pain and obtaining pleasure, the Id has at its command two processes. These are reflex action and the primary process. Reflex actions are inborn and automatic reactions like sneezing and blinking, they usually reduce tension immediately. The organism is equipped with a number of such reflexes for dealing with relatively simple forms of excitation. The primary process involves a somewhat more complicated psychological reaction. It attempts to discharge tension by forming an image of an object that will remove the tension.

The *Ego*: The ego comes into existence because the needs of the organism require appropriate transactions with the objective world of reality. The basic distinction between the Id and the ego is that the former knows only the subjective reality of the mind, whereas, the later distinguishes between things in the mind and things in the external world.

The ego is said to obey the reality principle and to operate by means of the secondary process. The aim of the reality principles is to prevent the discharge of tension until an object which is appropriate is found and the tension is thereby reduced.

The secondary process is realistic thinking. By means of the secondary process the ego formulates a plan for the satisfying of the need and then tests this plan, usually by same kind of action in order to see whether he may find food and then proceeds to look in that place. This is called reality testing.

The ego is said to be executive of the personality because it controls the gateways to action, select the features of the environment, to which it will respond, and decide what instincts will be satisfied and in what manner. That the ego is the organized portion of the Id, that it comes into existence in order to forward the aim, of the Id, and not to frustrate them and all its power is derived from the Id. Its principal role is to mediate between the instinctual requirements of the organism and the conditions of the surrounding environment.

The Super Ego: The third and last system of personality to be developed is the super ego. It is the internal representative of the traditional values and ideals of society as interpreted to the child by his parents and enforced by means of a system of rewards and punishments imposed upon the child.

The super ego is the moral arm of personality, it represents the ideal rather than the reality and it strives for perfection rather than pleasure. Its main concern is to decide whether something is right or wrong so that it can act in accordance with the moral standards authorized by the agents of society.

The main functions of the super ego are : (1) to inhibit the impulses of the Id, particularly those of a sexual or aggressive nature, since these are the impulses whose expression is highly condemned by the society, (2) to persuade the ego to substitute moralistic goals for realistic ones and (3) to strive for perfection. That is, the super ego is inclined to oppose both the Id and the ego and make the world over into his own image. However, it is like the Id, in being non-rational and like the ego in attempting to exercise control over the instincts unlike the ego. The super ego does not merely postpone instinctual gratification, it tries to block it permanently. The super ego as the international moral arbiters of conduct develops in response to the rewards and punishments meted out by the parents.

DEFENSE MECHANISM

The dynamics of personality is to a large extent governed by the necessity for gratifying one's needs by means of transactions with objects in the external world. the surrounding environment provides the hungry organism with food, the thirsty one with water. In addition to its role as the source of supplies, the external world plays another part in shaping the destiny of personality. The environment contains regions of danger and insecurity, it can satisfy as well as threaten. The individual's customary reaction to external threats of pain and destruction with which it is not prepared to cope is to become afraid. The threatened person is ordinarily overwhelmed by excessive stimulations which the ego is unable to bring under control, the ego becomes flooded with anxiety.

The function of anxiety is to warn the person of impending danger. It is a signal to the ego, that unless appropriate measures are taken, the danger may increase until the ego is overthrown. Anxiety is a state of tension, like hunger or sex but instead of arising from internal tissue conditions, it is produced by external causes. Anxiety which cannot be dealt with by effective measures is said to be traumatic. It reduces the person to a state of infantile helplessness, when the ego cannot cope with anxiety by rational methods it has to fall back upon unrealistic ones. These are the so called defense mechanisms of the ego.

Under the pressure of excessive anxiety, the ego is sometimes forced to take extreme measures to relieve the pressure. These measures are called as defense mechanisms. The principal defenses are identification, displacement, repression, projection, reaction, formation, fixation and regression. All defense mechanisms have two common characteristics: (1) They deny, falsify or distort reality, and (2) They operate unconsciously so that the person is not aware of what is taking place.

IDENTIFICATION

May be defined as the method by which a person takes over the features of another person and makes them a corporate part of his own personality. He learns to reduce tension by modeling his behaviour after someone else. Freud preferred the term identification than the more familiar one imitation, because he felt that imitation denotes a kind of superficial and transient coping behaviour, whereas, he wanted a word that would convey the idea of a more or less permanent acquisition to personality.

Identification is also a method by which one may regain an object that has been lost, by identifying with a loved person who has died or from whom one has been separated as an incorporated feature of one's personality. Children who have been rejected by their parents tend to form strong identifications with them in the hope of regaining their love. The final personality structure represents an accumulation of numerous identifications made at various periods of the person's life, although the mother and father are probably the most important identification figures in any one's life.

DISPLACEMENT

When an original object choice of an instinct is rendered inaccessible by internal or external barrier, a new cathexis is formed. Unless a strong repression occurs, this new cathexis is also blocked, mother displacement takes place and so on until an object is found which yields some relief for the pent-up tension. This object is then cathected until it loses its power to reduce tension. Then another search for an appropriate goal object is instituted.

Freud pointed out that the development of civilization was made possible by the inhibition of primitive object choices and the diversion of instinctual energy into socially acceptable and culturally creative channels. A displacement which produces a higher culture achievement – called 'Sublimation'.

The direction taken by displacement is determined by two factors. (1) The resemblance – i.e., of substitute object to the original one and (2) The sanctions and prohibitions imposed by society.

REPRESSION

This is one of the earliest concepts of psycho-analysis. Before arriving at final formulation of personality theory, Freud divided the mind into three regions, conscious, pre-conscious and unconscious. The pre-conscious consists of psychological material that could become conscious when the need arouse material in the unconscious, this was regarded by Freud as being relatively inaccessible to conscious awareness, it was said to be in a state of repression. In simple terms, repression is a sort of unconscious and effective means of forgetting. In the event of a conflict, repression may operate in such a way as to pull into the unconscious one or both the elements of the conflict. The elements may be two desires or two goals. Thus repression is said to occur when an object choice that arouse undue alarm is forced out of consciousness by an anticathexus.

