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Learning objectives

This chapter aims at facilitating students to

1. develop understanding of stress.
2. know the different types of stress.
3. know the sources and effects of stress.
4. identify the sources of stress from day to day life.
5. understand the different coping strategies.

6.1 Being well adjusted-a dynamic balance

As we have seen in chapter 5 about Mental health and normal behaviour, we are not well adjusted in all the situations and we may experience some level of discomfort in certain situations. The degree of adjustment changes according to the situation and time. Let us look at such commonly experienced discomforts in this chapter.

Activity 1 :

Look at the following examples, we see them all around us. What do we call this particular type of discomfort in our day to day life?

- Sometimes Mitali is so worried about her performance in the examination that she turns blank during the exams. We say that Mitali is
- When Faizal was going through a bad phase in his business he used to shout and scream at everyone around him. His family said that Faizal was

- Robert had an audition on Monday but at the time of audition he felt so under confident about performing well that he cancelled the audition. The organisers said he was probably

As you may have realised, we use the terms 'tensed', 'worried' 'under pressure', 'anxious' to indicate the discomfort one experiences in seemingly demanding situations. However these different words mean different things in psychological terms. In psychological terms, the discomfort that one experiences in a seemingly demanding situation is called stress. Since, as students of 11th standard, you are facing demanding situations frequently, understanding the phenomenon is important not only as students of psychology, but also as individuals for your own mental health.

6.1.1 Stress-my definition

Activity 2 :

Look at the following examples of stress. Try to find a pattern in them and make a definition of stress for yourself.

- Meena needs fees for her higher education. But her father has less money than the required. He feels very stressed.
- Rashid is late for an appointment and he is stuck up in a traffic jam. He is stressed about reaching on time.
- Parminder is suppose to make a model for Science examination which is not working. Parminder feels stressed.

Definition of stress

The word stress is derived from the Latin word ‘Stringi’ means “to be drawn tight”. According to Richard Lazarus (1922-2002) “stress is a feeling experienced when an individual feels that the demands exceed the personal and social resources an individual is able to mobilize.”

In the examples given in activity, Meena’s education needs much more money than she is able to mobilize, Rashid needs more time to reach the destination but he has only 5 minutes, making Parminder’s model needs a level of expertise beyond her capability. Thus in each case, the demand of the situation is much greater than the resources/capabilities, the person is able to mobilize.

In medical term, stress is described as “a physical or psychological reaction that may lead to illness.”

According to Indian philosophy, our desires and involvement in material world are the cause of our stress which leads to Klesha. There are five types of Kleshas : Avidya, (Ignorance), Asmita (Ego), Raga (Attraction), Dvesha (Repulsion) and Abhinivesha (Lust for life). Out of these Avidya is the base of remaining four. We must seek realistic knowledge to be free from Avidya.

In Sanskrit, they are not only talking about mental health as Arogya (absence of disease) but it is explained as Swasthya (being relaxed and maintaining one’s mental peace)

Let us see three different scenarios -

Jay is preparing for his upcoming semester

exam. He has moderate amount of stress. So he studies hard and gives his best in his exam.

At the same time, Spruha is under extreme stress for the exam as she wants to be a topper. So in spite of studying well, she panics and goes blank while writing the paper.

Azhar does not have any stress for his exam. He bunks his classes while thinking that he can prepare himself at the last moment and pass the exam. But when he appears for the exam, he is not able to do well.

Everybody deals with stress in his own way depending upon his genetic predisposition and environmental conditions. Stress works just like a key operated toy. If the key is wound too much, the arrangement would break. At the same time if it is wound too less, the toy won’t work as it should. Similarly when stress exceeds a limit or if it is very less it will deteriorate the performance. Only under moderate stress, we can achieve the optimum performance. This phenomenon can be explained with the help of following diagram. (Refer to fig. 6.1)

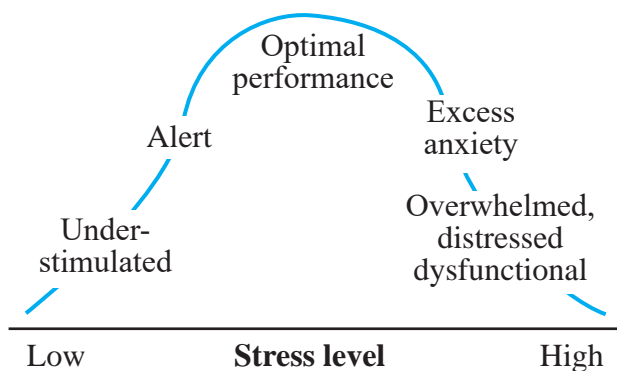


Fig. 6.1

Activity 3 :

