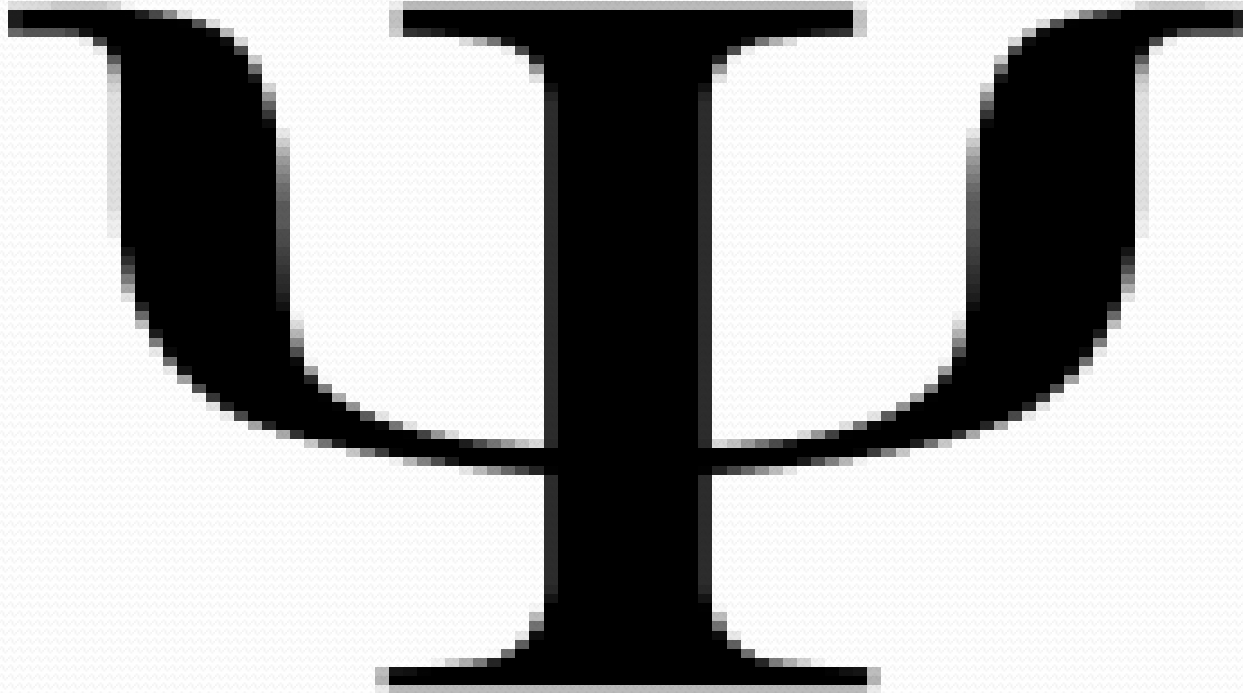


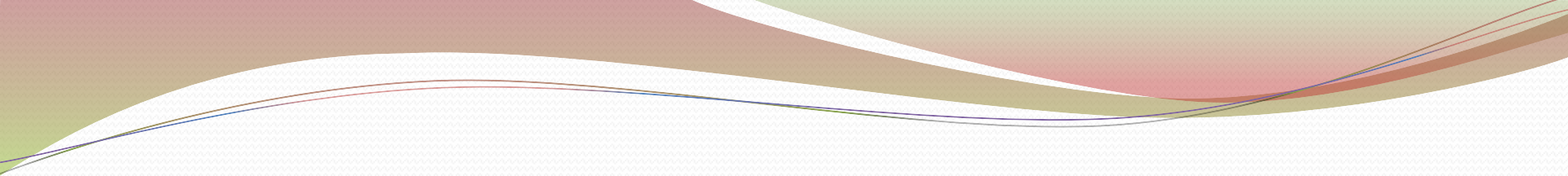
Psychology



- Psychology is the science of the mind and behavior. The word "psychology" comes from the Greek word psyche meaning "breathe, spirit, soul", and the Greek word logos meaning the study of something. For a psychologist, human behavior is used as evidence (or an indication) of how the mind functions. We are unable to observe the mind directly; however, the functioning of our minds influences virtually all our actions, feelings and thoughts. That is why human behavior is used as raw data for testing psychological theories on how the mind functions.

Definitions

- Greek Philosophers define Psychology as the study of mind.
- William James defined Psychology as the description and explanation of states of consciousness(1980).
- William Wundt defined Psychology as the science of consciousness.
- William McDougall(1949) defined Psychology as a science which aims to give us better understanding and control of the behavior of the organism as a whole.

- 
- J. B Watson (Father of Behaviorism) defined Psychology as the science of behavior(1913).
 - N.L Munn Psychology is the science of human and animal behavior and of the mental and physiological processes associated with the behavior(1976).

History of Psychology

- Pre-Scientific Psychology
 - India
 - China
 - Ancient Middle East – Hebrews

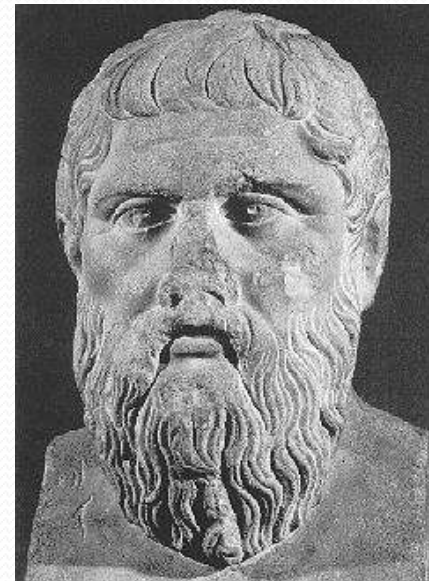
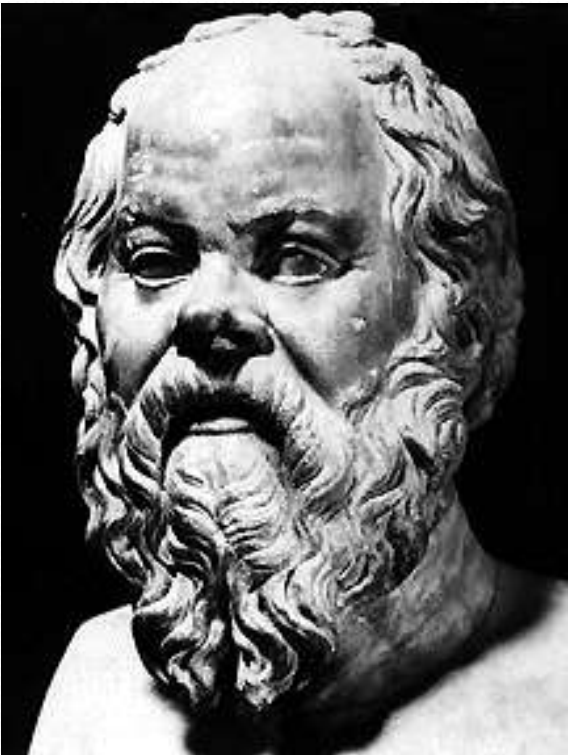
Pre-scientific Psychology

- Like most sciences, psychology has its roots in philosophy. **Buddha**, the spiritual leader whose teachings founded Buddhism, questioned how our sensations and preconceptions combine to form ideas. **Confucius**, the Chinese philosopher, stressed the power of ideas and an educated mind.
- **Socrates** and **Plato** of Ancient Greece concluded that the mind is separable from the body and continues after the body dies. In so much to say that knowledge is innate. **Aristotle** refuted, however, that knowledge is not pre-existing but grows from experience. Derived principles of knowledge all come from careful observation. Aristotle helped established the foundation for modern science, which officially began in 1600.

Confucius Scientific Psychology (551-479 B.C.)
In China, Confucius stressed the power of ideas
and the importance of an educated mind



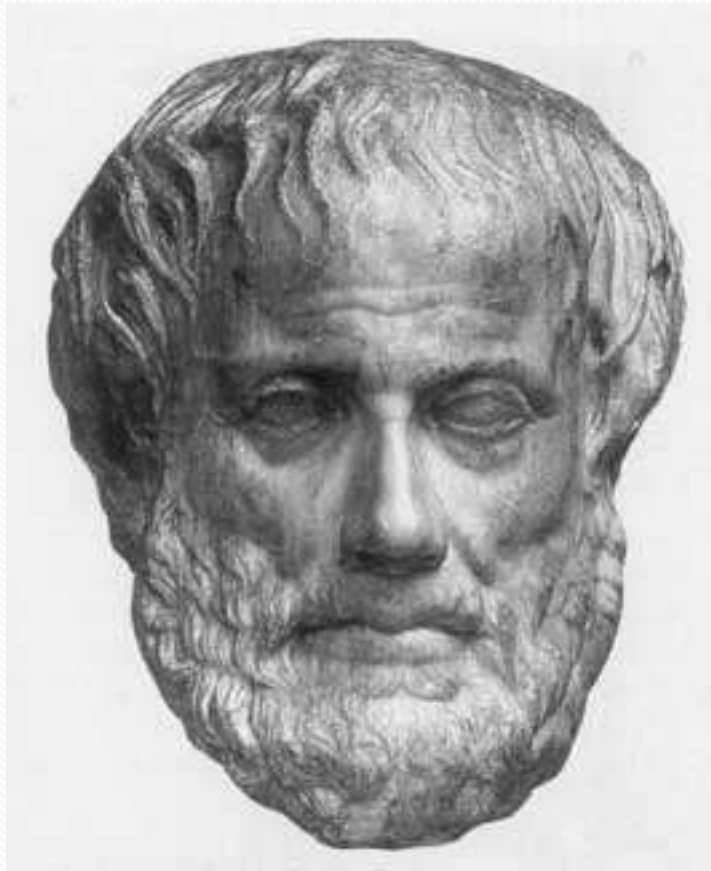
mind continued to exist after death, and ideas were *innate*.



and that knowledge (ideas)

grow from *experience*

Aristotle (384-322 B.C.)



HISTORY OF PSYCHOLOGY

- **The roots of western psychology can be traced to Greek philosophy. The word psychology itself is derived from the Greek words 'psyche' which means soul and 'logos' which means study. Psychology thus started as a part of philosophy and became an independent discipline much later.**
- **Plato and Aristotle were among the first philosophers who thought about the mind. Plato believed that body and mind are two separate entities and mind could exist even after death. But he was positive in that education can bring change to the basic nature of the mind. Aristotle, who was the disciple of Plato, followed the feet of his teacher and believed in the body-mind duality. But he thought that of each of these is the manifestation of the other. He was pessimistic about the role of education in changing the fundamental nature of humans.**

Rene Descartes—Cartesian Dualism

Descartes, like Plato, believed in soul (mind)-body separation, but wondered how the immaterial mind and physical body communicated.



Rene Descartes (1596-1650)

- **Rene Descartes, the French philosopher and mathematician, who originated the Cartesian system of coordinates or the coordinate geometry, also believed in the body-mind duality. But he was open enough to consider that there is an uninterrupted transaction between the body and the mind.**

- Prescientific Psychology
- John Locke (1632-1704)
- Locke held that the mind is a *tabula rasa* or blank sheet at birth and experience writes on it.



John Locke (1632-1704)

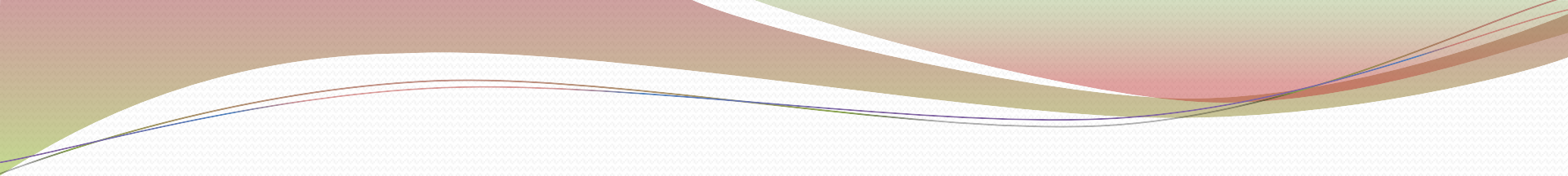
- Locke held that the mind was a *tabula rasa*, or blank sheet, at birth, and experiences wrote on it

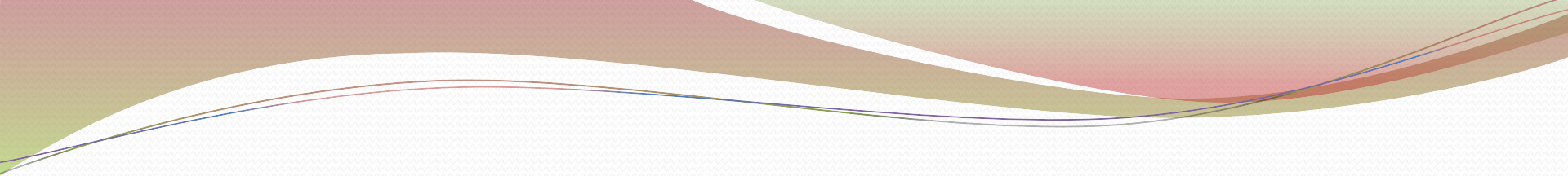
Scientific Psychology

- Scientific Psychology traces its roots to the older and more established fields of philosophy and biology
 - Philosophy – Uses reasoning and logical argument to discover the basic principles governing the world (including human behavior and mental processes)
 - Biology – the study of living organisms and life processes

Scientific Psychology

- In the twentieth century AD, German scientist E.H.Weber attempted a scientific approach in the study of the mind by his finding of the quantitative relation between stimulus intensity and the resultant sensory experience. This was later known as the Weber's law.
- Almost in the same period, G.T.Fechner, who is called the father of quantitative psychology, coined psycho-physics which is the quantitative study of external structures and sensory experience.