PROJECTION

Reality anxiety is usually easier for the ego to deal with than is either neurotic or moral anxiety. Consequently, if the source of the anxiety can be attributed to the external world rather than to the individual's own primitive impulses or to the threats of his conscience, he is likely to achieve greater relief for his anxious condition. This mechanism by which neurotic or moral anxiety is converted into an objective fear is called projection, i.e. individual who suffers from a conflict escapes from the conflicting situation by attributing the impulses or needs to some other person. An example, we may take the case of a man who feels guilty for being unfaithful to his wife. This produces a severe conflict by accusing his wife of being unfaithful to him.

This conversion is easily made because the original source of both neurotic and moral anxiety, is fear of punishment from an external object in simpler form. In projection, one simply says 'He hates me' instead of 'I hate him'.

REACTION FORMATION

This defensive measure involves the replacement in consciousness of an anxiety producing impulse of feeling by its opposite. For example, hate is replaced by love. This original impulse still exists but it is marked by one that does not cause anxiety. History has shown several examples of robbers, decoits and murderers turning into pacifists and saints. Outstanding examples are that of Valmiki, a dangerous hunter who suddenly becomes a saint, and Ekolochana a dangerous robber, who suddenly became a disciple of Buddha, ie., in reaction formation, the individual resolves the conflict by surging to the opposite extreme.

FIXATION AND REGRESSION

The person may become fixated on one of the early stages of development because taking the next step is fraught with anxiety. The over dependent child exemplifies defense by fixation. Anxiety prevents him from learning how to become independent.

A closely related type of defense is that of regression. A person who encounters traumatic experiences retreats to an earlier stage of development. For example, a child who is frightened by his first day at school may indulge in infantile behaviour, such as weeping, sucking his thumb, hanging on to the mother or hiding in a corner.

JUNG'S ANALYTICAL PSYCHOLOGY

A strong personality like that possessed by Freud often attracts and then repels other strong personalities. Such is the history of Carl Jung's relationship to Freud and his ideas. When the International Psychoanalytic Association was founded in 1910, Jung became its first president, a position he held until 1914. Carl Jung is acknowledged to be one of the greatest thinkers.

Jung's theory of personality is usually identified as a psychoanalytic theory because of the emphasis that it places upon unconscious processes, it differs in some notable respects from Freud's theory of personality. Perhaps the most prominent and distinctive feature of Jung's view of man is that it combines etiology with causality. Man's behaviour is conditioned not only by his individual and racial history but also by his aims and aspirations. Both the past as actuality and the future as potentially guide one's present behaviour.

Jung's theory is also distinguished from all other approaches to personality by the strong emphasis that it places upon the racial and phylogenetic foundations of personality. Jung sees the individual personality as the product and container of its ancestral history. Modern man has been shaped and moulded into his present form by the cumulative experiences of past generations extending far back into the dim and unknown origins of man as a separate species. The foundations of personality are archic, primitive, innate, unconscious and probably universal. Freud stresses the infantile origins of personality, whereas Jung emphasizes the racial origins of personality.

JUNG'S STRUCTURE OF PERSONALITY

The total personality or psyche, as it is called by Jung, consists of a number of separate but interacting systems. The principal ones are the ego, the personal unconscious and its archetypes, the persona, the anima or animus, and the shadow. In addition to these interdependent systems, there are the attitudes of introversion and extroversion, and the functions of thinking, feeling sensing and intuiting. Finally, there is the self which is the fully developed and fully unified personality.

THE EGO

The ego is the conscious mind. It is made up of conscious perceptions, memories, thoughts and feelings. The ego is responsible for one's feeling of identity and continuity and from the view point of the person himself, it is regarded as being at the centre of the personality.

THE PERSONAL UNCONSCIOUS

It is a region adjoining the ego. It consists of experiences that were once conscious but which have been repressed, suppressed, forgotten, ignored and or experiences that were too weak in the first place to make a conscious impression upon the person. The contents of the personal unconscious like those of Freud's preconscious material are accessible to consciousness. There is a great deal of two way traffic between the ego and personal unconscious.

COMPLEXES

A complex is an organized group or constellation of feelings, thoughts, perceptions and memories which exist in the personal unconscious. It has a

nucleus which acts as a kind of magnet attracting to it or "constellating" various experiences. The nucleus and many of the associated elements are unconscious at any particular time, but any of the associations and even the nucleus itself may and often do become conscious.

THE COLLECTIVE UNCONSCIOUS

The concept of a collective or transpersonal unconscious is one of the most, original and controversial features of Jung's personality theory. It is the most powerful and influential system of the psyche and in pathological cases overshadows the ego and personal unconscious.

ARCHETYPES

The structural components of the collective unconscious are called by various names: Archetypes dominants, primordial images, mythological images, images and behaviour patterns. An archetype is a "universal thought form (idea) which contains a large element of emotion". This thought form creates images or visions that correspond in normal waking life to some aspect of the conscious situation. For example, the archetype of the mother produces an image of a mother figure which is then identified with the actual mother.

THE PERSONA

The persona is a mask which is worn by the person in response to the demands of social convention and tradition and to his own inner archetypal needs. It is the role assigned to him by the society, the part that society expects him to play in life. The purpose of the mask is to make a definite impression upon others and often, although not necessarily conceals the real nature of the person.

The nucleus from which the persona develops is an archetype. This archetype like all archetypes, originates out of the experiences of the race. In this case, the experiences consist of social interactions in which the assumption of a social role has served a useful purpose to man throughout his history as a social animal.

THE ANIMA AND THE ANIMUS

It is fairly well recognized and accepted than man is essentially a bisexual animal. On a physiological level, the male secretes both male and female sex hormones as does the female. On the psychological level, masculine and feminine characteristics are found in both sexes. Homosexuality is just one of the conditions, but perhaps the most striking one, that has given rise to the conception of human bisexuality.

THE SHADOW

The shadow archetype consists of the animal instincts which man inherited in his evolution from lower forms of life. Consequently, the shadow to begin with, typifies the animal side of man's nature. As an archetype, the shadow is responsible for man's conception of original sin, when it is projected outwards, it becomes the devil or an enemy.

THE SELF

In his early writings, Jung considered the self to be equivalent to the foundations of personality and discovered the archetypes. He found one that represented man's striving for unity. The self is the mid-point of personality around which all of the other systems are constellated. The self is life's goal, a goal that people constantly strive for but rarely reach.