Try to remember situations in your life when-

1. The stress was moderate.
2. The stress was too much

Try to remember what happened in both these situations. Which was a more productive situation? Did it follow the graph shown above or was it different? This leads to discussion of types of stress

6.2 Types of stress

- Amit has nothing to do during vacation or Smita who is an intelligent student finds the course unstimulating. They experience **Hypostress**. Hypostress is caused when a person has nothing to do at all. It is insufficient amount of stress. When people have nothing to do, they get bored and if this feeling persists for longer time, it results in hypostress.

Usually, people with hypostress are working on unchallenging jobs, in which they become demotivated, unenthusiastic and restless. Hypostress may be due to work underload.

Hypostress is different from leisure. Leisure is a quality time spent away from work or domestic duties or studies, after a heavy period of work. It has relaxing and recreational qualities and we have freedom and choice for our leisure time.

- Jason is stuck up in a traffic jam, has lost his hall ticket and is already late for the exam. He is going to experience **Hyperstress**. It causes due to extremely pressurizing conditions. Due to hyperstress, a person may experience panic attack and may engage in exaggerated reactions like throwing temper tantrums. It leads to frustration or agitation.

Thus in Hyperstress; there is high stress which leads to panic or exaggerated reactions.

- After much preparation, Anagha is ready for her stage performance. She is experiencing **Eustress**.

According to Greek prefix “EU” means good and therefore it is “**good stress**”. According to Merriam Webster (1975), eustress is a positive form of stress having a beneficial effect on health, motivation, performance and emotional well-being. It is a state when an individual is excited, determined, inspired and energized and “ready to go”. When we experience eustress, the body is temporarily, intensely and quickly flooded with hormones like Dopamine and Oxytocin. Both these hormones are associated with positive feelings.

- Sujay meets with an accident and has become partially handicapped. Now he is dependent on others for assistance. Sujay will experience **distress** as he is facing this unwanted situation.

Distress is negative type of stress. Individual experiences it when the normal routine is constantly adjusted and altered. While experiencing distress, our body is flooded with emergency response hormones such as Adrenaline and Cortisol. Adrenaline increases heart rate, elevates blood pressure and boosts energy supplies. Cortisol, the primary stress hormone, increases sugar (glucose) in the bloodstream, enhance brain’s use of glucose and increase the availability of substances that repair tissues.

There are two types of distress :

Acute and chronic distress :

1. Acute distress is intense, short term negative stress. It occurs when there is sudden change in routine or when we experience panic or threat. For example, traffic jam, accident, sudden water shortage etc.
2. Chronic distress is long lasting, recurrent negative stress. It causes constant changes in routine for a long period of time. This is the worst type of stress. Chronic distress is the cause of most people’s problems. Example: illness of a family member, suffering from a chronic illness oneself.

Hans Selye (1907 - 1982) :

Hans Selye, who is the father of stress research says, that stress of creative and successful work is beneficial whereas that of failure and humiliation is harmful.

He introduced the General Adaptation Syndrome model in 1936 showing the three phases of what the alleged effects of stress has on the body. In his work, Selye, developed the theory that stress is a major cause of disease because chronic stress causes long term chemical changes.

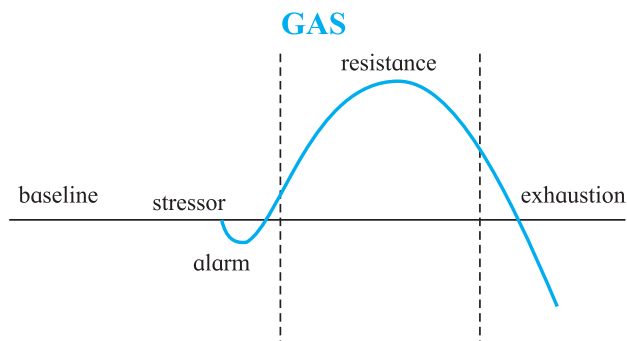


Fig. 6.2 General Adaptation Syndrome

He observed that the body would respond to any external biological source of stress with a predictable biological pattern in an attempt to store the body's internal homeostasis.