- 
- **Then came Darwin with his revolutionary ‘origin of species’ which influenced psychology and human thought.**
 - Darwin , he contributed to the prominence assumed by functional and genetic psychology, as opposed to analytical methods. His other main contributions were: (1) the doctrine of the evolution of instinct and the part played by intelligence in the process, (2) the evolution of the mind from the lowest animal to the highest men, and (3) the expression of emotions.

- 
- **In 1879, Wilhelm Wundt, a German scientist, established the world's first psychological lab at Leipzig, Germany. His aim was to prove that there is a physical activity for every mental activity. He suggested that psychologists should study sensation, perception, and emotions.**

- **In the first decade of the 20th Century AD, the Russian psychologist Ivan P. Pavlov made a path breaking finding when he was studying the digestion process in dogs. Before the experimental dog was given food, a bell was sounded. When this was repeated several times, the dog started salivating the very moment it heard the bell sound. Pavlov called this the conditioned reflex. This was one of the greatest findings that made radical changes in the field of psychology.**

HISTORY OF MODERN PSYCHOLOGY

- 1879-the first psychology laboratory was opened; Wilhelm Wundt opened it at the University of Leipzig in Germany
- 1883-first American psychology laboratory was opened by one of Wilhelm's student's; G. Stanley Hall opened it at Johns Hopkins University.
- 1886-first Doctorate in Psychology was given to a student of G. Stanley Hall, Joseph Jastrow at Johns Hopkins University.
- 1888-first Professor of Psychology was assigned to James McKeen Cattell, a student of Wilhelm Wundt who served Professor of Psychology at the U. Penn and Columbia.
- 1890-William James book entitled "The Principles of Psychology" was published

- 1892-G. Stanley Hall founded the American Psychological Association and served as its president. He later established two key journals in 1887 and 1917.
- 1896-Lightner Witmer opened a world's first psychological clinic to patients.
- 1900-'The Interpretation of Dreams' a theory of psychoanalysis was introduced by Sigmund Freud.
- 1901-Edward Bradford introduced Structuralism to the US with the Publication of 'Manual of Experimental Psychology.
- 1904-first woman President of the American Psychology Association was elected to be Mary Calkins.
- 1905-IQ tests developed by Alfred Binet and Theodore Simon.

- 1913-Behaviorism was introduced to the world by John B Watson publishing 'Psychology of Behaviour'.
- 1920-first African/American Doctorate of Psychology, Francis Cecil Sumner. Also a student of G Stanley Hall at Clerk University.
- 1925-Charles Frederick Menninger and his sons Karl Augustus and William Clair had opened the Menninger clinic in Topeka, Kansas.
- 1929-Electroencephalogram was invented by [Psychiatrist](#) Hans Berger.

- 1933-Nazis persecuted the scholars and researchers in psychology and [psychiatry](#).
- 1936-Walter Freeman's first lobotomy was performed in the U.S. at George Washington University in Washington
- 1938-Electroconvulsive (electric shocks) therapy began by the Italian Psychiatrist and Neuropathologist Ugo Certelli.
- 1946-U.S. President Harry Truman signed the National Mental Health Act.
- 1951-first drug to treat Depression was invented.

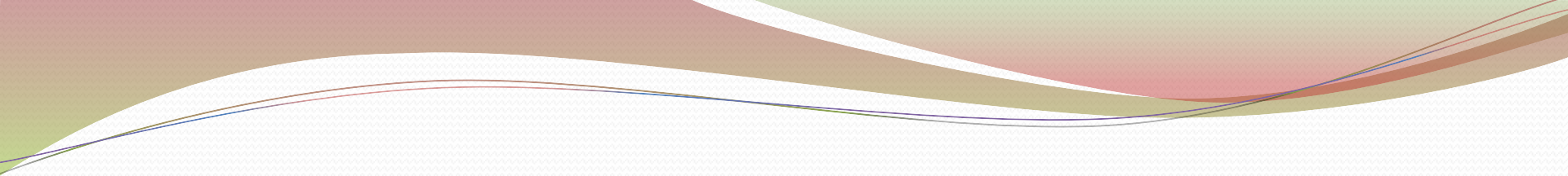
- 1960-FDA approved the drug Librium for treatment of Non-Psychotic Anxiety.
- 1963-Community Mental Health Centers Act was passed by the U.S. by president John F. Kennedy.
- 1964-National Medal of Science was given to Neal A. Miller.
- 1964-FDA approved lithium carbonate to treat patients with bipolar, mood disorders.
- 1984-the Insanity Defense Reform Act was passed

Psychological Science is Born

Schools of Psychology

Structuralism

- Wundt and Titchner studied the elements (atoms) of the mind by conducting experiments at Leipzig, Germany, in 1879.

- 
- Wundt and Titchner studied the elements (atoms) of the mind by conducting experiments at Leipzig, Germany, in 1879.

Wundt (1832-1920)



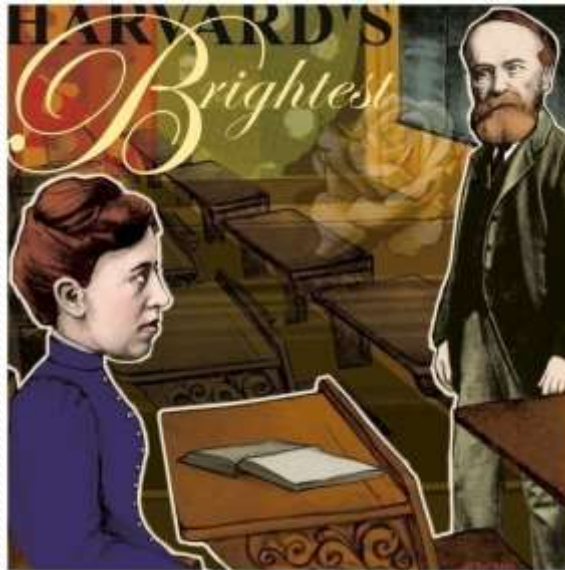
Titchner (1867-1927)



- 
- Proposed by German physician [Wilhelm Wundt](#)

Functionalism

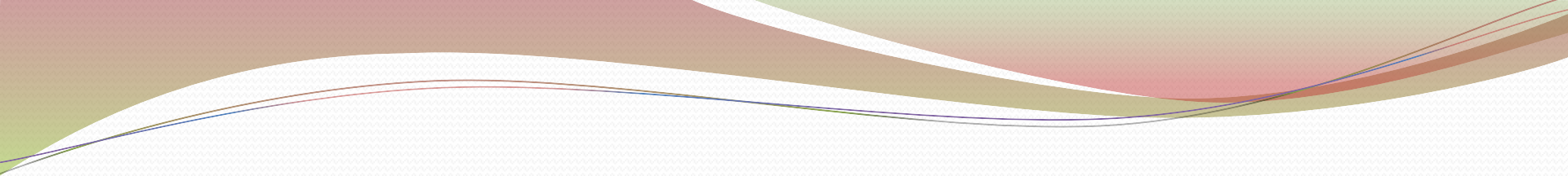
- Influenced by Darwin, William James established the school of functionalism, which opposed structuralism.
- James (1842-1910)



Functionalism

- Functionalism formed as a reaction to the theories of the structuralist school of thought and was heavily influenced by the work of the American philosopher, scientist, and psychologist [William James](#)

- In his book, *Principles of Psychology*, published in 1890, he laid the foundations for many of the questions that psychologists would explore for years to come.
- Other major functionalist thinkers included John Dewey and Harvey Carr.



Watson (1913) and later Skinner emphasized the study of overt behavior as the subject matter of scientific psychology

Watson (1878-1958)



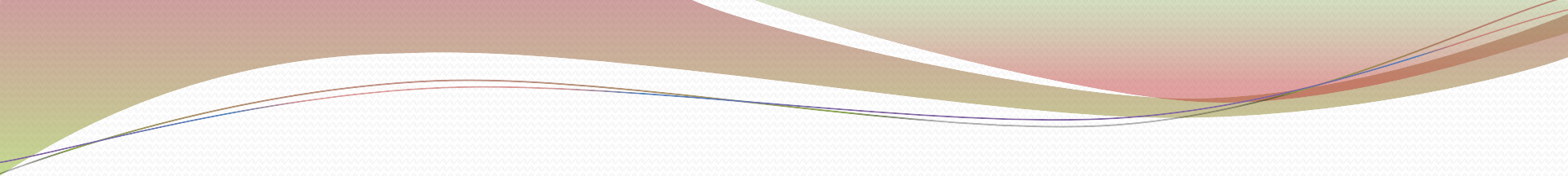
Skinner (1904-1990)



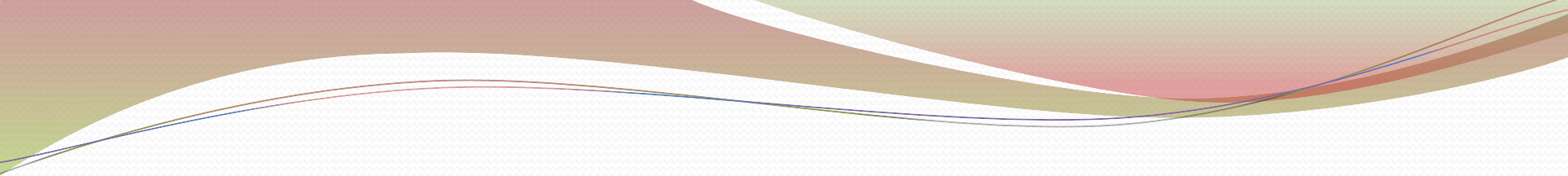
Behaviorism

- In the United States, [behaviorism](#) became the dominant school of thought during the 1950s. Behaviorism is a discipline that was established in the early 20th century by [John B. Watson](#), and embraced and extended by [Edward Thorndike](#), [Clark L. Hull](#), [Edward C. Tolman](#), and later [B.F. Skinner](#).

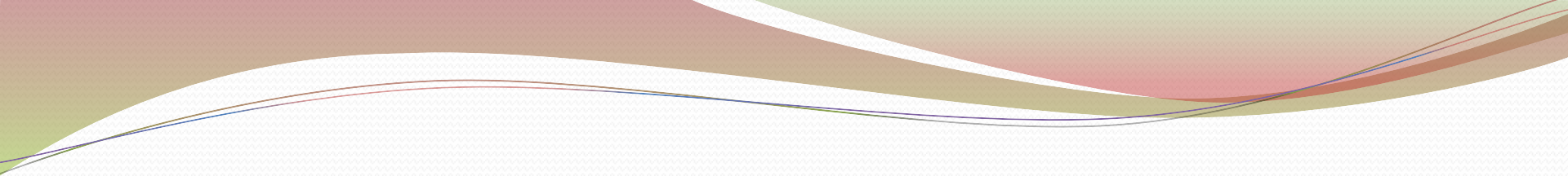


- 
- Theories of learning emphasized the ways in which people might be predisposed, or conditioned, by their environments to behave in certain ways.

- Classical conditioning was an early behaviorist model. It posited that behavioral tendencies are determined by immediate associations between various environmental stimuli .

- 
- Skinner emphasized the study of observable behavior.
 - He focused on behavior–environment relations and analyzed overt and covert behavior as a function of the organism interacting with its environment.
 -

- 
- Skinner's version of behaviorism emphasized operant conditioning.

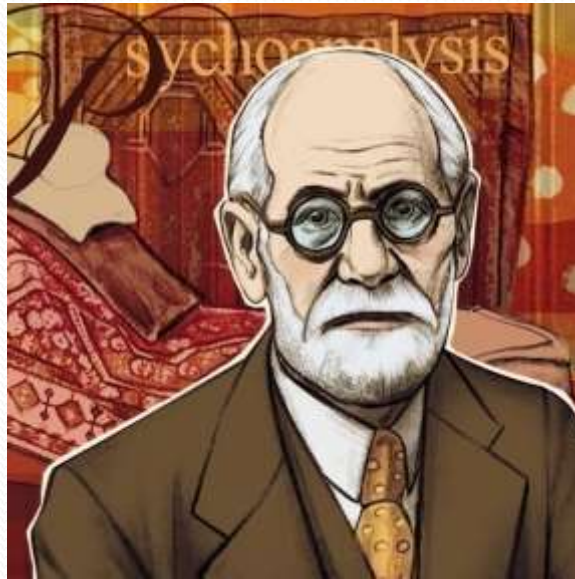
- 
- Linguist [Noam Chomsky](#)'s critique of the behaviorist model of [language acquisition](#) is widely regarded as a key factor in the decline of behaviorism's prominence

Gestalt Psychology

- [Wolfgang Kohler](#), [Max Wertheimer](#) and [Kurt Koffka](#) co-founded the school of [Gestalt psychology](#).
- This approach is based upon the idea that individuals experience things as unified wholes.
- This approach to psychology began in Germany and Austria during the late 19th century.