THE ATTITUDES

Jung distinguishes two major attitudes or orientations of personality. The attitude of extraversion and the attitude of introversion. The extraverted attitude orients the person towards the external objective world, the introverted attitude orients the person toward the inner subjective world.

THE FUNCTIONS

There are four fundamental psychological functions, thinking, feeling, sensing and intuiting. Thinking is ideational and intellectual. By thinking, man tries to comprehend the nature of the world and him. Feeling is the value function. It is the value of things with reference to the subject. The feeling function gives man his subjective experience of pleasure and pain, of anger, fear, sorrow, joy and love. Sensing is perceptual or reality functions. It yields concrete facts or representations of the world. Intuition is perception by way of unconscious processes and subliminal contents. The intuitive man goes beyond facts, feelings, and ideas and constructs elaborate models of reality. Intuition enables one to get at the essence of reality.

Although a person has all four functions, they are not necessarily equally well developed. Usually one of the four functions is more highly differentiated than other three and plays a predominant role in consciousness. This is called the superior function. The least differentiated of the four functions is called the inferior function.

THE DYNAMICS OF PERSONALITY

Jung conceives of the personality or psyche as being a partially closed energy system. It is said to be incompletely closed because energy from outside sources must be added to the system. For example, by performing muscular work, energy is subtracted from the system and by eating, energy is restored.

PSYCHIC ENERGY

The energy by which the work of the personality is performed is called psychic energy. Psychic energy is a manifestation of life energy which is the energy of the organism as a biological system. Psychic metabolic processes of the body. Jung's term for life energy is libido but he also uses libido interchangeably with psychic energy.

PSYCHIC VALUES

The amount of psychic energy invested in an element of personality is called the value of that element. Value is a measure of intensity. The absolute value of an idea or feeling cannot be determined, but its relative value can be measured.

CHAPTER – 8

STRESS MANAGEMENT

OBJECTIVES

After reading his lesson you should be able to:

- Analyse the role of stress and its coping mechanisms.
- Describe stress arousing situations in life.
- Understand the clinical reaction to stress
- Describe the adjustment disorder of the individual.
- Examine the unresolved issues on post – traumatic stress situations.

SYNOPSIS

Stress, and coping : Coping skills – Social support, stressful situation and life transitions : Stress arousing situation – Life transitions.

STRESSFUL SITUATIONS AND LIFE TRANSITION

As stress has undesirable effects on behaviour, thoughts and bodily functioning, it is important to build up a person's resources for behavioural coping. The experience of stress involves unproductive psychological feelings. Physical aspects – blood pressure, hormone levels, and brain waves – are also affected by stress. Very high levels of stress can result in trembling, stuttering and a decline in effectiveness.

The responses to stress involve bodily, psychological and behavioural system and details are as follows:

Psychological Responses

- Feeling upset
- Inability to concentrate
- Irritability
- Loss of self-confidence
- Worry
- Difficulty in making decisions
- Racing thoughts
- Absent – mindedness

Bodily Responses

- Rapid pulse
- Pounding heart
- Increased perspirations
- Tensing of arm and leg muscles
- Shortness of breath
- Gritting of teeth

Behavioural Responses

- Deterioration in performance effectiveness.
- Smoking and use of alcohol or other “recreational” drugs.

- Accident proneness.
- Nervous mannerisms (foot tapping, nail biting).
- Increased or decreased sleeping

The more stress people experience, the more likely they are to break down either physically or psychologically. Dealing with several stressful situations at the same time obviously places great demands on a person's resources, but stress can also cumulative effects. Research has shown that people who have experienced multiple stresses in the recent past are especially susceptible to depression, anxiety and over reactivity of physiological systems. To measure stress, various questionnaires have been constructed in the recent past, and also how the individual perceived the event and felt its impact.

STRESS – AROUSING EVENTS

There are two broad types of stress arousing conditions that require adjustment are situations that arise in life, often unexpectedly, and developmental transitions. The death of a close friend illustrates the need for a situational adjustment, going to college is an example of a transitional adjustment. Following are some of the ways in which challenging situations and circumstances vary.

1. *Duration:* Stressful situations differ in duration say it might last for few hours to days.
2. *Severity:* Situations vary in the severity of the circumstances confronting the individual.
3. *Predictability :* It depends on the amount of stress being perceived by the individual

4. *Degree of loss of control*: One of the most upsetting aspects of situation is the feeling that one is unable to exert any influence on the circumstances.
5. *The individual's level of self-confidence*: It results in reduced, personal effectiveness, even though the person may really know how to handle the situation.
6. *Suddenness of onset*: Suddenness of onset influences how prepared we are to cope with a particular situation.

Accidents, natural disasters and military combat are examples of situations that typically evoke high levels of stress and may result in emotions so intense that they interfere with normal functioning.

PERSONAL CRISES

Stresses can be widespread events that affect many people, such as an aeroplane crash, or they can be a highly personal crisis. Further, the death of a loved one, the loss of a job, and the need to care for a parent who has an innumerable illness are all examples of personal crises. Rape is another type of personal crisis where frequency of occurrence and seriousness now receive increased attention.

BEREAVEMENT AND GRIEF

Bereavement refers to the loss of someone significant through that person's death. The normal course of recovery from bereavement often extends to a year or more and such a pattern of recovery is not considered to be an adjustment disorder.

Grief is the emotional or affective response to the loss. The symptoms of grief are part of a normal recovery process and not a sign of pathology. Nevertheless, grief takes more prolonged, pervasive and complicated forms than many people realize.

The behavioural symptoms of grief are sadness and inability to feel pleasure. The physical symptoms are common such as weakness, sleep disturbances, loss of appetite, headaches, back pain, indigestion, shortness of breath, heart palpitations and even occasional experiences of dizziness and nausea.

Research on grief and the failure of some bereaved people to resume a normal life in reasonable period of time is needed. Studies are also being conducted on the role of counseling and psychology in overcoming intense grief reactions.

LIFE TRANSITION

Some of the invasions in the life cycle that can cause stress are the following.