GAS may be defined as the manifestation of stress in the whole body, as they develop in time. GAS consists of three stages : the alarm reaction stage, the stage of resistance and the stage of exhaustion.

(A) Alarm Stage :

It is the first reaction to stress. At this stage the organism recognizes that there is a danger and prepares to deal with the threat by “fight or flight” response.

If this energy is repeatedly not used for physical activity, it can become harmful.

This natural reaction prepares provide energy to the body to deal with stressful situation.

(B) Resistance Stage :

After the initial shock, the body begins to repair itself. In this recovery phase, it remains on high alert for a while. If you overcome the stress, your the body continues to repair itself until your hormone level, heart rate and blood pressure comes to normal.

If the stress continues, the body remains in state of arousal and it can lead to exhaustion. Signs of Resistance Stage are : irritability, frustration, poor concentration etc.

(C) Exhaustion Stage :

If the stress is not resolved in the Resistance stage, the person enters into exhaustion stage. In this stage the body's ability to cope up becomes less. At this stage and individual may collapse

quickly. The body's immune system, ability to resist stress diminishes. Signs of exhaustion includes fatigue, burn out, depression, anxiety.

Activity 4 :

Fill up the following questionnaire to estimate your own stress level.

The Undergraduate Stress Questionnaire

TRY THIS. Here are some sample items from the undergraduate stress Questionnaire which asks students to indicate whether various stressors have occurred during the previous week. (Crandall, Preisler, & Assuprung,1992). Check off the items that apply to you, and then make a list of other stressful events you have encountered recently that are not on this list. Keep these stressors in mind as you read the list of this chapter, and consider whether any of them have lead you to experience any of the physical and psychological stress responses described later.

- Assignment in several classes due the same day
- Roommate conflict
- Lack of money
- Trying to decide on a major subject
- Difficulty understanding a professor
- Staying up late for writing a paper
- Sitting through a boring classes
- Going into a test unprepared
- Parents getting divorced
- Problems at the registrar's office

Are you in a state of distress? Do you need help? Talk to your teacher about it.

6.3 Stressors and their types

Stressor is an environmental condition, external stimulus or event that causes stress to an organism.

There are two types of stressors : internal stressor and external stressor.

6.3.1 Internal stressors

If a child is hungry, or not well, does not have same level of intelligence as per the requirement of the course, it may act as internal stressor. Internal stressors are stressors within us and we have to deal with them by ourselves.

6.3.2 External stressors

Noise, crowding, strict teacher or parents, weak economic condition or lack of space may act as external stressors. External stressors are stressors resulting from outside environment. External stressors results in frustration.

For example : a student is prepared for the exam but is not able to recall the answer when required. Secondly, forgetting PIN while using ATM machine or forgetting password while you need to use your email id urgently. All such goal directed activities, if blocked, lead to **frustration**. It is a common emotional response related to anger and disappointment. When an individual is highly motivated to achieve something and when his goal directed behaviour is blocked by an obstacle, it results in frustration.

Conflicts of motives

When an adolescent has more than one goal to choose, he experiences **conflict of motives**. If he finds it difficult to resolve, he experiences stress. Conflict is a Latin word which means ‘**striking two things at the same time**’

Conflict of motives refers to the clash between two or more equally strong and incompatible motives occurring at the same time that compels an individual to make a choice.

Lewin talked about valance or value of the goal which is attractive or unattractive because of which an individual either wants to achieve or avoid the goal

<http://www.psychologydiscussion.net/conflicts/conflictsnotes-on-3-types-of-conflicts psychology/688>

Activity 5 :

Analyse the following examples. Can you find the different types of conflict of motives in the four examples given below?

1. Reshma has to choose between participating in skating competition or singing competition, both of which fall on the same day and same time and she likes both of them.
2. Mahmood has to choose between cleaning the dishes and sweeping the floor and he doesn't like to do either.
3. Sikandar loves to watch movies all the time, but he also realizes that he will fail his exams if he keeps on doing it.
4. Kulwant has to choose between using cycle or motorcycle for commutation. He likes cycling because it is eco-friendly but it is very time consuming. On the other hand he likes motorcycle also because it is fast, but then it causes pollution.