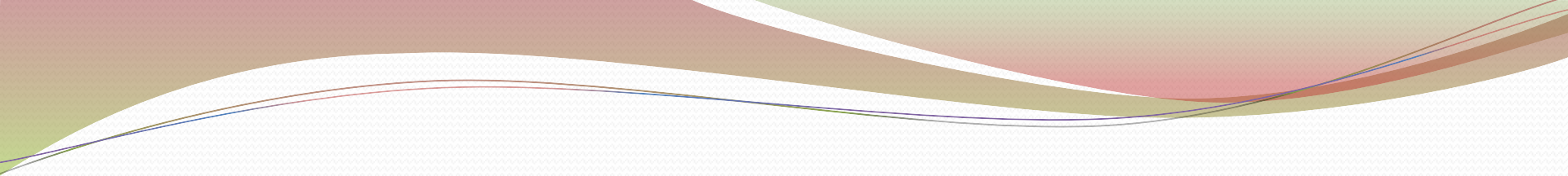
- 
- Gestalt position maintains that the whole of experience is important, and the whole is different than the sum of its parts.

Psychoanalysis



Freud (1856-1939)

- 
- Sigmund Freud and his followers emphasized the importance of the unconscious mind and its effects on human behavior.

- 
- From the 1890s until his death in 1939, the Austrian physician [Sigmund Freud](#) developed [psychoanalysis](#), a method of investigation of the mind and the way one thinks; a systematized set of theories about human behavior; and a form of [psychotherapy](#) to treat psychological or emotional distress, especially unconscious conflict.

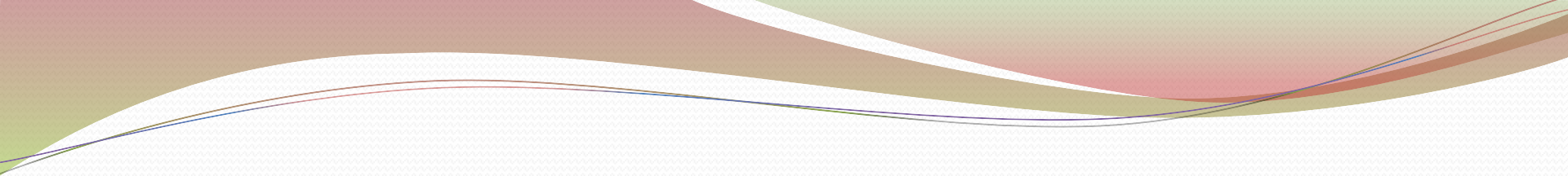
- Freud's psychoanalytic theory was largely based on interpretive methods, [introspection](#) and clinical observations. It became very well known, largely because it tackled subjects such as [sexuality](#), [repression](#), and the [unconscious mind](#) as general aspects of psychological development

- 
- . Clinically, Freud helped to pioneer the method of free association and a therapeutic interest in dream interpretation.

- Freud had a significant influence on Swiss [psychiatrist Carl Jung](#), whose [analytical psychology](#) became an alternative form of [depth psychology](#). Other well-known psychoanalytic scholars of the mid-20th century included psychoanalysts, psychologists, psychiatrists, and philosophers.

Modern perspectives of Psychology

- *Humanistic Approach*
- Humanistic psychology was developed in the 1950s in reaction to both behaviorism and psychoanalysis.

- 
- Humanism focused on fundamentally and uniquely human issues, such as individual free will, personal growth, self-actualization, self-identity, death, aloneness, freedom, and meaning. The humanistic approach was distinguished by its emphasis on subjective meaning,, and concern for positive growth rather than pathology.

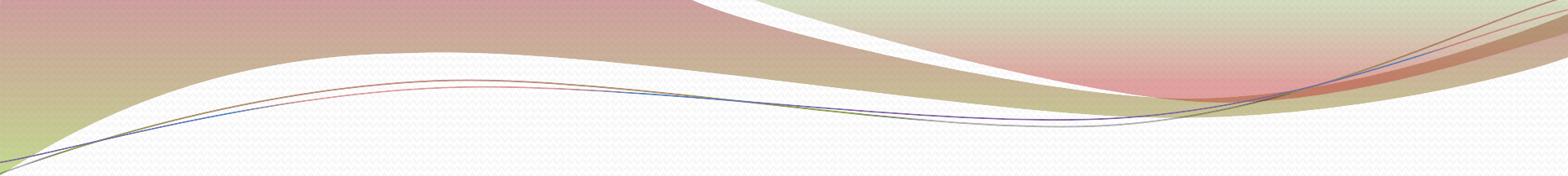
- 
- Abraham Maslow, who formulated a hierarchy of human needs, and Carl Rogers, who created and developed client-centered therapy.

Maslow (1908-1970)



Rogers (1902-1987)



- 
- Later, positive psychology opened up humanistic themes to scientific modes of exploration

Cognitive Approach

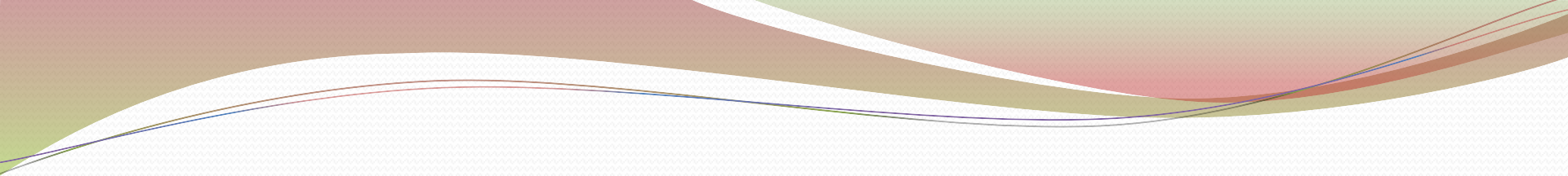
- Cognitive psychology studies mental processes including how people think, perceive, remember, and learn.
- As part of the larger field of cognitive science, this branch of psychology is related to other disciplines including neuroscience, philosophy, and linguistics.

Biological Approach

Searches for the causes of behavior in the functioning of genes, the brain and nervous system, and the endocrine system.

This approach makes four assumptions ;

- Psychological and social phenomena explain in terms of biochemical processes.
- Behavior determined by hereditary factors.

- 
- Analyzing complex behavior into smaller and specific units.
 - Modify behavior by altering biological structures and processes.

Behavioristic Approach

- Focuses on overt behaviors that can be objectively recorded and manipulated.
- Use ABC formula to understand psychological functioning;
- First identify the antecedent (A)
- Second measure the changes in observable behavior(B)
- Third, record the consequences (C)

Psychodynamic Approach

- This views behavior as driven or motivated by powerful mental forces and conflicts.
- Human actions stem from inherited instincts and biological drives.
-).

- 
- *Psychodynamic* because it proposes that the mind (*psyche*) is the source of behavioral energy(*dynamics*)

Evolutionary Approach

- It assumes that human mental abilities , like physical abilities, evolved over millions of years to serve particular adaptive purposes.

Sociocultural Approach

- This approach argues that, to predict individual behavior, it is necessary to take into account very broad influences, including individual's environment, social organization, community, cultural values, and family.

Three Major Forces in Modern Psychology

- **Freudian Psychoanalysis and the offshoots from it are considered the First Force in Psychology. This has been very dominant in the earlier part of the 20th century.**
- **second force in psychology called behaviorism.**

- 
- **Third force in psychology –
Humanistic Psychology.**

GOALS OF PSYCHOLOGY

- **Describing what happens**

Psychologists identify & study relationships to understand something about the individual making the responses or about the underlying process that causes or relates responses and stimuli.

Description includes only the external stimuli or features; it stops short of making inferences about motives and emotions.

- 
- Differentiating between normal, healthy and unhealthy behaviors is the cornerstone of psychology.

Explaining what happens

- The attempt to explain behavior based on observation is actually rather difficult due to many factors

Predicting what will happen

- The third goal of psychology is to predict behavior. Psychologists try to determine if a person is likely to make healthy or unhealthy decisions when confronted with certain situations.
- Most of the time, they will use experiments to make their predictions

Controlling what will happen

- Controlling what will happen
- Once we know what happens, why it happens and what is likely to happen in the future, we can exert control over it.
- The ability to control is crucial to validating scientific explanations for behavior.

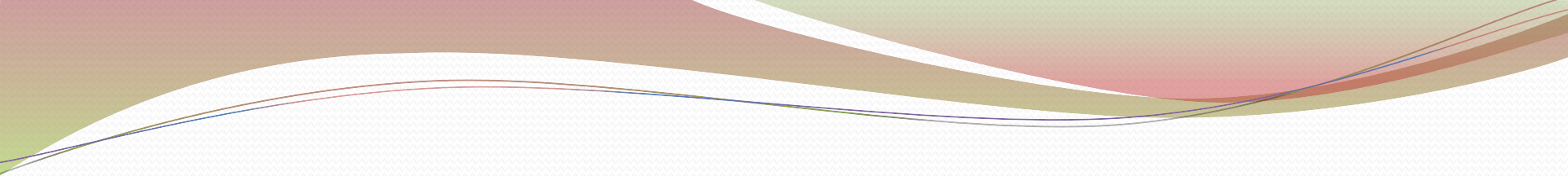
Improving quality of life

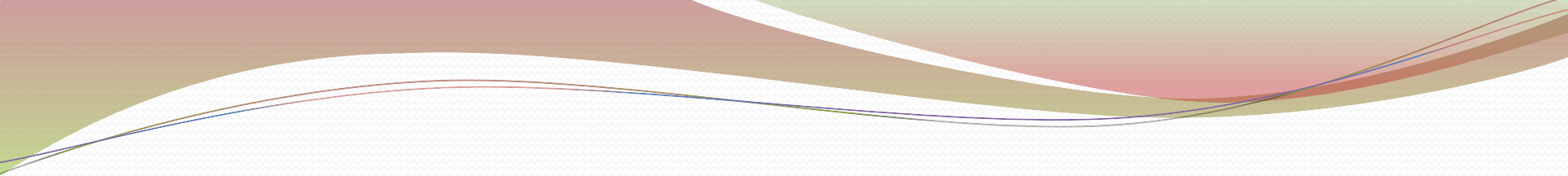
- Not only do psychologists attempt to control behavior, they want to do so in a positive manner, they want to improve a person's life, not make it worse. This is not always the case, but it should always be the intention.
- psychology attempts to voluntarily encourage individuals and groups to modify behavior for long-term healthy gain.

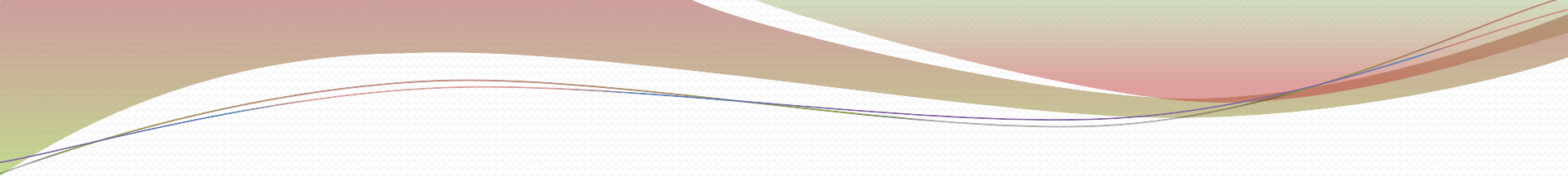
Subfields of psychology

Psychology encompasses a vast domain and includes many different approaches to the study of mental processes and behavior.

Biological psychology, (*Neuropsychology*, *Physiological psychology*, and *Cognitive neuroscience*)

- 
- Biological psychology or behavioral neuroscience is the study of the biological substrates of behavior and mental processes. There are different specialties within behavioral neuroscience.

- 
- For example, physiological psychologists use animal models, typically rats, to study the neural, genetic, and cellular mechanisms that underlie specific behaviors such as learning and memory and fear responses.↓

- 
- Cognitive neuroscientists investigate the neural correlates of psychological processes in humans using neural imaging tools, and
 - neuropsychologists conduct psychological assessments to determine, for instance, specific aspects and extent of cognitive deficit caused by brain damage or disease.

Clinical psychology and Counseling psychology

- Clinical psychology includes the study and application of psychology for the purpose of understanding, preventing, and relieving psychologically based distress or dysfunction and to promote subjective well-being and personal development.
- Central to its practice are psychological assessment and psychotherapy,

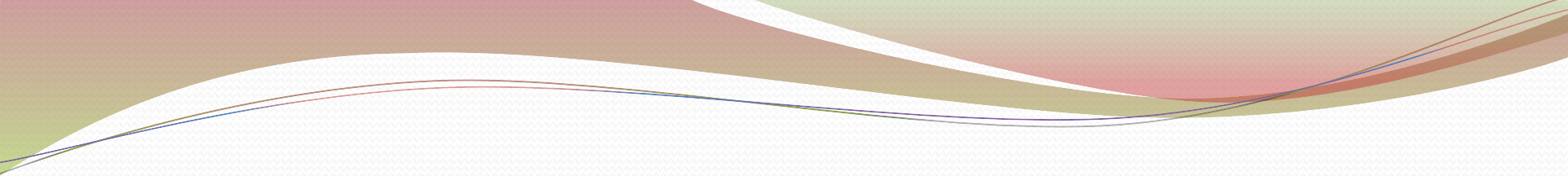
Cognitive psychology

- studies cognition, the mental processes underlying mental activity. Perception, attention, reasoning, thinking, problem solving, memory, learning, language, and emotion are areas of research.
- On a broader level, cognitive science is an interdisciplinary enterprise of cognitive psychologists, cognitive neuroscientists, researchers in artificial intelligence, linguists, human-computer interaction, computational neuroscience, logicians and social scientists. Computational models are sometimes used to simulate phenomena of interest.