1. Birth and attainment of co-ordination between mother and infant.
2. Infant steps toward independence and transition so an out of home facility (School, day-care center)
3. The biological and social changes that mark puberty and adolescence.
4. Major educational transitions, such as going to College / University.
5. Entry into the world of work.
6. Marriage
7. Bearing and rearing children.
8. Moving to a new place of residence.
9. Children's milestones.
10. Retirement

Adolescence

The period of adolescence illustrates the role stress plays in a life transition. Adolescence can be divided into early, middle and late periods. The dominant theme of early adolescence approximately age of 12 to 14 years is the individual's response to changes in sex hormone levels and general growth spurt. For girls, the onset of puberty comes at an increasingly early age-the average age at first menstruation has declined from 16.5 years 12.5 years today.

By the end of the early period, changes in bodily image have a significant effect on an adolescent's self-concept. The extent to which the unpredictable moodiness, depression, anger and emotionality often seen in early adolescence are related to changes in sex hormone level is unclear. Parents play an important role in helping the younger teenager make the necessary developmental transitions. During mid adolescence (15-17 years), the teenager receives increasing responsibility and more privileges.

In the late adolescence, teenagers begin to relinquish their parents as primary attachment figures. The major cause of this period includes development of a personal identity, re-negotiation of the relationship to the family, and the development of stress and enduring ties of others. During this period, adolescent often feel isolated and in limb. Various factors contribute to this adolescent. The adolescents experience new desires and expectations, that may not be readily satisfied but that disrupt existing personal relationships. A preposition to loneliness may originate in such personality characteristics as shyness and low self-esteem and may be intensified by cultural factors such as the existing social network.

STRESS AND COPING

The term "stress" refers to situations that pose demands, constraints, or opportunities. Generally people differ not only in the life events they experience but also in their vulnerability to them. A person's vulnerability to stress is influenced by his or her temperament, coping skills, and the available social support. The vulnerability increases the likelihood of a maladaptive response to stress. Temperament can be an asset or liability depending on the life situation the individual confronts. Temperament comprises those aspects of a persons' behaviour that show some sufficient degree of consistency over time and from one life situation to another.

ASSESSING STRESS

Coping is most often measured by questionnaires, which list a series of coping activities and ask respondents to indicate how much they used each to handle a recent stressor. As with the effect of stressors, the best way to examine coping is by means of longitudinal study, which can demonstrate that particular ways of coping with stress precede the outcomes in which the researcher is interested.

There are various types of social support. **Structural social support** refers to a persons' basic network of social relationships, for example, marital status and number of friends. Functional social support is concerned more with the *quality* of a person's relationships, for example, whether the person believes he or she has friends to call on in a time of need.

Structural support is a well established predictor of mortality. People with few friends or relatives tend to have a higher mortality rate than those with a

higher level of structural support. In one study, people with more diverse social networks were found to be less likely to develop a cold following exposure to a virus. Higher levels of functional support have been found to be related to lower rates of atherosclerosis (clogging of the arteries), to the ability of women to adjust to chronic rheumatoid arthritis, and to less distress among women following surgery for breast cancer cardiovascular disorders are diseases involving the heart and blood-circulation system. There are two forms of cardiovascular disease that appear to be adversely affected by stress – hypotension and coronary heart disease. Of the cardio-vascular diseases, coronary heart disease causes the greatest number of deaths.

Essential Hypertension

Hypertension, commonly called high blood pressure, disposes people to atherosclerosis (clogging of the arteries), heart attacks, and strokes; it can also cause death through kidney failure. Hypertension without an evident biological cause is called essential hypertension. (Or sometimes primary hypertension)

Blood pressure is measured by two numbers; one represents systolic pressure, and the other represents diastolic pressure. The systolic measure is the amount of arterial pressure when the ventricles contract and the heart is pumping; the diastolic measure is the degree of arterial pressure when the ventricles relax and the heart is resting. A normal blood pressure in a young adult is 120 (systolic) over 80 (diastolic).

Psychological Stress and Blood-Pressure Increase

Various stressful conditions have been examined in determine their role in the etiology of essential hypertension. Stressful interviews, natural disasters

such as earthquakes, and job stress have all been found to produce short term elevations in blood pressure.

It is also relatively easy to produce increased blood pressure in the laboratory. The induction of various emotional states, such as anger, fear, and sadness, increases blood pressure. Similarly, challenging tasks, such as mental arithmetic, mirror drawing, putting a hand in ice water (the cold presser test), and giving a speech in front of an audience, all lead to increased blood pressure.

Predisposing Factor

Some people and animals are genetically predisposed to hypertension. Research with animals has identified several powerful diatheses-rearing in social isolation, a high level of emotional behaviour, and sensitivity to salt.

Anger as Predisposing Factor

Being easily angered could be a psychological diathesis. It should be noted that anger is not bad for our cardiovascular health; rather, it is excessive or inappropriate anger that is linked to ill health.

Cardiovascular Reactivity as a Predisposing Factor

Cardiovascular reactivity refers to the extent to which blood pressure and heart rate increase in response to stress. The general research strategy is to assess cardiovascular reactivity to a laboratory stressor among people who are not currently hypertensive and then to follow up the participants some years later to determine whether the reactivity measure predicts blood pressure.

Two important points must be demonstrated to ensure the success of this approach:

1. Reactivity must be reliable if it is going to have predictive power.
2. The laboratory measure of reactivity must actually relate to what the person's cardiovascular system does during day-to-day activities. Because of what is called white coat hypertension, a person's blood pressure may be high at the clinic or laboratory but normal elsewhere.

Coronary Heart Disease

Coronary heart disease (CHD) takes two principal forms, angina pectoris and myocardial infarction, or heart attack.

Characteristics of the Disease The symptoms of angina pectoris are periodic chest pains, usually located behind the sternum and frequently radiating into the back and sometimes the left shoulder and arm. The major cause of these severe attacks of pain is an insufficient supply of oxygen to the heart (called ischemia), which in turn is due to coronary atherosclerosis, a narrowing or plugging of the coronary arteries by deposits of cholesterol, a fatty material, or to constriction of the blood vessels.