1. Approach - Approach conflict :

In Reshma's example, she has to choose between goals she likes. This is approach-approach conflict. Imagine a teen who wants to go for a party and a picnic on the same day and he has to choose between one of the goals. He is experiencing approach- approach conflict. Here, there is a conflict between two positive and attractive goals. The decision will depend on attractiveness of the goal, and its valance may change. For e.g : while going for a party with friends and picnic with parents an adolescent can make a choice depending on whether he gives importance to his parents or peers. Here, an individual may become happy with his choice he has made and he may give up the other goal.



Fig. 6.3 Approach - Approach conflict

2. Avoidance - Avoidance conflict :

In Mahmood's case, he is repelled by both the goals but he has to choose one. This is avoidance-avoidance conflict. A student does not want to study nor does he want to fail in the exam. He has to accept one of the goals and he does not have choice between them. He is experiencing avoidance-avoidance conflict. This conflict involves two goals with negative values. An individual is forced to make choice between two negative and unattractive goals. In the example of Mahmood who does not want to study nor does he want to fail in the exam. He has to make a choice between them. Here, a person can get relief that he can avoid at least one.



Fig. 6.4 Avoidance-Avoidance conflict

3. Approach - Avoidance conflict :

In Sikander's case, Sikander is attracted and yet repelled by the same goal of watching movies. This is approach-avoidance conflict. A teenager likes to eat pastries, cakes, pizza but she doesn't want to gain weight. She is experiencing approach-avoidance conflict. This type of conflict is very difficult to resolve as an individual is attracted and repelled by the same goal. There is only one goal and it has both positive as well as negative value. There are three possible reactions in such situation, like she gives importance to positive value and relishes the cake or she is too cautious about negative value and avoids heavy food or she leaves the goal all together to avoid the situation. In such case, vacillation between the positive and negative valences of the same goal is common. This type of conflict is most difficult to resolve as an individual doesn't have any choice. He has to accept the consequence of his choice.

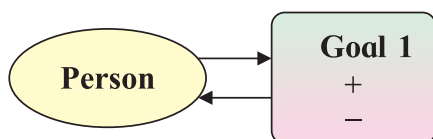


Fig. 6.5 Approach - Avoidance conflict

4. Double-Approach- Avoidance conflict :

Kulwant has to choose between riding the bicycle and the motorcycle. Both the choices have positive and negative values. Here, a double-approach avoidance conflict results. A girl wants to get married to a boy who is not approved by her parents. If she listens to her parents and doesn't get married to the boy, the boy will be disappointed. And if she marries to that boy, her parents will be disappointed. In either case she has to lose one of the relations. She is facing double-approach-avoidance conflict. Here an individual faces conflict between two or more goals which have equal positive or negative valence. However, an individual is always disappointed with the choice he/she makes as he/she has to lose the other goal.

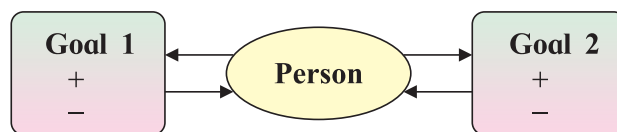


Fig. 6.6 Double Approach - Avoidance conflict

Activity 6 :

Try to find examples of the given types of conflicts in your own life or around you. How are these types of conflicts resolved? Are they? How does one deal with the resulting stress?

Let us find out more about the answers to these questions in the next part of this chapter.

Activity 7 :

Discuss any two events of your life where you faced conflicts or frustration.

1. How did you face the situation?
2. How will you face the situation?

Let us find out the answer together.

6.4 Coping with stress - strategies

Every individual tries to deal with the internal and external stressors and resolve the conflicts he/she faces because if they are not dealt with, it leads to stress.

From the above example, we can see that there are two broad strategies of coping with stress.

6.4.1 Problem focused coping

Problem focused coping is also known as a direct way of reducing the stressors or direct way of resolving conflict. When an individual focuses her efforts on her problem/conflict, she is using direct way of resolving conflict. Here she accepts the reality as it is and tries to solve the problem.

In this strategy, stress is reduced by trying to resolve the conflict by working on the task at hand. Problem focused coping targets the causes of stress in practical ways.