- 
- Computational models provide a tool for studying the functional organization of the mind whereas neuroscience provides measures of brain activity.

Developmental psychology

- Mainly focusing on the development of the human mind through the life span, developmental psychology seeks to understand how people come to perceive, understand, and act within the world and how these processes change as they age. This may focus on cognitive, affective, moral, social, or neural development

- 
- **Developmental psychology** - this is the scientific study of systematic psychological changes that a person experiences over the course of his/her life span.



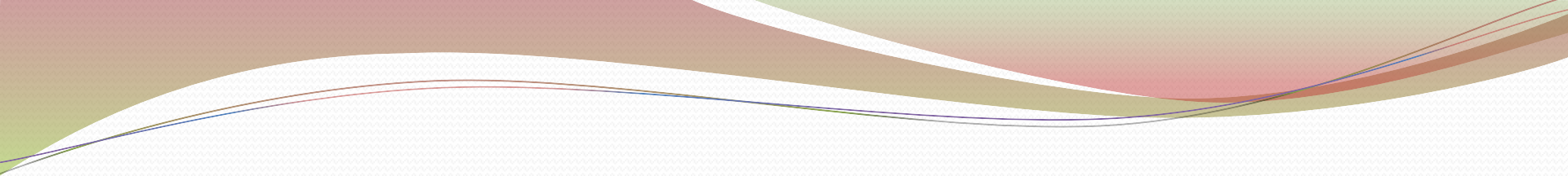
- Developmental psychology also looks and compares innate mental structures against learning through experience.

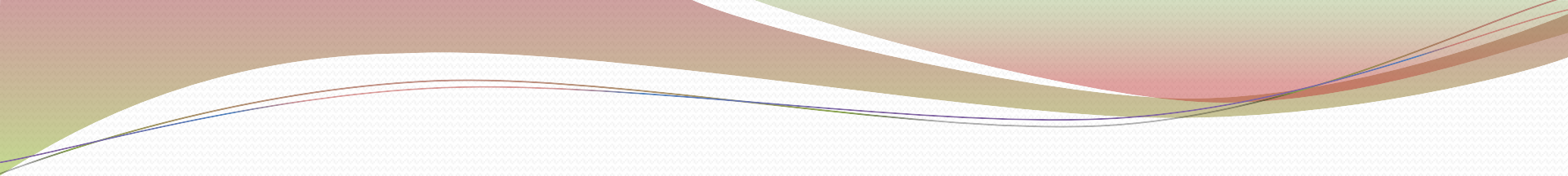
Educational psychology and School psychology

- Educational psychology is the study of how humans learn in educational settings, the effectiveness of educational interventions, the psychology of The work of child psychologists such as Lev Vygotsky, Jean Piaget, Bernard Luskin, and Jerome Bruner has been influential in creating teaching methods and educational practices.

Abnormal Psychology

- Abnormal psychology is the branch of psychology that looks at psychopathology and abnormal behavior.
- The term covers a broad range of disorders, from depression to obsession-compulsion to sexual deviation and many more.
- Counselors, clinical psychologists, and psychotherapists often work directly in this field.

- 
- The Diagnostic and Statistical Manual of Mental Disorders is used by clinicians and psychiatrists to diagnose psychiatric illnesses. Until May of 2013, the DSM-IV-TR was the most recent version of the manual. The DSM is published by the American Psychiatric Association and covers all categories of mental health disorders for both adults and children

- 
- The DSM-IV was originally published in 1994 and listed more than 250 mental disorders. An updated version, called the DSM-IV-TR, was published in..
 - The DSM-IV TR is based on five different dimensions. This multi-axial approach allows clinicians and psychiatrists to make a more comprehensive evaluation of a client's level of functioning, because mental illnesses often impact many different life areas.



- **Axis I: Clinical Syndromes**

This axis describes clinical symptoms that cause significant impairment. Disorders are grouped into different categories, including adjustment disorders, anxiety disorders, and pervasive developmental disorders.

Axis II: Personality and Mental Retardation

- This axis describes long-term problems that are overlooked in the presence of Axis I disorders. Personality disorders cause significant problems in how a patient relates to the world and include [antisocial personality disorder](#) and [histrionic personality disorder](#). Mental retardation is characterized by intellectual impairment and deficits in other areas such as self-care and interpersonal skills.

Axis III: Medical Conditions

- These include physical and medical conditions that may influence or worsen Axis 1 and Axis II disorders. Some examples may include HIV/AIDS and brain injuries.

Axis IV: Psychosocial and Environmental Problems

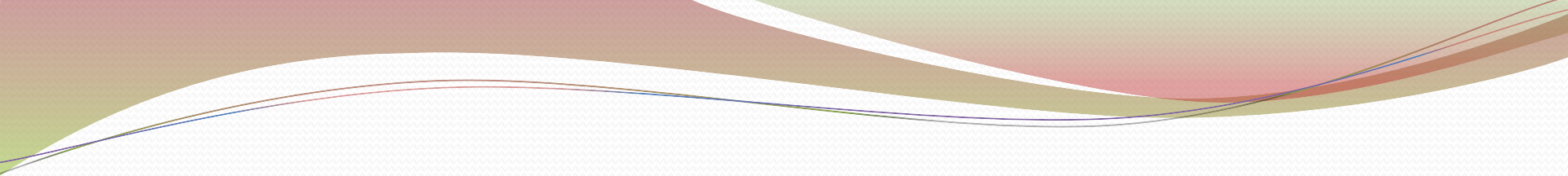
- Any social or environmental problems that may impact Axis I or Axis II disorders are accounted for in this assessment. These may include such things as unemployment, relocation, divorce, or the death of a loved one.

Axis V: Global Assessment of Functioning

- This axis allows the clinician to rate the client's overall level of functioning. Based on this assessment, clinicians can better understand how the other four axes are interacting and the effect on the individual's life.

Neuroscience and Biological Psychology

- Learn more about how the brain and nervous system impact our behavior, thoughts, and feelings.
- What is biopsychology? What do biopsychologists do? Learn the answers to these questions plus find more information on the brain, nervous system, and neurotransmitters.

- 
- **Neuropsychology** - studies the structure and function of the brain in relation to clear behaviors and psychological processes.
 - Neuropsychology is also involved in lesion studies in the brain, as well as recording electrical activity from cells and groups of cells in higher primates, including some human studies.

Evolutionary psychology

- Studies how human behavior has been affected by psychological adjustments during evolution
- An evolutionary psychologist believes that our human psychological traits are adaptations for survival in the everyday environment of our ancestors.

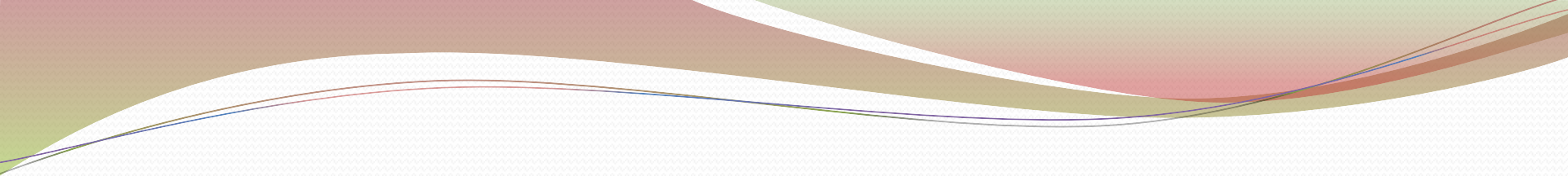
Health psychology

- It is also called behavioral medicine or medical psychology.
- This branch observes how behavior, biology and social context influence illness and health.
- The aim of the health psychologist is to improve the patient's overall health by analyzing disease in the context of biopsychosocial factors.
- Biopsychosocial refers to the biological, psychological, and social aspects in contrast to the strictly biomedical aspects of disease.

- 
- Health psychologists generally work alongside other medical professionals in clinical settings.

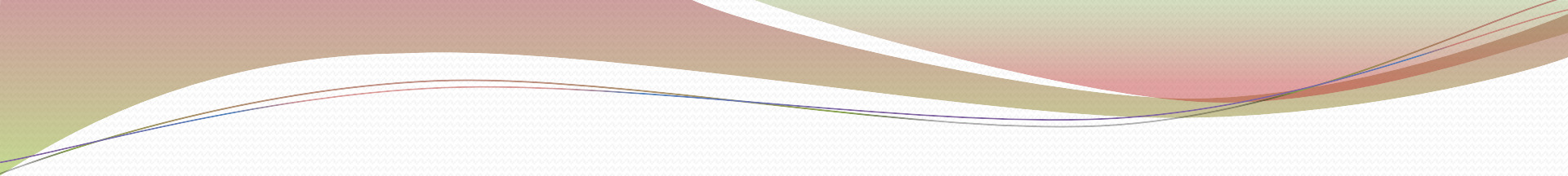
Occupational psychology

- It is also known as industrial-organizational psychology, I-O psychology, work psychology, organizational psychology, work and organizational psychology, occupational psychology, personnel psychology or talent assessment) –
-

- 
- studies the performance of people at work and in training, develops an understanding of how organizations function and how people and groups behave at work.
 - The occupational psychologist aims to increase effectiveness, efficiency, and satisfaction at work.

Social psychology -

- Social psychology uses scientific methods to understand and explain how feeling, behavior and thoughts of people are influenced by the actual, imagined or implied presence of other people.

- 
- A social psychologist will look at group behavior, social perception, non-verbal behavior, conformity, aggression, prejudice, and leadership.
 - Social perception and social interaction are seen as key to understanding social behavior.

Sports Psychology

- Sports psychology is the study of how psychology influences sports, athletic performance, exercise and physical activity. Learn more about this branch of psychology, its history and careers within this field.

Forensic psychology -

Involves applying psychology to criminal investigation and the law.

A forensic psychologist practices psychology as a science within the criminal justice system and civil courts

Forensic psychology involves understanding criminal law in the relevant jurisdictions in order to interact with judges, lawyers and other professionals of the legal system

A forensic psychologist needs to understand the rules, standards, and philosophy of his/her country's judicial system.

Comparative Psychology

- Comparative psychology is the branch of psychology concerned with the study of animal behavior. The study of animal behavior can lead to a deeper and broader understanding of human psychology.

Positive Psychology

- Positive psychology is a branch of psychology focused on understanding human well-being and happiness.

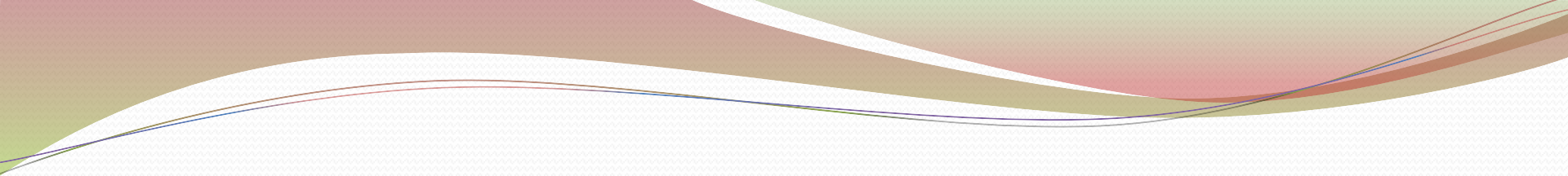
Environmental Psychology?

Whether we know it or not, every day we are affected in some way by the environments we live, work and play in. For example, some environments may make us feel secure or productive, while others may make us feel cramped or nervous.



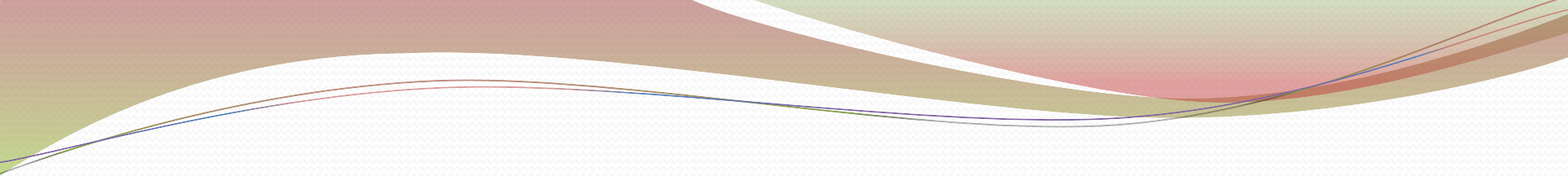
A few of the common environments that humans surround themselves with include:

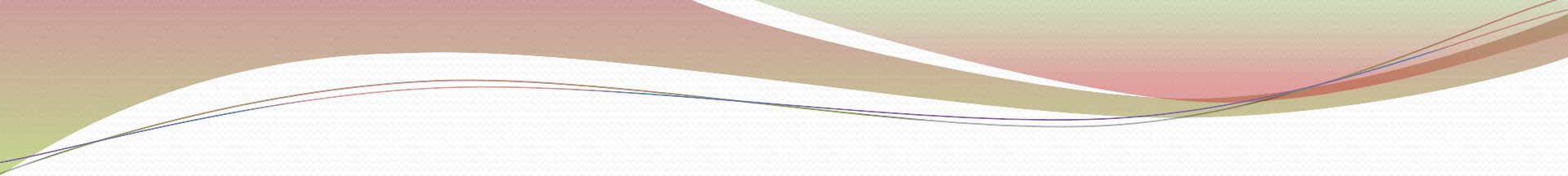
- Homes
- Workplaces
- Schools
- Stores
- Cultural centers

- 
- Towns
 - Cities
 - Natural settings
 - Environmental psychology is a field of psychology that focuses on the study of how humans are affected by their environments, or surroundings.