SOCIAL SUPPORT

Someone who believes that he or she belongs to a social network experiences Social support. Evidence is increasing that maladaptive ways of thinking and behaving occur disproportionately among people with few social supports. The amount and adequacy of social support available to a person play a part in both vulnerability and coping. During stressful situation social support not only

acts as helpful but it is also helpful in times of relative calm. It gives us the security and self-confidence to try out new approaches and gain additional coping skills.

To measure the social support, the Social Support Questionnaire (SSR) information about how much social support people think they have and how satisfied they are with it. Research with SSQ has also revealed relationship between social support and physical health. The people who have high levels of social support are less vulnerable to illness even when they have experienced a recent misfortune (Sarason et. al. 1985). The research evidence shows that social support facilitates coping with crisis and adapting to change.

In a study by Sarason et. al (1985) found that when engaging in a conversation with a stranger, people who are high in social support feel more competent, comfortable and assured that people who report having few social supports.

Summary

As person experiences stress when the demand exceed one's resources. Vulnerability increases the likelihood of maladaptive response while resiliency decreases it. Positive self-concept, employing new experiences and good interpersonal relationship strengthen resiliency. One's ability to deal with various situations is called coping skills. Effective coppers possess a variety of appropriate techniques. The feeling of being cared about, valued and loved by others, called social support because vulnerability. Stress can have undesirable effect on behaviour, thought and bodily functioning. The cause of stress can be specific situations of development transitions.

CHAPTER – 9

MENTAL HEALTH

MEANING

Every individual always desires and works hard to lead a happy life. One's status of health is one of the most important determinants of a happy life. Health refers to the full and harmonious functioning of the total personality, which implies the presence of positive health, i.e., physical, psychological, social and spiritual well-being and the absence of negative health, i.e., the absence of ill-being. Psychologically, it happens to be the most important state of human existence that an individual or society longs for. Most of the human activities, be it social, economic, religious, sports or entertainment, are manifestations of that longing. Thus, health is a core issue of human affairs.

The 21st century is the age of tremendous growth of knowledge and rapid social change. Modern science and technology has brought about new innovations in areas like the industrial segment, transportation, information and communication, space technology and globalization of marketing. At the same time, the whole world struggles with acute problems like terrorism, war, economic fluctuations, poverty, urbanization, population explosion, pollution and health hazards, like HIV infection. Above all, there is a decadence of social, moral and religious values. We find people who struggle to cope with the problems they face in the family, place of work and society. Coleman⁽³¹⁾ has very aptly summarized the problem of modern life in the following lines:

"Modern man's path to happiness is not an easy one. It is best with seemingly endless personal and social problems. Wars have disputed life. Periodic

breakdowns of the economic machinery have drained human energy and happiness in a way that can be seen only too clearly in the millions of victims of depression and inflation. Racial discrimination with its unseasoned feelings of superiority, hatred and resentment hurts both the individual and the community. Executive competition, conflicting pressure – groups, rapid social change and the threat of global war further aggravate modern man's insecurities.

Mental illness is the number one problem in every century. About 500 million people are believed to suffer from neurotic stress relate and somatoform illness (psychological problem which present themselves as physical complaints). A further 200 million suffer from mood disorders such as chronic and manic depression. Mental retardation affects about 83 million people, epilepsy 30 million, dementia 22 million and schizophrenia 16 million.

THE CONCEPT OF MENTAL HEALTH

Mental health is a state of successful performance of mental function, resulting in productive activities, fulfilling relationships with other people and the ability to adapt to change and to cope with adversity. It is indispensable to personal well-being, family, interpersonal relationships and contribution to community or society. All the successful performance of an individual rests on the foundation of the individual's mental health.

As Schultz remarks, "The concept is difficult, challenging and complex, full of unknown and half-truth and no doubt some fade and fancy as well". The concept of mental health covers and elusive and diffuse field and the term itself encompasses a multiplicity of meaning. The concept is vague and its meaning is left to infinity. Many ingredients of mental health may be identifiable,

but mental health is not easy to be defined. The challenge of defining mental health has stalked the development of programs to foster mental health.

DEFINITION OF MENTAL HEALTH

Although it is very difficult to give a comprehensive definition to the concept of mental health, psychologists have formulated various definitions of mental health by explaining the concept from different angles. According to the White House conference report, mental health may be defined as "the adjustment of individuals to themselves and the world at large, with a maximum of effectiveness, satisfaction, cheerfulness, and socially considerate behaviours, and the ability of facing and accepting the realities of life." The highest degree of mental health might, therefore, be described as that which permits an individual to realize the greatest success, which the individual's capabilities will permit with a maximum of satisfaction to oneself and the social order and a minimum of friction and tension. Thus adjustment always preserves one's mental health. According to Cuts and Moseley, "Mental health is the ability to adjust satisfactorily to the various strains of the environment we meet in life". In the words of Menninger, "Mental health is the adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness. It is the ability to maintain uneven temper, an alert intelligence, socially considerable behaviour and a happy disposition."

Satisfaction in life is one of the characteristics of mental health. Boehm conceived mental health as "The condition and level of social functioning, which is socially acceptable and personally satisfying."

Hadfield defines mental health more fully as "The full and free expression of all our native and acquired potentialities in harmony with one another by being directed towards a common end or aim of the personality as a whole." Mental health thus defined is dynamic and not static. It is the functioning of a whole organism towards an end, not the attainment of a certain state; it is not stagnation but disharmony of movement living and activity.

A mentally healthy person is able to cope with problems of life and maintain one's mental health. As Stevenson defines, "Mental health is the psychological freedom that allows one to get on with others and to cope with life as demanded by his own society." It also means the ability to make reasonable judgments to have fairly accurate memory and to be well oriented.

Sharma defines mental health as that condition in which an individual manifests self-evaluation, adjustability, maturity, regular life, absence of extremism and satisfaction.

SELF-EVALUATION

A mentally healthy individual, who is evaluating oneself properly, is aware of his limitations. He easily accepts his faults and makes efforts to get rid of them. A mentally healthy individual also introspects so that he may analyze the problems, prejudices, difficulties etc., and reduce them to a minimum.