1. Sumi, a football player, wants to be selected for the state level match. She gets negative feedback about her performance during practice matches. She focuses on diet, practice and techniques for better performance. Sumi is directly attacking the conflicts to resolve it. Thus she is using the direct way of resolving conflict called as **Attack**.
2. Sumi is not selected for the state level competition. So she chooses to work as a coach or a commentator. She is using the direct conflict resolving strategy called as **Compromise**. If a person can't achieve the goal because she lacks the capacity, she readjusts the goal to the nearest possible goal.
3. Sumi may leave football altogether and may indulge into something else which she prefers the most. She is using the direct conflict resolving strategy called as **Withdrawal**. When a person can't achieve a particular goal after putting best efforts, she may indulge into 'beating retreat' or withdraw herself from the goal.

6.4.2. Emotion focused coping

Emotion focused coping involves trying to reduce the negative emotional responses associated with stress. Here, one does not work on reducing the stressors or resolving the conflict by working on the task itself. Work is done to reduce negative emotional responses that occur due to exposure to stressors. Here an individual

tries to ward off negative emotions by keeping his mind stable with meditation or stuff down negative emotions by quarrelling with others.

When a person, instead of centering her efforts on the goal, focuses on the emotions resulting from stress, she is using emotion focused coping. For example : If Sumi indulges into overeating or meditation or writing poems or blogs to reduce her stress or blames, she is using emotion focused coping.

Activity 8 :

Sneha while attending a class is feeling very hungry. She has following choices. She can eat even when the lecture is going on or she can wait till the lecture gets over. She should not eat because it is wrong to eat when the teacher is teaching in the class.

What do you think should be done by Sneha?

The choice Sneha will make can be understood with the help of Freud's theory of Psychoanalysis which is the base of Defense Mechanisms. We will also learn and understand various Defense Mechanisms.

6.4.3 Freud's theory of psychoanalysis

According to Freud's theory of psychoanalysis, our personality is controlled by three aspects.

ID, Ego and Superego.

When Sneha eats tiffin even when the teacher is in the class it shows ID.

1. ID :

ID has psychic energy. ID is the most primitive storehouse of our biological energy. It operates on pleasure principle and demands immediate gratification of desires. ID operates on **primary process thinking** where logical rules are not applied. For example : if you like someone, he or she has to like you in the same way. **ID** operates on two energies, **libido** which is the sexual energy and **thanatos** which is the destructive energy. A boy who is under the control of ID and if he likes someone, he would either compel that girl to like him back (libido) or it could be one sided affair or if she does not like him then he could indulge into any other unacceptable behaviour (thanatos).

2. Ego :

Ego operates on reality principle. It has better problem solving abilities compared to ID. As per ego, immediate satisfaction of urges by ID needs to be controlled as it is unacceptable. For example : having strong desire to copy during exams to get better grades. But it needs to be avoided because if a student is caught copying, he will be suspended and will waste his year. Secondly, next year, he will be a failure as his foundation will remain weak. Ego indulges into secondary process thinking, as it knows how and when to satisfy the desires.

3. Superego :

Superego internalizes moral values of society through parents, friends and schools. These are 'do's and don'ts' of the society.

It is a social right and wrong we pick up unknowingly from our role models. The super ego helps us to control impulses coming from ID, making our behaviour less selfish and more virtuous.

The part of Sneha if she decides to eat even when the teacher is in the class is called as ID.

The part of Sneha which decides to eat in the class when nobody is paying attention to her is the Ego.

The part of Sneha which decides not to eat in the class because it is morally not correct and it may hurt her teacher and to eat only during recess is called as superego.

According to this theory, our reaction in a particular situation will depend upon interaction of these three systems. For example : Apeksha indulges into copying even when her Ego tries to control her. So she will experience anxiety. Anxiety is a state where a person may feel that something is wrong and will get symptoms like palpitation, rapid heart rate, sweaty palms, dried throat etc. For example : If Apeksha tries to copy in the exam, she is going to experience **neurotic anxiety**, as her ID and Ego are in conflict with each other and she may become worried about its consequence. She may experience **moral anxiety** if her Superego and Ego conflict with each other, as she thinks that she is ditching her family values and she has to pay for this sin.

Here, the defense mechanisms play important role. If the situation is very painful for the person to accept or if it brings anxiety and leads to stress, she may use defense mechanism to protect her Ego from harsh reality.