Military psychology

- Military psychology is the research, design and application of psychological theories and empirical data towards understanding, predicting and countering behaviours either in friendly or enemy forces or civilian population that may be undesirable, threatening or potentially dangerous to the conduct of military operations.

- 
- Military psychology then specializes in looking at this unique combination of stresses that plagues the military and war settings. These stresses include post traumatic stress disorder(PTSD), guilt, family difficulties with the veteran's spouse, nightmares and flashbacks, and many more.

- 
- Military psychology is applied towards counselling and treatment of stress and fatigue of military personnel or military families as well as treatment of psychological trauma suffered as a result of military operations.

Pseudo psychology

- Pseudo psychology is the psychology that is aligned towards the scientific orientation. It is also called pseudoscientific psychology that involves the study of human behavior in an unscientific point of view.

Emotional Intelligence

The intelligence different from intelligence measured by using I Q (Intelligence Quotient) test

Daniel Goleman (1995,1998) has argued strongly that emotional intelligence is more important for a happy,productive life than IQ.Goleman called this intelligence as Emotional intelligence (EQ)

- EI is a cluster of traits or abilities relating to the emotional side of life-abilities such as recognizing and managing one's own emotions, being able to motivate oneself and restrain one's impulses, recognizing and managing other's emotions, and handling interpersonal relationships in an effective manner.

Components of EI

- Goleman (1990) describes five main components to Emotional Intelligence:

Self-awareness

(Knowing one's own emotions)

- Everyone ought to be able to recognize their own feelings. Some persons are highly aware of their emotions, but others may be unaware of their emotions.
- To the extent individuals are not aware of their own feelings, they can not make intelligent choices. They do not show their emotions through facial expressions, body language,

- Self-regulation

- This is the ability to control or re-direct disruptive emotional impulses and moods. It involves the ability to suspend judgement and delay action to allow time for thought. From a neuroscientific perspective, you can frequently observe this skill, or lack of it, by watching response times.

Those with this ability will frequently demonstrate trustworthiness, integrity, comfort, with ambiguity and openness to change.

- Internal motivation

- Internal motivation is about working with and for an inner vision of what is important, a curiosity and desire for learning and development, a drive that goes beyond external rewards such as money or status.
- There is often a strong drive to achieve, optimism even in the face of failure.

- Empathy

- This relates to the ability to understand the emotional make-up of others and the skill to treat people according to their emotional reactions. It includes skills in building and maintaining relationships with those we come into contact with on a daily basis.
- Though central to a service profession, empathy can tend to be somewhat less well developed in those with an isolated background and an intensive/competitive scientific training. Empathy often does, but does not necessarily, imply compassion; it can be used for both good and bad.

- Social skills

- This involves the ability to manage relationships, build networks, find common ground and build rapport. It will often help when leading change, being persuasive, building expertise and getting great performance from teams.

EI and its effects

A review published in the journal of *Annual Psychology* found that higher emotional intelligence is positively correlated with

- Better social relations for children – Among children and teens, emotional intelligence positively correlates with good social interactions, relationships and negatively correlates with deviance from social norms, anti-social behavior measured both in and out of school as reported by children themselves, their own family members as well as their teachers.
- Better social relations for adults – High emotional intelligence among adults is correlated with better self-perception of social ability and more successful interpersonal relationships while less interpersonal aggression and problems.
- Highly emotionally intelligent individuals are perceived more positively by others – Other individuals perceive those with high EI to be more pleasant, socially skilled and empathic to be around.
- Better family and intimate relationships – High EI is correlated with better relationships with the family and intimate partners on many aspects.

- Better academic achievement – Emotional intelligence is correlated with greater achievement in academics as reported by teachers but generally not higher grades once the factor of IQ is taken into account.
- Better social relations during work performance and in negotiations –
- Higher emotional intelligence is correlated with better social dynamics at work as well as better negotiating ability
- Better psychological well-being - Emotional intelligence is positively correlated with higher [life satisfaction](#), self-esteem and lower levels of insecurity or depression. It is also negatively correlated with poor health choices and behavior.
- Allows for self-compassion - Emotionally intelligent individuals are more likely to have a better understanding of themselves and to make conscious decisions based on emotion and rationale combined. Overall, it leads a person to [self-actualization](#). Self actualization the state of fulfillment or the state at which the person can use his potentials at its maximum.
- https://www.researchgate.net/publication/5907081_Human_Abilities_Emotional_Intelligence

Family and relationships

Friendship, kinship, relationships, and marriage are all important sources of happiness. The family life cycle is a useful Framework within which to conceptualize the development of positive relationships. Family is the primary group and it is the unique social system.

The membership is based on combination of biological,, affectional and historical ties.The entry into family system is through birth, adoption ,fostering, or marriage, and members can leave only by death. The family life cycle maybe conceptualised as a series of stages, each characterized by a set of tasks family members must complete to progress to the next stage. Failure to complete task may lead to adjustment problems.

In the first stage of family development the primary concern is developing emotional and financial independence and developing a social network outside the family.

In developing relationships outside the family, young adults must address such issues as friendship, empathy, and altruism, trust and betrayal, and gratitude.

In the second stage the principal task is selected selecting a partner and deciding to form a couple.

In the third stage the task is for couples to adjust their roles as marital partners to make space for young children.

In fourth stage which is marked by children's entry into adolescence, parent and child relationships require realignments to allow adolescents to develop more autonomy.

Fifth stage is concerned with the transition of young adult children out of parental home. In this his parents are faced with the task of adjusting to living as a couple again, of addressing midlife issues, of dealing with disabilities and death in their families of origin, and of adjusting to the expansion of the family if their children marry and procreate.

- Family transformation through separation, divorce, and remarriage may also be viewed as a staged Process.
- In the first stage the decision to divorce occurs and accepting ones on marital failure.
- In 2nd Stage plans for separation are made. Custody of the children, finances etc.
- Third stage involved in separation and adjusting to the change in in parent-child and parent-parent relationships.
- In the fourth stage, the post divorce period, the major challenges are engaging in cooperative co-parenting and arranging financial support to the children.
- In the fifth stage establishment of new relationship occurs.

Positive relationships and well-being

Friendship

- Close friendships are an important source of health and well-being.
- Friendship determined by personal, social and environmental factors.
- Empathy and altruism are important in forming and maintaining relationships.
- Altruism means our ultimate aim is to increase welfare of another person.
- Altruistic helping behaviour is evoked by empathy

Trust and betrayal : are important in close relations and that affect well-being. Greater well-being is experienced when there is trust and absence of betrayal.

2 types of trust: generalized and relational

Generalized trust : our expectations about the social motives of other people.

Relational trust: Our expectations of trust within close relationships (spouse, romantic partner, friend)

High level of trust is associated with better personal adjustment and relationship development.

- Forgiveness and atonement
- When a friend breaks a promise, physical and psychological hostility within relationships occur forgiveness can lead to improved psychological and physical well-being
- Atonement also has benefits. It improves both physical and psy. well-being. Both forgiveness and atonement requires us to empathise with the other person's position and understand how the situation looks from their perspective.
- Forgiveness is associated with marital satisfaction, less criminality, and better adjustment to bereavement.. More forgiving people have fewer mental and physical problems.

- Gratitude
- Gratitude occurs in relationships when we accept that we are the recipients of prosocial behaviour from others.
- Grateful people tend to be agreeable, emotionally stable, non-materialistic, self-confident and not narcissistic.
- It improves health
- Improves well-being

- Marriage
- Happy couples and stable marriages have distinctive features
- Respect
- Acceptance
- Commitment
- Spirituality
- Dispositional attributions for positive behaviour
- More positive than negative interactions
- Focusing conflicts on specific issues
- Rapidly repairing relationship ruptures
- Managing deferring male and female conversational style
- Addressing need for intimacy and power
- Emotional intelligence ,emotional stability

- School/college
- School satisfaction is important
- Children learn skills for systematic problem solving, creative brainstorming, decision making, relaxation, and assertiveness
- Peer relationship in childhood and adolescence is very important for well-being and adjustment
- Adolescence is transitional period..spend more time with friends
- Risky period for some children
- Better adjustment in those who come from families where secure attachment, father involvement, authoritative parenting, absence of early separations, losses or stressors, and parental mental health

Successful ageing

- Better adjusted older adults carefully select limited number of goals that are important to them and give purpose in life.
- Adjustment to loss
- Loss oriented coping people experience denial, shock, yearning & searching, anxiety, guilt, anger and acceptance
- Restoration coping people –attending to life changes, doing new things, distraction from grief, denial or avoidance of grief, take new role or relationships.

Transactional analysis

Transactional Analysis is the method for studying interactions between individuals. Its developed y Eric Berne

- **Transactional analysis** (TA) is a psychoanalytic theory and method of therapy wherein social transactions are **analyzed** to determine the ego state of the communicator (whether parent-like, childlike, or adult-like) as a basis for understanding behavior

- Freud believed that personality had three components, all of which must work together to produce our complex behaviors.
- These three components or aspects were the **Id**, **Ego**, and the **Superego**.
- It was Freud's belief that these three components needed to be well-balanced to produce reasonable mental health and stability in an individual.
- According to Freud, the Id functions in the *irrational* and *emotional* part of the mind,
- the Ego functions as the *rational* part of the mind,
- and the Superego can be thought of as the *moral* part of the mind, a manifestation of societal or parental values.

- Human personality is *multi-faceted*. Regardless of the classification (id, superego, etc.), each individual possesses factions that frequently collide with each other.
- And it is these collisions and interactions between these personality factions that manifest themselves as an individual's thoughts, feelings, and behaviors. Thus, under Freud's theories, an individual's behavior can be understood by analyzing and understanding his/her three factions.
- Berne believes that Freud's proposed structures are "concepts... and not realities"¹

- According to Berne, *transaction – the fundamental unit of social intercourse.*
- Berne also defined a *stroke – the fundamental unit of social action*
- The unit of social intercourse is called a transaction. If two or more people encounter each other... sooner or later one of them will speak, or give some other indication of acknowledging the presence of the others. This is called *transactional stimulus*. Another person will then say or do something which is in some way related to the stimulus, and that is called the *transactional response*
- *Transactional Analysis is the method for studying interactions between individuals.* B

- *Berne's Three Ego States*
- In addition to the analysis of the interactions between individuals, Transactional Analysis also involves the identification of the *ego states* behind each and every transaction. Berne defined an ego state as *"a consistent pattern of feeling and experience directly related to a corresponding consistent pattern of behavior"*

- Berne ultimately defined the three ego states as: **Parent, Adult, and Child**. Not the meaning as in dictionary or English language

- **Parent** – The parent represents a massive collection of recordings in the brain of *external* events experienced or perceived in approximately the first five years of life.
- Since the majority of the external events experienced by a child are actions of the parent, the ego state was appropriately called Parent. Note that events perceived by the child from individuals that are NOT parents (but who are often in parent-like roles) are also recorded in the Parent.
- Transactional Analysts refer to the Parent ego state (as opposed to a biological or stepparent)
- Examples of recordings in the Parent include:
 - “Never talk to strangers”
 - “Always chew with your mouth closed”
 - “Look both ways before you cross the street”
- It is worth noting that, while recording these events, the young child has no way to filter the data; the events are recorded without question and without analysis.