ADJUSTABILITY

A mentally healthy individual adjusts to a new situation with the least delay. He is never disturbed. Usually, a mentally healthy individual is cool, calm, collected and indomitable even in the face of extreme adversity. Having the

force of character, a mentally healthy individual will often change circumstances to suit oneself. The most important aspect of adjustment is one's own mental condition.

MATURITY

Intellectual and emotional maturity is another peculiar sign of mentally healthy individual. The nature mind is constantly engaged in increasing its fond of knowledge and maturity. Sexual maturity is very important. The healthy individual behaves like a balanced, cultured and sensible adult in matters of sex.

REGULAR LIFE

Habits are an important element in maintaining mental health. Healthy persons perform most of the common functions of life with quick assurance and shows naturalism; their life is a model of regularity, balanced and measured calculations.

ABSENCE OF EXTREMISM

Excess of anything is bad is the golden rule as far as mental health is concerned. Hence, in order to maintain mental health, one's life should be integrated and the personality should be balanced. A healthy individual maintains good adjustment in arduous situation. A healthy individual is engaged in some or the other activity, intended to benefit society. Social relationships are a part of every one's life. The greater the balance of social relationships and the greater their simplicity, the better will be the individual's mental health.

Satisfaction A mentally healthy individual never feels disturbed, is self satisfied and finds contact with the environment.

CHARACTERISTICS OF MENTAL HEALTH

The mental health of an individual is known only through the individual's behaviour. Psychologists have given a number of positive characteristics of a mentally healthy person. Jahoda proposes the following as the characteristics of a mentally healthy person:

1. A mentally healthy person has an attitude towards one's self through which one accepts one's weakness, strength and identity and has inner stability.
2. A mentally healthy person has self-realization of one's potentialities.
3. A mentally healthy person has integration of personality withstanding anxiety and stress.
4. A mentally healthy person has autonomy of action.
5. A mentally healthy person has perception of reality and has concern for welfare of others.
6. A mentally healthy person has mastery of the environment with ability and capacity to adapt oneself with one's environment.

Laycock charts out three main characteristics of a mentally healthy person:

1. A mentally healthy person feels comfort about oneself, reasonably secure and adequate, neither underestimates nor overestimates one's ability, accepts one's shortcomings and has self-respect.

2. The mentally healthy person feels right towards others. He is interested in others and also loves them. The individual has friendships that are satisfying and the individual is able to feel as part of a group without being submerged by it. He is able to like and trust others.
3. The mentally healthy person is able to meet the demands of life. He is able to think for himself and take his own decision, set reasonable goals, shoulders responsibilities. The mentally healthy person is not bowled over by his own emotions for fear, anger, love or guilt.

FACTORS INFLUENCING MENTAL HEALTH

The basic forces that shape mental health include biological, psychological and socio-economic and cultural factors. The causes of mental health and disease are generally viewed as a product of the interaction between these factors.

BIOLOGICAL FACTORS

There are far-reaching biological and physical influences on mental health and illness. The major categories are genes, infection, physical trauma, hormones, toxins and nutrition.

GENES

Plomin et al. are of the view that genes influence both the normal and abnormal behaviour. The behaviour of the simple fruit fly to the more complicated human being is affected by genes. Further, it is noted that not a single gene, but multiple genes, jointly cause mental disorders. Specifying a single gene for a particular mental disorder is very difficult.

INFECTION

It has been known since the early part of the 20th century that infectious agents can penetrate into the brain where they can cause mental disorders. A highly common mental disorder of unknown etiology at the turn of the century, termed "general paresis", turned out to be a late manifestation of syphilis. The sexually transmitted infections agent, *Treponema Pallidum*, first cause symptoms in reproductive organs and then, years later migrate to the brain where it causes neurosyphilis. Neurosyphilis is manifested by neurological deterioration (including psychosis), paralysis and later death. HIV infection penetrates into the brain, producing a range of progressive cognitive and behavioural impairments. Early symptoms include impaired memory and concentration, psychomotor slowing and apathy. Later symptoms that usually appear years after infection includes global impairments, marked by mutism, incontinence and paraplegia. Besides HIV associated dementia and neurosyphilis, other mental disorders are caused by infectious agents. They include herpes, simplex encephalitis, measles, encephalomyelitis, rabies encephalitis, chronic meningitis and sub acute sclerosing penencephalitis.

ORGANIC CONDITION

Mental illnesses have their origin in organic condition such as cerebral arteriosclerosis neoplasm, metabolic diseases, neurological diseases, endocrine diseases chronic diseases such as tuberculosis, leprosy and epilepsy etc. Physique influences the type of disorders the individual is likely to develop under stress. Conception of one's own body as being different from the standard value can be self-devaluating and may cause anxiety in the mind of the person. Deformities, imperfections in the body such as lameness, deafness, blindness,

whether inborn or accidental, affect the mental health of the individual. They may develop feelings of inferiority, self-pity and hostility.

MALNUTRITION

Severe malnutrition in infancy not only impairs physical development and lowers resistance to disease, but also affects the brain growth and results in markedly lowered intelligence.

PSYCHOLOGICAL FACTORS

Stressful events affecting (mood and level of arousal) personality and gender are prominent psychological factors that affect mental health. Stressful events and situations may cause mental disorders. Stressful events may include death of family members or friends, breakup of intimate romantic relationships, racism and discrimination, accidental and intentional assaults on physical safety, failure in one's new ventures, loss of money and social status.

Personal limitations and lack of resources such as poverty, physical handicap, and gender difference may be highly stressful. Comparison of oneself with others may cause frustration and self-devaluation. The other factors contributing to one's stress are guilt feeling, loneliness, and conflicts within one self, struggle of conformity or non-conformity, avoiding or facing reality of life, situations. The pressures of modern life also contribute to one's stress and lead to mental disorders. The common pressures are competition in all walks of life, educational, vocational and family demands, complexity and pace of modern living. The stress of living under all the pressures can play havoc on both biological and psychological levels.

SOCIO-ECONOMIC AND CULTURAL FACTORS

The socio-economic and cultural influences that affect one's mental health include family, patterns of relationship, economic conditions and social problems like racism, discrimination, war etc.

Family Patterns of family relationship affect the mental health of children. Faulty development has been observed among infants deprived of mothering as a consequence of separation from mother and placement in foster homes. Relationship of infants with mother is a necessity for healthy development of a child. Rejecting, indifferent and punishing mothers may cause unsatisfied and negative behaviours among the infants even at an early stage.