Let's have a look at defense mechanisms



Fig. 6.7 Theory of Psychoanalysis

6.4.4 Defense Mechanisms

Activity 9 :

Following are the examples of different types of defense mechanisms. Go through them.

1. Azhar went to a fair against his father's wish and got lost when he was a child. He slept on streets for three days. He went through a lot of stress during that period. But he does not remember the incident at all in his adulthood.
2. Robert was scolded by his boss in the office. After coming home he scolded his wife for no reason.
3. Pritam has a lot of anger towards his boss. Instead Pritam denies being angry and feels that his boss has a lot of anger towards him.
4. Mitali likes a boy but the boy does not like Mitali. Mitali likes to write poetry and diverts her mind towards poetry.
5. Radhika's mother has a violent temper. Radhika starts imitating mannerisms of her mother.
6. Parminder is poor and can not fulfil his desires. Parminder day dreams of living a luxurious life.
7. Zubin can not afford a car. He says cars are not environment friendly.

Defense mechanisms are the unconscious strategies used to protect the Ego from shattering due to unacceptable and harsh reality. It is a face saving device. It functions as a shock absorber. It is a stop-gap arrangement that provides some time to the person to come to terms with reality. However, it should be used moderately.

Excessive use of defense mechanisms leads to a habit of escaping from reality and indulgence in falsehood about one's own self. However, reality chases and sooner or later one has to face it as reality does not change. At such point of time, the ego is no longer protected and it may lead to symptoms, of mental disorders. Defense mechanism is indirect way to combat stress. Some of the defense mechanisms described by Dr. Sigmund Freud are as follows.

1. Repression :

As seen in Azhar's case, Azhar has unconsciously repressed the traumatic incident. This defense mechanism is called as Repression. Repression is an unconscious mechanism employed by the ego to keep disturbing or threatening thoughts outside our conscious awareness. Thoughts that are often repressed are those that would result in feelings of guilt from the superego. Repression is different from suppression where in the material can be recalled up to a certain extent whereas in repression the person forgets those memories completely and can't retrieve them back. It is different from actual forgetting as after the break up, a person may just forget about his girlfriend altogether. (Refer to fig. 6.8)



Fig. 6.8 Repression

2. Displacement :

As seen in Robert's example, Robert displaced his own feelings of anger on to his wife. This is known as Displacement. Displacement is the redirection of an impulse (usually aggression) onto a less powerful target. In this, as a person can't retaliate against the actual source of anger, the person redirects his anger on a less threatening object. If the principal gets angry with the teacher, she may come to class and start scolding students without any strong reason. (Refer to fig. 6.9)



Fig. 6.9 Displacement

3. Projection :

As seen in Pritam's case, Pritam projected his own feelings of anger on to his boss. This is called projection. This involves individual attributing their own thoughts, feeling, and motives to another person. Rakesh could not write his paper well as he had not studied, he will not accept that he is the one responsible for it. He may say that most of the questions were out of syllabus. (Refer to fig. 6.10)



Fig. 6.10 Projection

4. Sublimation :

As seen in Mitali's case, Mitali diverted her pain and energy towards a constructive and attractive cause. This is called sublimation. Sublimation is considered to be a more adaptive defense mechanism in that it can transform negative anxiety into a more positive energy.

Instead of converting this energy into socially unacceptable behaviour, a person may use sublimation to redirect this motivation into more acceptable, even productive endeavours.

Freud believed that artists' creative energies were often a refocusing on carnal impulses or other anxieties, through sublimation. (Refer to fig. 6.11)



Fig. 6.11 Sublimation

5. Identification :

As seen in Radhika's case, Radhika subconsciously adopts the manners of her mother whom she is afraid of. This is called identification. In this, by adopting other person's mannerism, repeating phrase and language patterns a person tries to use and mirror his character traits and starts behaving like another person, trying to control one's anxiety level.

6. Daydreaming :

As seen in Parminder's case, Parminder resorted to day dreaming in order to escape the reality of poverty. When life appears to be distressing, people often use fantasy as a way of escaping reality. An adolescent may daydream about standing first in the exam or getting most popular person as his friend. It is dangerous for adolescents mental health. If they day dream excessively they may lose touch with reality. (Refer to fig. 6.12)



Fig. 6.12 Daydreaming

7. Rationalization :

As seen in Zubin's case, because Zubin could not fulfil the expectation, he gives false excuse. This is called rationalization.