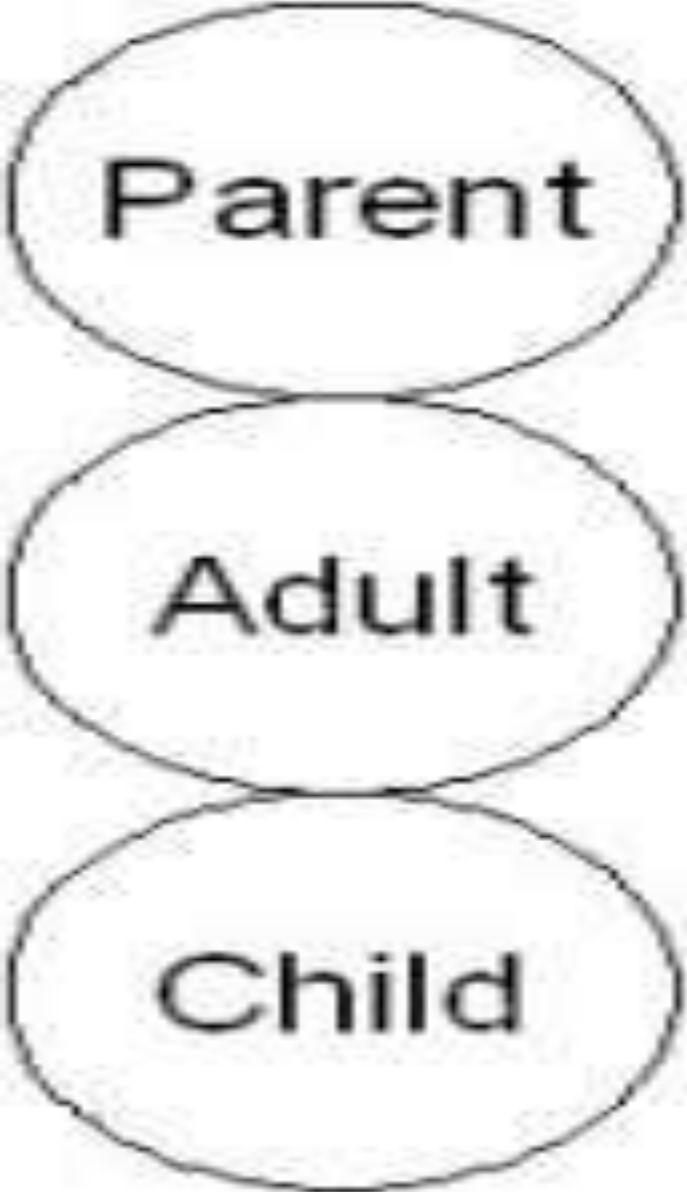
- Child – In contrast to the Parent, the Child represents the recordings in the brain of *internal* events associated with external events the child perceives.
- In the Child the *emotions* or *feelings* which accompanied external events are stored.
- Like the Parent, recordings in the Child occur from childbirth all the way up to the age of approximately 5 years old.
- Examples of recordings in the Child include:
 - “When I saw the monster’s face, I felt really scared”
 - “The clown at the birthday party was really funny!”

- **Adult** – The Adult is the last ego state. Close to one year of age, a child begins to exhibit gross motor activity. The child learns that he or she can control a cup from which to drink, that he or she can grab a toy.
- This is the beginning of the Adult in the small child. Adult data grows out of the child's ability to see what is different than what he or she observed (Parent) or felt (Child). In other words, the Adult allows the young person to evaluate and validate Child and Parental data. Its like data processing computer

- *Parent – taught concept*
Child – felt concept
Adult – learned concept

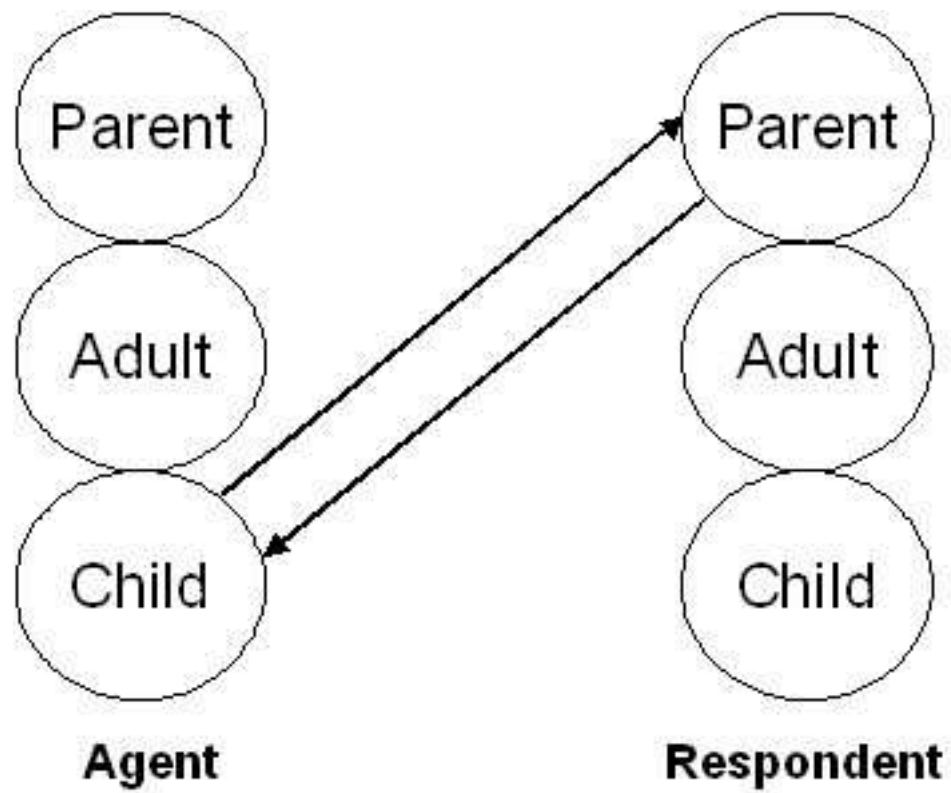
- *Analyzing Transactions*
- When two people communicate, one person initiates a transaction with the *transactional stimulus* (see the above Transactions Defined section for a definition of the transaction stimulus). The person at whom the stimulus is directed will respond with the *transactional response*. Simple Transactional Analysis involves identifying which ego state directed the stimulus and which ego state in the other person executed the response.

Structural Diagram



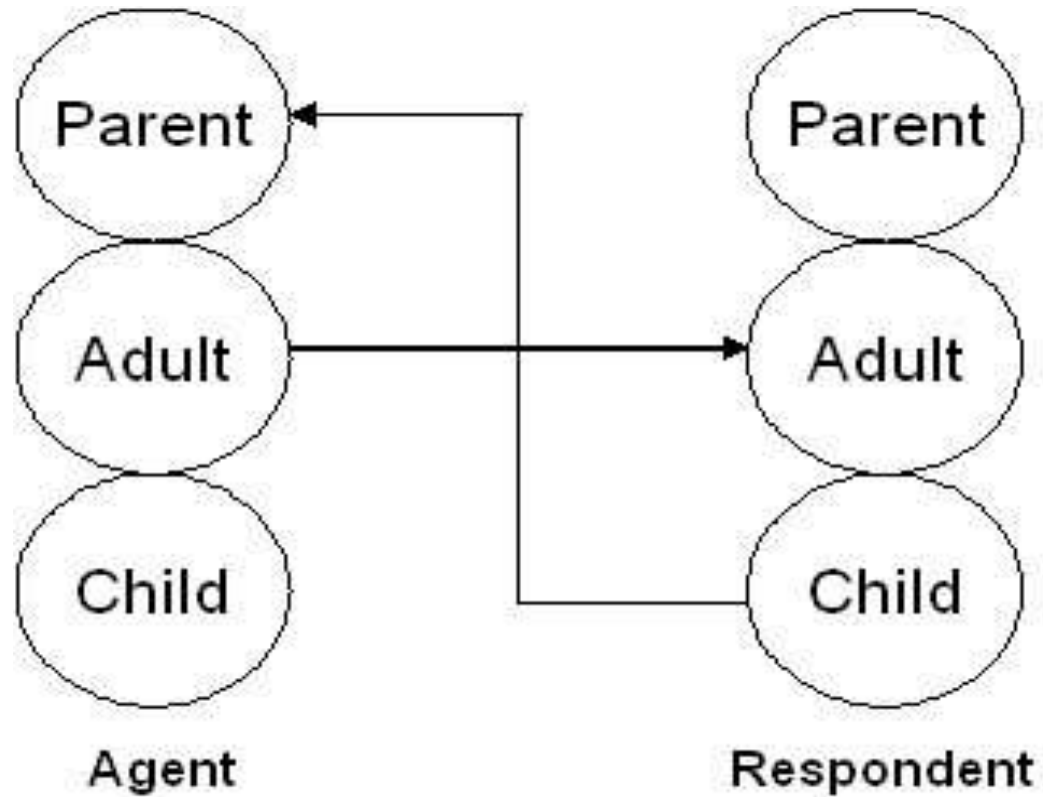
- **The simplest transactions are between Adults ego states.** For example, a surgeon will survey the patient, and based upon the data before him/her, his/her Adult decides that the scalpel is the next instrument required. The surgeon's Adult holds out his/her hand, providing the transactional stimulus to the nurse. The nurse's Adult looks at the hand, and based upon previous experiences, concludes that the scalpel is needed. The nurse then places the scalpel in the surgeon's hand.
- Adult-adult ego states

- Parent – Child transactions, which are almost as simple as Adult-Adult transactions. Quoting Dr. Berne in *Games People Play*: “The fevered child asks for a glass of water, and the nurturing mother brings it.
- In this, the Child (ego states) of a small child directs an inquiry to the Parent of his/her mother. The (ego state) of the mother acknowledges this stimuli, and then gives the water to the child. In this example, the small child’s request is the stimuli, and the parent providing the water is the response.



- Two transactions described can be considered **complementary transactions**. In a complementary transaction, the response must go back from the receiving ego state to the sending ego state.
- According to Dr. Berne, these transactions are healthy and represent normal human interactions.

- Not all transactions between humans are healthy or normal. In those cases, the transaction is classified as a **crossed transaction**. In a crossed transaction, an ego state different than the ego state which received the stimuli is the one that responds. The diagram to the right shows a typical crossed transaction. For example;
- **Agent's Adult:** "Do you know where my cuff links are?" (note that this stimuli is directed at the Respondents Adult).
- **Respondent's Child:** "You always blame me for everything



This is one of the classic crossed transactions that occurs in marriage. Instead of the Respondent's Adult responding with "I think they're on the desk", it is the Respondent's Child that responds back

- It is important to note that when analyzing transactions, one must look beyond *what* is being said.
- According to Dr. Berne, one must look at *how* the words are being delivered (accents on particular words, changes in tone, volume, etc.) as the *non-verbal signs* accompanying those words (body language, facial expressions, etc.).
- Transactional Analysts will pay attention to all of these cues when analyzing a transaction and identifying which ego states are involved.

- *Strokes*
- Berne defined a *stroke* as the “fundamental unit of social action.
- A stroke is a unit of recognition, when one person recognizes another person either verbally or non verbally.
- Berne introduced the idea of strokes into Transactional Analysis based upon the work of Rene Spitz
- Spitz observed that infants deprived of handling – in other words, not receiving any strokes – were more prone to emotional and physical difficulties. These infants lacked the cuddling, touching, and handling that most other infants received.

- Berne developed theories about the *needs of adults for strokes*.
- Berne postulated that adults need need physical contact just like infants, but have learned to substitute other types of recognition instead of physical stimulation.
- So while an infant needs cuddling, an adult craves a smile, a wink, a hand gesture, or other form of recognition.
- Berne defined the term *recognition-hunger* as this requirement of adults to receive strokes.


- Berne also reasoned that any stroke, be it positive or negative, is better than no strokes at all
- For example, if you are walking in front of your house and you see your neighbor, you will likely smile and say “Hi.” Your neighbor will likely say “hello” back. This is an example of a positive stroke. Your neighbor could also frown at you and say nothing. This is an example of a negative stroke. But either case is better than no stroke at all, if your neighbor ignored you completely

Happiness

HOW HAPPY ARE YOU NOW?

HOW SATISFIED ARE YOU WITH YOUR LIFE?

HOW DO YOU FEEL ABOUT YOUR LIFE AS A WHOLE?

- 
- ▶ Fordyce (1988) developed 2 item questionnaire to measure happiness
 - ▶ In general how happy or unhappy do you feel? (out of 10)
 - ▶ On average what percentage of the time do you feel happy? (out of 10)

Measures of happiness

- ▶ Satisfaction with life scale (Diener et al., 1985)
- ▶ Oxford Happiness Questionnaire (Hills & Argyle, 2002)
- ▶ Warwick-Edinburgh Mental well-being scale (Tennant et al., 2007)
- ▶ Bipolar-depression happiness scale (Joseph & Lewis, 1998)

Happiness has two aspects

Affective component

Positive emotions like joy, contentment etc

Cognitive component

Cognitive evaluation of satisfaction with various life domains


Effects of happiness

- ▶ Evolutionary perspective-negative emotions like fear and anger are our first emotions to defence against threat
- ▶ Negative emotions narrow our attention
- ▶ Positive emotions tell us something positive is happening
- ▶ Positive emotions broadens our attention
- ▶ Better relationships
- ▶ Greater productivity




▶ Negative emotions


- ▶ Focused
- ▶ Critical thinking
- ▶ Decision making
- ▶ Detect what is wrong
- ▶ Depressive realism


- 
- ▶ Positive emotions
 - ▶ Creative thinking
 - ▶ Productivity
 - ▶ Over estimate their skills
 - ▶ Remember more positive events

Broaden and Build theory

- ▶ Barbara Frederickson (2009) developed Explained how positive emotions contribute to well-being ,personal growth and development
- ▶ Negative emotions narrow momentary thought-action repertoires
- ▶ Positive motions broaden momentary thought action repertoires—offer opportunities for building personal resources-----offers potential for personal growth and transformation

- 
- ▶ Lyubomirsky et al.(2005) found that positive emotions led to
 - ▶ 1. better adjustment
 - ▶ 2.adjustment in work
 - ▶ 3. relationship and health
 - ▶ 4. positive perception of self & others
 - ▶ 5.sociability
 - ▶ 6.Likability
 - ▶ 7.Cooperation,altruism,conflict resolution,coping,creativity,problem solving

- 
- ▶ Oishi et al. (2007) found that happiness led to
 - ▶ Volunteer work
 - ▶ Most successful in terms of relationship
 - ▶ Lower level of happiness----most successful in terms of income, education and political participation

- 
- ▶ Longevity
 - ▶ Happiness increase longevity
 - ▶ Happiness---life satisfaction, optimism, hope, sense of humor---reduced mortality



SELF EFFICACY

- SELF-EFFICACY IS THE BELIEF IN ONE'S EFFECTIVENESS IN PERFORMING SPECIFIC TASKS.
- **SELF-EFFICACY** REFERS TO AN INDIVIDUAL'S BELIEF IN HIS OR HER CAPACITY TO EXECUTE BEHAVIORS NECESSARY TO PRODUCE SPECIFIC PERFORMANCE ATTAINMENTS (**BANDURA**, 1977, 1986, 1997). **SELF-EFFICACY** REFLECTS CONFIDENCE IN THE ABILITY TO EXERT CONTROL OVER ONE'S OWN MOTIVATION, BEHAVIOR, AND SOCIAL ENVIRONMENT

- **4 WAYS TO BUILD SELF-EFFICACY**

- Bandura evidences four ways to develop self-efficacy across the breadth of his research.