Rejection from the parents, denial of love and affection, harsh punishment do great harm to the development of children. Both over protection and unnecessary restriction or over permissiveness and indulgence may develop anti-social aggressive behaviour. Unrealistic demands on children by parents may cause excessive pressure and anxiety. Families which are disturbed, anti-social and disrupted, cannot contribute to healthy personality development of children.

INTERPERSONAL RELATIONSHIP

Interpersonal relationships may either lead to satisfaction and positive mental health or personal distress and mental disorders. The break-up of intimate romantic relationship, divorce and illicit relationship among the married couples cause mental agony. Dissensions, disagreements, quarrels and conflicts are detrimental to the quality and stability of the relationship. Immature and maladjusted persons always find it difficult to maintain successful intimate relations.

ECONOMIC AND UNEMPLOYMENT PROBLEMS

Low economic status, unemployment, especially among the young people cause self-devaluation, depression, suicidal tendency and increased crime rate.

RACISM AND DISCRIMINATION

Racial discrimination on the basis of race, creed, religion, caste and gender tend to debase and confuse human beings. The children suffering under such discriminations may develop aggressive and anti-social personalities. The discrimination of women at home cause depression, suicidal tendencies, eating disorders and substance abuse.

WAR AND VIOLENCE

War and violence between the countries place great stress on millions of people. Death, mutilation and grief are accompaniments of war and violence. Today, the whole world is afraid of nuclear war and terrorism which create constant fear and anxiety in the minds of people.

THE SIGNIFICANCE OF YOUTH PERIOD

After the age of 18, an individual attains full growth and is at the peak of his physical vigor, and attempts eagerly to satisfy all his biological needs. Mental maturity also reaches its height.

As a adolescent, an individual might have lacked persistency in solution of mental problems but now the individual has more endurance and is better able to face and solve difficulties. An individual develops a desirable degree of physical, mental and emotional independence with focus on productivity

and intimacy including pursuit of education, work, leisure, creativity and personal relationships. Good mental health enables individuals to cope with adversity while pursuing these goals. Untreated mental disorders can lead to loss of productivity, unsuccessful relationships, and significant distress and dysfunction. Good mental health enables one to sustain close relationship at home and in the community. Mental illness in adults can also have a significant and continuing effect on children.

Hurlock considers the following characteristics as the important hallmarks of youth period:

1. Youth period is a “settling down age”. It has been said that childhood and adolescence are the periods of “growing up”. Early adulthood (youth) period is the time for “settling down”. They have to settle and assume responsibilities. They have to choose a lifestyle that meets their needs.
2. Youth period is their productive age ; parenthood is one of the most important roles in the life of young adults.
3. Youth period is also the problem age. Because one has to take two or more roles simultaneously, it usually results in poor adjustment and mental health problems. Sometimes marriage and parenthood make it difficult for the young man to adjust with work or vice versa.
4. It is a period of emotional tension. The emotional tension is expressed in worries. The amount of worries will depend upon how much of failure or success they experienced while meeting the work, marital or parental problems. When they are not able to cope with their emotional disturbances in life, they contemplate or attempt suicide.

5. It is a period of social isolation with the end of formal education and entry into adult pattern of life, work and marriage. The individual is likely to experience social isolation or what Erikson has referred to as "isolation crisis". The loneliness will depend upon how much they relate to new situations. They want to achieve more. They become self-centered and it contributes more to their loneliness.
6. It is a time of commitments as they assume new responsibilities. The value system also changes. They accept the values of other adults. Values change from ego-centric to social. They become socially concerned as they assume the roles of spouse and parent. The change in values also leads to change in style of life.

According to Erikson, young adulthood is a time for dealing with the psychosocial conflict of intimacy versus isolation. He theorized that one must achieve a sense of individual identity before committing oneself to a shared identity with another person, i.e., you must know yourself before you can love someone. The young adult who has no clear sense of self may be threatened by the idea of entering a committed long-term relationship and being "tied-down" or he or she may become over dependent on a partner as a source of identity.

Havighurst considers the following developmental tasks as important features of adulthood, i.e., getting started in an occupation, selecting a mate, learning to live with a marriage partner, starting a family, rearing children, managing a home, taking a civic responsibility and finding a congenial group. The mastery on these development tasks depends upon one's physical efficiency, motor abilities, mental abilities, motivation and role model.

SPECIFIC MENTAL HEALTH PROBLEMS OF RURAL YOUTH

AUTONOMY VERSUS DEPENDENCE

After the age of 18, young adults are expected to establish themselves as person distinct from their families of origin. Due to the influence of traditional type of family system in the rural places the youth feel that they are not allowed to take decisions independently of their own. Sometimes they protest and refuse to receive any help from others as they consider it to be below of their present status. On the other hand, parents also may refuse to render help to their children. There is a constant struggle between the feelings of autonomy and dependence, which leads to mental health problems.

FEELING OF INFERIORITY

The rural youth feel inferior to others because they are from village. They have low self-concept of their own selves. The other factors contributing to this kind of feeling of inferiority are lack of education and low socio-economic status. Failure to master some or most of the important developmental tasks for that age makes the individual seem immature as compared with other young adults. The feeling of inferiority leads to the mental health problems of rapid mood swing, feelings of misery and self-doubts.

MARRIAGE AND FAMILY

The choosing of partners and marriage can cause mental tensions to some because of the practice of selection of marriage partners. Some prefer love marriages by breaking the traditional method of arranged. This type of behaviour can cause family problems and mental tensions. The responsibility of taking care of the

financial matter, birth and rearing of children may also cause additional emotional disturbances.

IDENTITY OF ROLES

Some may experience difficulty in identifying their roles. This uncertainty regarding their roles creates ambiguity in their motivation which in turn leads to emotional instability.

VOCATIONAL PROBLEMS

After the age of 18, whether an individual is educated or uneducated faces the problem of securing employment in which the individual is interested. When an individual is unemployed the individual feels frustrated and annoyed with oneself, family and the society. Frustration leads to depression and stress. Some may get addicted to alcohol and use of drugs.