Rationalization occurs when a person attempts to explain or create excuses for his failure. In doing so, an individual is able to avoid accepting the true cause or reason of his failure.

<https://psychologenie.com/common-psychological-defese-mechanisms>

<https://www.psychologistworld.com/freud/defece-mechanisms-list>

Besides the defense mechanisms we have discussed, there are few more which are depicted in fig. 6.13.

Activity 8 :

Can you think of stressful situations in your life? How did you cope with them? Was it a problem focused coping or emotion focused coping? If it was emotion focused, was it positive or negative? Do you think you make use of any of the defense mechanisms mentioned in this chapter? When and how?

In this chapter we have seen some general methods of how people cope with stress. We hope that this awareness will definitely make you to understand the causes of stress in your life and give you some idea of dealing with them by using a more realistic approach.

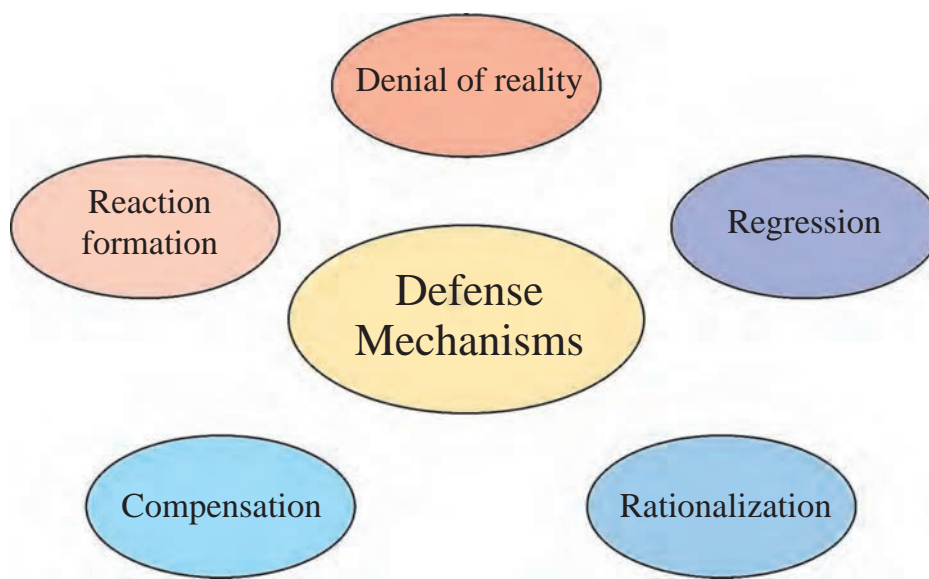


Fig. 6.13 Defense Mechanisms



Summary :

- Stress is a feeling experienced when an individual feels that the demands exceed his personal and social resources that he can mobilize. Individual responses to stress can be different. It determines the effects of stress upon him. Too intense or too less levels of stress affects an individual's performance negatively. Moderate level of stress leads to optimum performance.
- There are four types of stress: Hypostress, Hyperstress, Eustress and Distress.
- Stressors can be internal or external.
- Conflicts of motives can become internal source of stress. There are four types of conflicts namely, Approach-approach conflict, Approach- avoidance conflict, Avoidance-avoidance conflict and Double approach-avoidance conflict.
- Every individual tries to cope up with stress. There are two ways to cope up with stress : Problem focused coping and Emotion focused coping.

Key Terms :

- Stress
- Hypostress
- Hyperstress
- Eustress
- Distress
- Conflicts of motives
- Approach- approach conflict
- Approach- avoidance conflict
- Avoidance-avoidance conflict
- Double Approach-avoidance conflict
- Psychoanalysis
- Defense Mechanism
- Repression
- Displacement
- Projection
- Sublimation
- Identification
- Day dreaming
- Rationalization
- Frustration

Key Psychologists :

Richard Lazarus was a psychologist who proposed that the effects of stress depend upon an individual's appraisal of the situation.

Sigmund Freud was an Austrian neurologist and the founder of psychoanalysis. He found a clinical method for treating psychopathology through dialogue between a patient and a psychoanalyst which is called as free association.