-

- **1) mastery experiences**

- Bandura (2008) argues that the most effective way to build self-efficacy is through mastery experiences.

- There is no better way to start believing in one's ability to succeed than to set a goal, persist through challenges on the road to goal-achievement, and enjoy the satisfying results. Once a person has done this enough times, they will come to believe that sustained effort and perseverance through adversity will serve a purpose in the end; belief in one's ability to succeed will grow.

- In contrast, regularly achieving easy success with little effort can lead people to expect rapid results, which can result in their being easily discouraged by failure (bandura, 2008).

- As a parent, there is a strong temptation to prevent a child from ever experiencing failure (sometimes referred to as 'snowplow parenting').
- However, a child who doesn't learn to overcome disappointment and draw upon their internal resources to push through obstacles will miss out on opportunities to develop their self-efficacy. Consequently, the child may be left under-equipped when it comes to handling the challenges that await them in adulthood.
- Experiencing failure is important so that we can build resilience. This is done by treating every failure as a learning opportunity and a chance to reach competence via a different approach.
-

- **2) SOCIAL MODELING**

- Another way that a person can build self-efficacy is by witnessing demonstrations of competence by people who are similar to them (Bandura, 2008). In this scenario, the person witnessing the display of competence perceives aspects of their own identity in the actor. That is, the actor may be of a similar age, ethnic background, sexuality, or gender as the observer (Bandura, 1997).

- The observer, who witnesses the actor's success through dedicated efforts, will be inspired to believe that they, too, can achieve their goals.
- When we consider the power of role modeling for inspiring self-belief, we can begin to understand the importance of diverse representation in the media. In the past, one would have needed to find A role-model in one's immediate social surroundings. Now, through the internet and other digital mediums, people (especially young people) are being exposed to many potential role-models.
- If these viewers never see anyone like themselves displaying acts of competence across the various domains of life (e.G., Speaking in the media, competing in elite sports), they are denied the opportunity to develop self-efficacy through this vicarious modeling and may be less likely than other populations to pursue their ambitions.
-

- **3) SOCIAL PERSUASION**

- When a person is told that they have what it takes to succeed, they are more likely to achieve success. In this way, self-efficacy becomes a [self-fulfilling prophecy](#) (eden & zuk, 1995).
- While not as powerful as mastery for strengthening self-efficacy (bandura, 2008), being told by someone we trust that we possess the capabilities to achieve our goals will do more for us than dwelling on our deficiencies.
- Therefore, a good mentor can boost self-efficacy not only through role-modeling but by serving as a trusted voice of encouragement. They may also help their mentee to recognize opportunities in which they can demonstrate competence (without being overwhelmed) and persuade them to step into the ring.
- Other works (beyond those of bandura) have even investigated the role of self-talk for strengthening self-efficacy and improving performance. This finding suggests that we can verbally persuade *ourselves* to believe in our capabilities and strengthen our self-efficacy.
-

• 4) STATES OF PHYSIOLOGY

- Lastly, our emotions, moods, and physical states influence how we judge our self-efficacy (kavanagh & bower, 1985).
- According to bandura (2008), it is harder to feel assured of our ability to succeed when we feel weariness and a low mood. This is especially true if we perceive these emotional and physiological states to be indicative of our incompetence, vulnerability, or inability to achieve a goal.
- Introspection and education can prevent these physical states from being interpreted negatively. For example, when experiencing a personal or work-related failure, people can [practice self-compassion](#).
- At chronic levels, low mood can have a debilitating effect on self-efficacy and subsequent goal achievement, as people with chronically low mood are likely to give up on goals sooner and demonstrate a reluctance to even take up goals in the first place (bandura, 2008).

SOCIAL WELL-BEING

- Social well-being. The ability to communicate, develop meaningful relationships with others, and maintain a support network that helps you overcome [loneliness](#).
- Social well-being. To develop social well-being, we need to build our social skills, like [gratitude](#), kindness, and communication.
- Social skills make it easier for us to have positive interactions with others, helping us to feel less lonely, angry, or disconnected. When we have developed our social well-being, we feel more meaningfully connected to others.
- It's important to know that building social well-being is one the *best* ways to build emotional well-being.
- When we feel socially connected, we also tend to just feel better, have more positive emotions, and we are able to cope better with challenges. This is why it's essential to build our social well-being.

- We are social by nature. We not only crave interactions, but we require them. That's what makes social wellbeing an integral element of our overall wellbeing. If we don't have strong relationships in our lives, our ability to thrive is limited.
- But unfortunately we often let it drop down on our to-do list. We fail to leave adequate time to work on developing and maintaining these social ties.
- Healthy relationships can impact us mentally and physically. They can help us live longer, manage stress, and become healthier.

- **UNIVERSITY OF MINNESOTA** REVIEWED 148 STUDIES TO FIND THAT THOSE WITH STRONG RELATIONSHIPS ARE 50% LESS LIKELY TO DIE PREMATURELY.
- INDIVIDUALS WITH LOW SOCIAL SUPPORT WERE LINKED TO HEALTH CONSEQUENCES INCLUDING DEPRESSION, DECREASED IMMUNE FUNCTION, AND HIGHER BLOOD PRESSURE.
- STANFORD REFERENCES STUDIES RELATED TO SHORT-TERM HEALTH BENEFITS LIKE A REDUCED INCIDENCE OF COLDS AS WELL AS BETTER SURVIVAL RATES FOR DISEASES WHEN INDIVIDUALS HAVE STRONG SOCIAL SUPPORT.
- **STUDIES (GALLUP)** FOUND A TIE BETWEEN HEALTHY SOCIAL RELATIONSHIPS AND DECREASED INJURY HEALING TIME.
- THEY ALSO REPORT THAT THOSE WHO SPEND AT LEAST SIX HOURS SOCIALIZING A DAY, EXPERIENCE A REDUCTION IN STRESS AND WORRY, AND CONSEQUENTLY AN INCREASE IN WELLBEING. THIS TIME SOCIALIZING DOESN'T MEAN YOUR EMPLOYEES AREN'T WORKING AND IT ISN'T LIMITED TO THE WORKDAY. GALLUP CLARIFIES THAT THE SIX HOURS OF SOCIAL TIME COULD INCLUDE TIME AT WORK, HOME, ON THE PHONE, TALKING TO FRIENDS, SENDING EMAILS, AND OTHER FORMS OF COMMUNICATION.

Self

- Personal self
- Personal self leads to an orientation in which one feels primarily concerned with oneself.
- After fulfilling biological needs other components like personal freedom, personal responsibility, personal achievements, or personal comfort, emerges as a part of personal self. It is different from personal identity-For example; “I am Keerthy”

- Social self
- Social self emerges in relation with others. It emphasizes on aspects of life as cooperation, unity, affiliation, sharing, and sacrifice. It focuses on family, relationships, therefore it is also called relational or familial self.

Self-Esteem

- The term self-esteem is used to describe a person's overall sense of self-worth or personal value. In other words, how much you appreciate and like yourself. It involves a variety of beliefs about yourself, such as the appraisal of your own appearance, beliefs, emotions, and behaviors.
- Self-esteem often seen as a personality trait, which means that it tends to be stable and enduring.
- Self-esteem sometimes referred to as self-worth or self-respect. Too little self-esteem can leave people feeling defeated or depressed. It can also lead people to make bad choices, fall into destructive relationships, or fail to live up to their full potential.

- A grandiose sense of self-importance, on the other hand, can be off-putting to others and can even damage personal relationships. It can also be a sign of [narcissistic personality disorder](#), a mental health disorder characterized by an excessive need for admiration and lack of empathy toward other people.
- Self-esteem levels at the extreme high and low ends of the spectrum can be harmful, so ideally, it's best to strike a balance somewhere in the middle. A realistic yet positive view of yourself is generally considered the ideal

- Abraham **Maslow** included **self-esteem** in his hierarchy of human needs. He described two different forms of "**esteem**": the need for **respect** from others in the form of recognition, success, and admiration, and the need for **self-respect** in the form of **self-love**, **self-confidence**, skill, or aptitude.

Determinants of self esteem

- Self-esteem is determined both by our own achievements and accomplishments and by how we think others are judging us.
- Self-esteem shows important variations across different cultural, gender, and age groups.
- Because it is so important to have self-esteem, we may seek out, process, and remember information in a way that allows us to see ourselves even more positively.

- Self-esteem can be determined by the approval and support particularly from parents and peers. The attachment as well as the unconditional parental support is much crucial during self-development stage. Because, this is a reciprocal process, being people with positive self-esteem can assist internalize better the positive of significant others.
- parents try to support their kids to develop confidence in themselves.

- competing concepts of the self, like between the idealism and the reality, particularly in the domains of significant. If the discrepancies between the values are too large, a child ends up assigning to particular competence field, as well as the perceived self-competencies that particular area, ends up lowering the feelings of self esteem.
- Self-esteem could be as a result of cognitive inferential processes. This could be seen as a determinant of both negative and positive feelings of self-worthiness. when kids observe and ends up evaluating their own behaviors in competencies in some specified domains, or the self-efficacy.
- When their evaluation is much poor, their competencies, particularly in comparison to those of there fellow age mate or age set, or weighted to the standards of significant others, as they ends up having more negative self-esteem.

- By the middle childhood and adolescence, peers are another determinant of our self esteem. Peers in most circumstances have taken up the vital role in determining our level of self-esteem.
- students' self esteem via the attitudes they do foster through competitions, and efforts, their achievement recognition in sports, academics the arts, as well as their acceptance of any kind as an individual who is much unique.
- Praising as well as acknowledgement, ought to be genuine and legitimate, so that they might be much effective. On the same note, friendship can also become much influential.

- *In adolescence*, social acceptance by peer groups plays a major role in the development and maintaining self esteem.
- Competence and mastery are the factors that determine our self esteem. It has been emphasized that, self esteem develop in children via mastery and competence

- Gender difference in self esteem
- Gentile et.al. (2010) conducted a study in 32,000 participants and reported that men scored higher than women on physical appearance, athletic and personal self esteem.
- Women scored higher than men on conduct and moral self esteem. Men & women did not differ in academic, social acceptance, or family related issues.
- Cultural differences are also there in all the above

Stress Management



Nature of Stress

- Nature of stress
- Type of stressors
- Impact of stress
- Coping with Stress
- Coping strategies



Nature of stress

- Negative state when one is not able to cope with demands
- Eustress and Distress
- Stressors
 - Personal
 - Interpersonal
 - Educational
 - Occupational
 - Social
 - Environmental
 - Accidental



Reaction to stress

GAS Model By Hans Selye

1. Alarm Stage

aware about stressor

Fight or Flight

Hormonal changes (adrenaline), utilize energy

2. Resistance stage

Recovery if stressor is removed

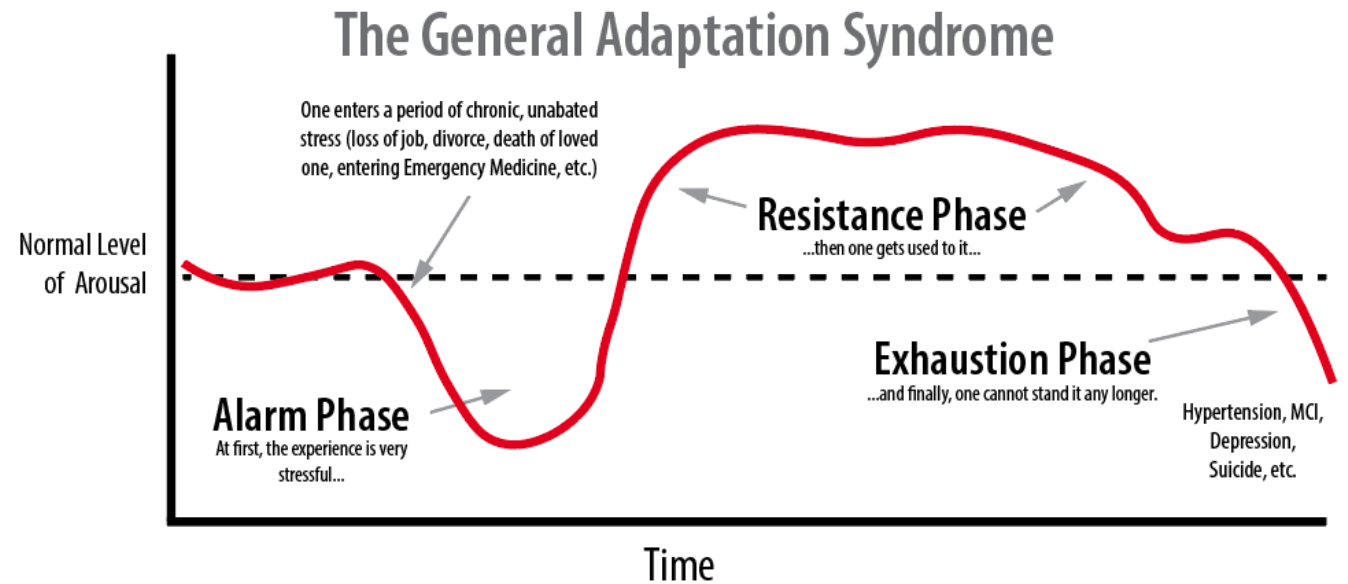
If not removed, fight or flight continues, utilization of energy continues