SOCIAL DISCRIMINATION

Social discrimination based on caste, religion, gender and socio-economic status affect the mental health rural youth. The discrimination based on gender leads to mental health problems among women. Discrimination based on religion and caste creates tension, hatred and burst out in the form of communal violence. Feeling of anxiety and insecurity in each individual can lead to the problems of psychosis or neurosis.

CHAPTER - 10

PERSONALITY ASSESSMENT

MEANING

Investories and Questionnaires – MMPI – Interview – Projective Tests: Rorschach – TAT – Sentence Completion Test.

All theories of personality assume that individual differences exist and that these differences can be measured. It is this assumption that is critical to the area of personality assessment. An assessment procedure is a way of gaining information about a person. It involves the systematic observation of behaviour under specified conditions and in relation to specific stimuli. Different theories of personality tend to lead to different kinds of observations about individuals, e.g. psychoanalytic theory leads to an indirect assessment of the person's needs, etc., through the projective technique.

USES OF PERSONALITY ASSESSMENT

1. For educational guidance.
2. For vocational guidance.
3. For vocational selection (i.e. to differentiate between those who will later become successful or unsuccessful workers)
4. For research purposes.
5. As a predictor of success – this includes a. academic success and b. vocational success.

6. Personality assessment is also used (informally) in the choice of friends and associates.
7. In the choice of marital partners.
8. It may be used in counseling.
9. In the selection, classification and promotion of personnel.
10. In the selection, of persons for key roles in society.
11. In the diagnosis of human malfunction or abnormality.

APPROACHES AND PERSONALITY ASSESSMENT

We can assess an individual's personal tendencies, interest, and values in one or several ways. We can ask him to describe himself, or we can have other people who are acquainted with the individual to do so. We can observe the action of the person and examine in standard social and work situations and make judgments based on what we observe. Interviews and application blanks can be used. We can use psychological tests and inventories that, as far as the examinee is concerned, may be structured or unstructured, direct or indirect, as show below.

| DIRECT | INDIRECT |
|--|--|
| <p><u>Structured</u></p> <p>Inventories of questions, statements or choices (examinee selects appropriate responses from the set provided to him)</p> | Error choice or information test (examinee estimates some statistic or value, direction and amount of error of his estimate is used as assessment) |
| <p><u>Unstructured</u></p> <p>Incomplete sentences, i.e., sentence completion tests.</p> | TAT : Rorschach |

PROJECTIVE TECHNIQUES

Projective techniques are unstructured, i.e., permit an almost unlimited variety of possible responses. The testimony is vague and ambiguous. In order to allow free play to the individual's fantasy, only brief and general instructions are provided. The test materials serve as a screen on which the respondent 'projects' his characteristics through processes, needs, anxieties and conflicts.

Projective instruments are disguised testing procedures, as the subject is unaware of the psychological interpretation of his responses. Projective techniques are characterized by a global approach to the appraisal of personality. Projective techniques are effective in revealing covert, latent or unconscious aspects of personality.

Projective methods originated within a clinical setting and have remained predominantly a tool for the clinician. In line with their typically global

approach, projective techniques have been concerned not only with emotional, motivational and interpersonal characteristics but also general intellectual level, originally and problem solving styles. A few of the projective techniques are discussed in the following section.

RORSCHACH INKBLOT TEST

Was developed by a Swiss psychiatrist, Hermann Rorschach. It utilizes 10 cards on each of which is printed a bilaterally symmetrical inkblot. As the subject is shown each inkblot, he is asked to tell what he sees – what the blot could represent. Besides keeping a verbatim record of the responses to each card, the examiner notes the time of responses, position in which the cards are held, spontaneous remarks, emotional expressions and other incidental behaviour of the subject during the test session. Following the presentation of all 10 cards the examiner questions the individual systematically regarding the parts and aspects, of each blot to which the association were given.

Although several scoring and interpreting schemes have been developed, the most common scoring categories include location, determinants and content. Location refers to the part of the blot with which the subject associates each response. Does he use the whole blot a common detail, an unusual detail white space? Determinants include form, colour, shading and movement – respondent's perception of the blot as a representation of a moving object for example, bat flying. Movement can be human or animal and abstract or inanimate movement. Content scores refer to persons, parts of persons, animal figures, animal details etc.

The relations within each of the scoring categories and among the several categories provide the materials from which an individual's personality structure and organization are inferred.

Rorschach test is useful in revealing threatening or unwholesome trends in personality development before serious difficulties actually appear.

THEMATIC APPERCEPTION TEST (TAT)

Tat was developed by Murray. This consists of 30 pictures. The cards are used in various combinations. The pictures are shown one at a time. The subject is informed that each card shows a scene. He is asked to: 1. tell what he thinks led up to the scene, how it came about, 2. to give an account of what is happening and the feelings of the characters in the picture and 3. To tell what the outcome will be.

While Rorschach reveals the structure and organization of an individual's personality, TAT brings out the content, i.e., drives, needs, sentiments, conflicts, complexes and fantasies. The content of the stories is analyzed into the following categories :

1. The Hero – the character with whom the subject identifies.
2. Motives, trends and feelings of the heroes – whatever the hero feels, thinks and does.
3. Forces in the hero's environment.
4. Outcomes – amount of hardships, or relative degree of success and failure.
5. Themes – interaction of a hero's needs with environmental forces.

6. Interests and sentiments – choice of topics and manner of dealing with them.

In responding to the TAT, the subject is free from social tensions that often accompany interviews. Thus, they provide as facilitators in the process of diagnosis and therapy.

Some of the other projective tests are Zondi Test, Rosenzweig Picture Frustration Test, Jung's Word Association Test, Children's Apperception Test, and Sentence Completion Test.

Sentence Completion Tests and Word-association Tests may also be considered projective techniques, although the assumptions underlying these methods are not as tightly bound to traditional psycho-analytic theory as are the assumptions behind the Rorschach or TAT. A widely used sentence completion test is the Rotter Incomplete Sentence Blank. This form consists of sentence stems such as "I feel foolish or women...", which the subject is asked to complete. This test is very often used in clinical settings to provide the diagnosticians with insights about specific areas of personality functioning.