Kurt Lewin was a German - American psychologist, known as one of the pioneers of social, organizational, and applied psychology.

Hans Selye was a pioneering Hungarian - Canadian endocrinologist who worked on response of an organism to stressors.

Exercise

Q. 1. (A) Complete the following statements

1. When the demand of a situation exceeds personal and social resources an individual can mobilize, it leads to
a. Worries b. Stress
c. Depression
2. leads to boredom.
a. Eustress b. Hypostress
c. Distress
3. is necessary for better performance.
a. High stress b. Moderate stress
c. Low stress
4. Low level of intelligence may act as stressor while facing a difficult exam.
a. Internal b. External
c. Imposed
5. results when a goal-directed activity is blocked by some obstacle.
a. Frustration b. Anger
c. Conflict.

(B) State whether the following statements are True or False. If false, correct them, if true explain why.

1. Well-adjusted person does not experience stress at all.
2. Stress can be good some times.
3. Hyperstress leads to the best performance.
4. Hypostress is a bliss.
5. Hyperstress leads to panic and exaggerated response.
6. Conflict of motives is an internal stressor.
7. Approach-Avoidance conflict is extremely difficult to resolve.
8. Compromise is Emotion focused coping strategy.

C. Identify the odd item from the following.

- i. Unchallenging job, unemployment, leisure, lack of purposeful activity.
- ii. Eustress, hyperstress, frustration, distress, hypostress.
- iii. Attack, Withdrawal, Defense mechanism, Compromise.
- iv. Withdrawal, Projection, Sublimation, Rationalization, Displacement.

(D) I. Match the following pairs.

A	B
1. Two negative goals	a) Defense mechanism
2. Problem focused coping	b) Hypostress
3. Vacation after sufficient work	c) Avoidance-avoidance conflict
4. Lack of challenging work	d) Direct way of coping with stress
5. Emotion focused coping	e) Approach-Avoidance conflict
	g) Leisure.

Q. 2. Answer the following questions in 35-40 words each.

- i) What are the ill effects of distress?
- ii) Explain the relationship between level of stress and performance with the help of appropriate diagram.
- iii) Explain the internal and external stressor with examples.
- iv) What are the effects of hypostress?
- v) Why the Approach-Avoidance conflict is most difficult to resolve?

Q. 3. Compare and contrast with example

- i. Eustress-- Distress
- ii. Hypostress-- Hyperstress
- iii. Emotion focused coping--problem focused coping
- iv. Attack-- Withdrawal
- v. Compromise-- Withdrawal
- vi. Projection -- Rationalization.

Q. 4. (1) What are the possible consequences of

- a) Mehul is sufficiently prepared for his exams but feels tremendously stressed.
- b) Sujata has nothing to do as her husband is a multimillionaire, nor does she have any hobby.
- c) Kalpesh sets his goals similar to his top ranker brother, without considering his ability.
- d) Mohsin resorts to blame others every time he fails.

(2) Identify the defense mechanism used in each of the following examples.

- a) Rahul who is interested in football, was not selected for the college football team. He says he never wanted to be a part of the college football team
- b) Vipasha comes from extremely poor family. She sleeps into imagining herself as driving her own car.
- c) Arnav got scolding from his teacher and he could not answer back. After coming home he started beating his younger brother for no reason.
- d) Ajay loved a girl who turned down his proposal. Later he became a successful composer.

3) Identify the conflict of motive that is experienced by the person in the following situation.

- a) Rashmi has got promotion in her company and so has to go abroad. She wants to take this opportunity but at the same time she is not willing to leave her parents.
- b) Yogesh has got selected by two reputed companies at the same time and both are his dream offers.
- c) Julius doesn't want to go for a wedding ceremony with his family as it's too boring there but doesn't want to stay alone at the same time.
- d) Shanaya is very conscious about her figure, but she is also very tempted to eat sweets.
- e) Vishal has got invitation from his school friends for reunion party on the same day as his fresher's party in his college.

Q. 5. Write short notes in 35-40 words each.

1. Types of stress.
2. Relationship between stress level and performance
3. Direct ways to cope up with stress.
4. Defense mechanisms

Q. 6. Answer the following questions in 150-200 words each.

1. Give definition of stress and explain different types of stress.
2. What is meant by conflict of motives? Explain the different types of conflicts with examples. Illustrate your answer with appropriate figures.