3. Exhaustion stage

Not able to overcome stressors

exhausted with resources

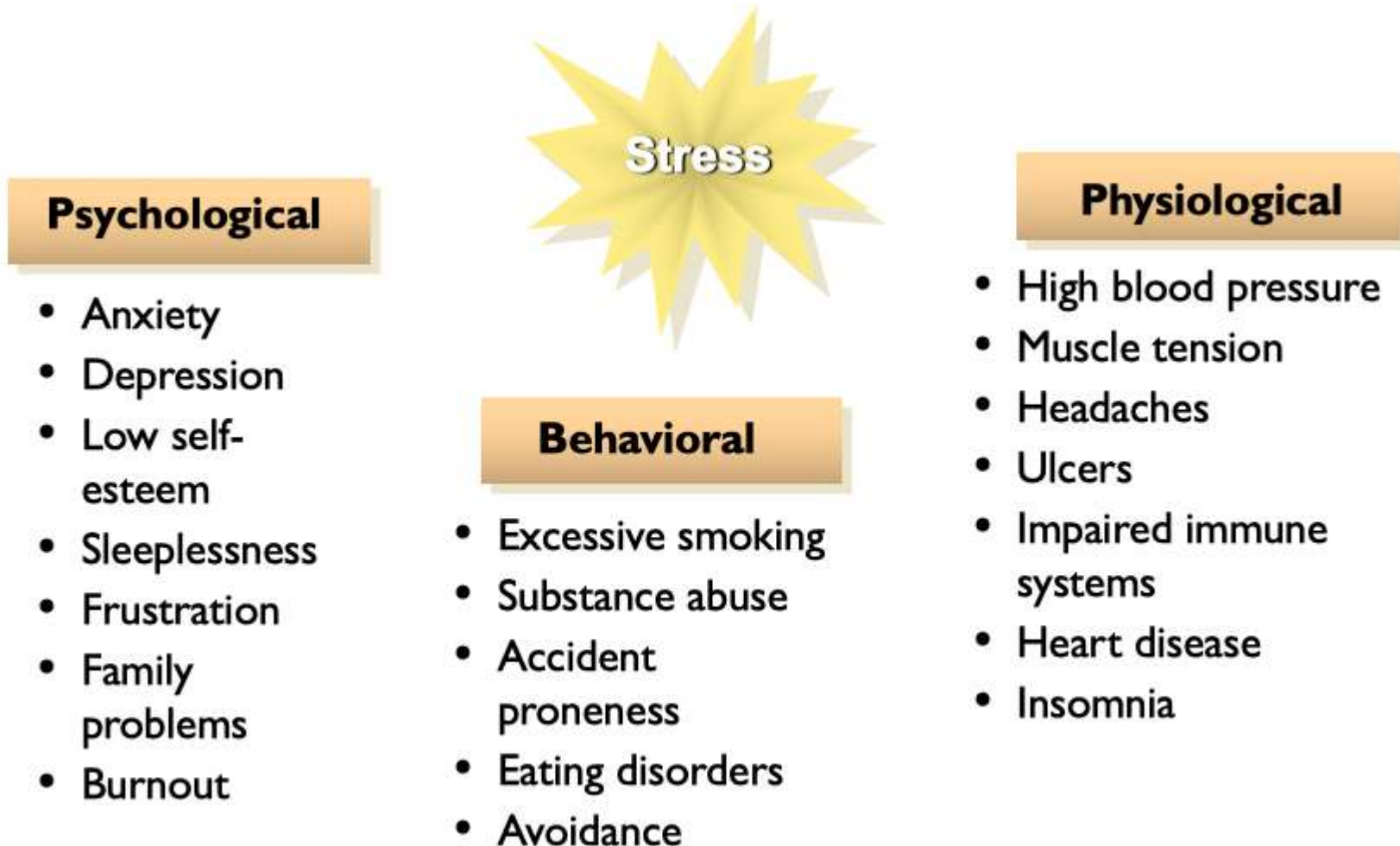
Fatigue, burnout, depression, anxiety



Richard Lazarus's Theory

- *"The interpretation of stressful events is more important than the events themselves." - Lazarus*
- *Primary appraisal : harm, threat, challenge*
- *Secondary appraisal: assessment of coping facilities and resources*
- *Factors affecting appraisal: past experiences, controllability*
- *Consequences: Physiological, Psychological, Behavioural*

Impact of stress



Managing stress

Coping with stress

Stress Management techniques

1. Relaxation techniques
2. Meditation procedures
3. Biofeedback
4. Creative visualization
5. Cognitive Behavioural therapy
6. Exercise



Conflict and Frustration Management

- Frustration
- Conflict
- Types of conflicts
- Resolving conflicts



Frustration



- When an individual is ***blocked*** from attaining ***anticipated desirable*** goals
- Frustration- aggression hypothesis by Dollard and Miller
- Causes of frustration
 - External – object, noise, people
 - Personal – lack of skill, lack of self-control, disability, illness
 - Conflicting motives



Conflicts

- Whenever a person has to choose between contradictory needs, desires, or demands.

- Taking revenge Vs social conformity or punishment



- Approach –approach conflict – choose between two positives
- Avoidance –avoidance conflict – must choose between two negatives
- Approach- avoidance conflict – one accompany the other

Examples

- Preparing for Civil Service or Going for work,
- blessings of parents Vs living with lover

- Getting married or going for study.
- Missing training Vs crowd inside the compartment

- Going for exercise for one hour- increase of body weight,
- Buying an house on loan and Paying monthly installments.

Managing conflicts

- Consider the pros and cons of the options
- Negotiate- primary goal and secondary goals
- Choose one and follow it with full enthusiasm
- **Prioritizing the goals**

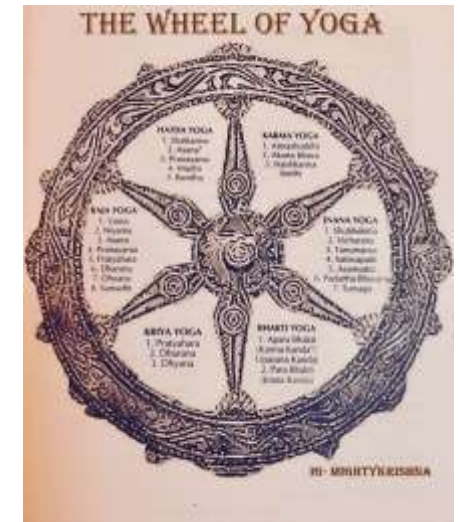
Yoga and Benefits

- Yoga- *yug* –Join or Union
- Hindu religious-philosophical tradition
 - Buddhism and Jainism
- The ultimate goal of Yoga is *Moksha* (liberation).
- Achieve the state of Samadhi and abide in that state as pure awareness.



Yoga in Practice

- **Hatha Yoga**- physical postures – perfecting the body
- **Raja yoga** – Breathing exercises and Meditation – Control Mind- Patanjali
- Bakthi Yoga- path of devotion
- Karma Yoga – selfless service for others
- Jnana Yoga – path of wisdom, Intellect
- *The purpose of yoga is to build strength, awareness and harmony in both the mind and body,”*



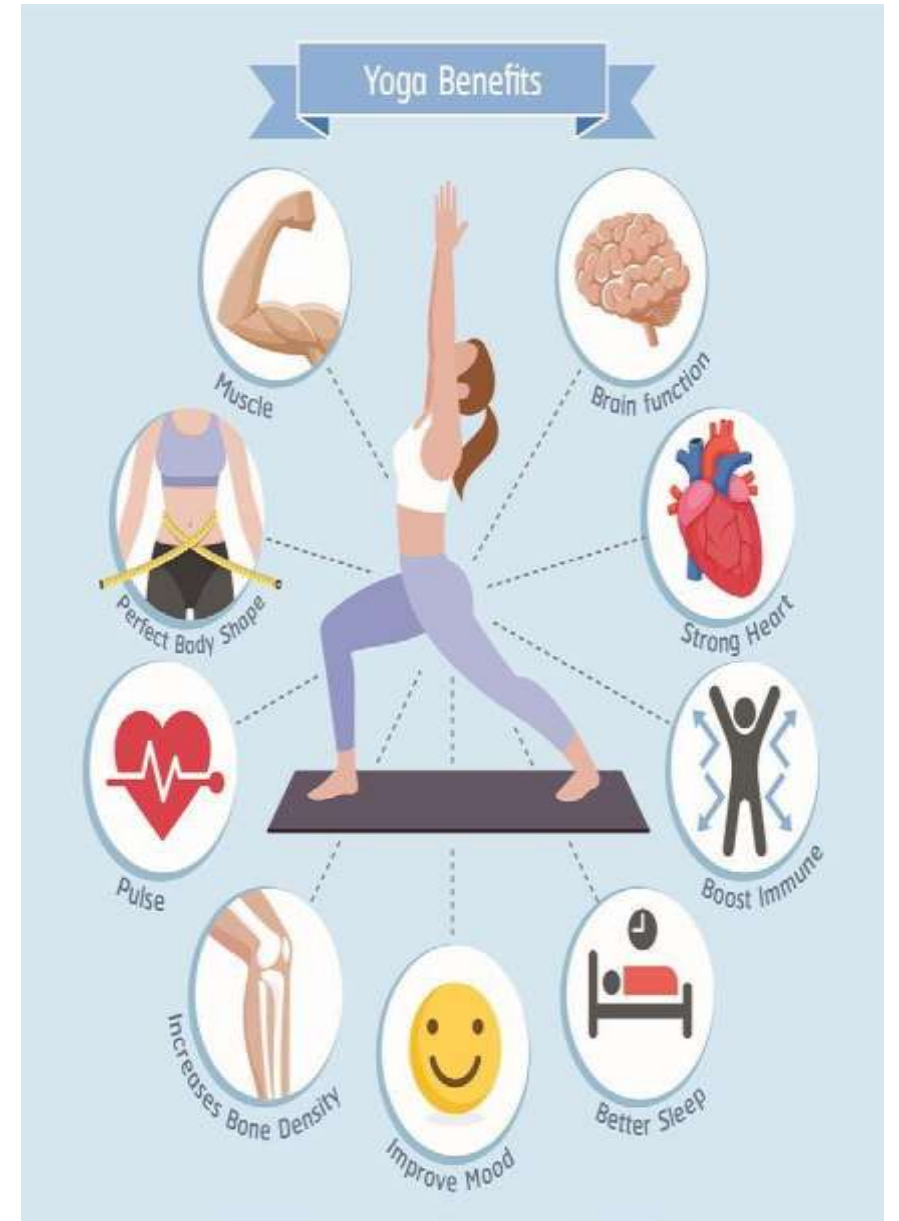
How does Yoga Works

- Union of body-mind
- Existential reality
 - Realistic Perception
 - Clarity on purpose
 - Inner world which is the source of answers, bliss, peace, harmony, and transcendence



Health Benefits

- increased **flexibility**.
- increased muscle **strength** and tone.
- improved respiration, energy and vitality.
- maintaining a balanced metabolism.
- weight reduction.
- **cardio** and circulatory health.



Psychological benefits

- Psychological existence – existential reality
- Clear Perception – Cognitive Benefits
- Mindful living – fulfillment of action – effective functioning
- Mastering the environment (managing the stressors)
 - Come in terms with oneself, Self-esteem.
 - Harmony with social world
 - Better negotiation with the demands
- Equanimity
 - Balance, calmness and peace
 - Acceptance, openness.



Emotional and social Benefits

- Even tempered (awareness and management of emotions)
- Respond rather react
- Value others
- Treat with self-respect
- Respect others
- Compassionate (out of empathy)



Research findings

- "Yoga pits one group of muscles against another, exerting many times the force of gravity. That increases the stress on the bones, and the bones react to that by thickening."
- *It thickens the layers of the cerebral cortex, the part of the brain associated with higher learning, and increases neuroplasticity, which helps us learn new things and change the way we do things*

Different Yogas and different benefits

- Standing position – blood circulation to extremities, muscle strength
- Inversions (upside down)- blood circulation to vital body parts and immunity
- Back bends- spine flexibility, stimulate CNS and managing negative emotions

