

**I B.SC PSYCHOLOGY**  
**21CPS2A - BASIC PSYCHOLOGY II**

**Unit I**

**Intelligence**

Definition- Factors affecting intelligence- Types of Intelligence- Theories of Intelligence: Two Factor theory- Multifactor Theory-Group factor theory- Guilford's model of intelligence- Triarchic theory- Theory of multiple intelligence- Measurement of Intelligence- Testing for Special aptitude.

**Definition:**

Intelligence is defined as global capacity of an individual to act purposefully, to think rationally and to deal effectively with his environment (By David Wechsler)

- Father of Intelligence test – Alfred Binet (8 July 1857-18 October 1911)
- In General term intelligence mean ability to learn, emotional, knowledge, creativity and adaption to meet the demands of environment effectively.
- Intelligence in reasoning, mental representation, problem solving and decision making.

**Characteristic of Intelligence:**

1. The ability to adjust to new situation
2. The ability to solve new problem
3. The ability to understand new ideas

**Factors Affecting Intelligence:**

**Heredity and environment :** Heredity provides the physical body to be developed with some capabilities. Environment provides for the maturation and training of the organism.

**Age :** Studies show that maximum I.Q is attained at about 20 years and remain relatively stable until around 40 and decreases afterward.

**Health and Physical development :**

**Sex:** Studies reveal not boys are supposed to excel in more abstract areas of learning such as mathematics and physical science. Men are supposed to be more mechanical than women. Girls excel in material that deal more directly with humanities.

**Race:** There is no convincing evidence to show how far race is a factors in determining intellectual level.

**Culture :** Culture influences the intelligence of the individual to a degree.

Social and economic condition: No direct relationship.

**Theories of Intelligence:**

- **Two Factor Theory**
- **Multifactor Theory**
- **Group Factor Theory**
- **Guilford`s Model of Intelligence**
- **Triarchic Theory**
- **Theory of Multiple Intelligence**

**Two Factor Theory:**

The English Psychologist **Charles Spearman** Presented this theory in 1904. According to him, intellectual abilities are made up of two factors.

1. General Factor
2. Specific Factor

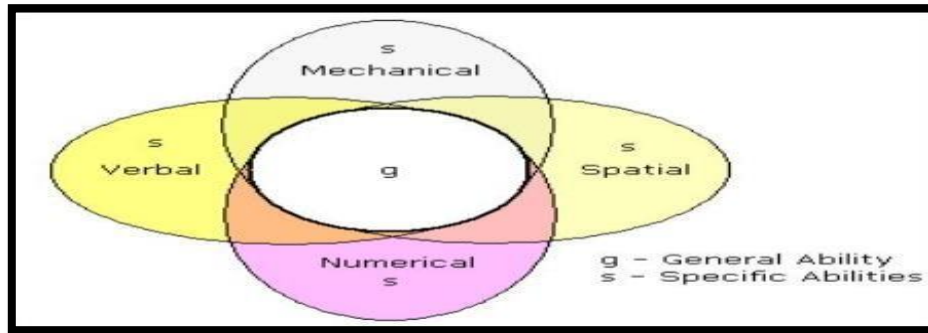
**General Factor:**

It is universal innate ability. It is general mental energy. It is varies from person to person. It is inborn ability

**Specific Factor:**

They are the abilities to do a particular things. It from individual to individual. It is learned and acquired in the environment.

They are largely affected by education and training where `g` is innate and not educable.



### **Multifactor Theory:**

This theory was purposed by **E.L. Thorndike**. He viewed intelligence as nothing but specific (stimulate- Reinforcement) S-R connection. Intelligence is an infinite number of connections in the brain.

#### **Four Attributes of Intelligence**

- Level- Level of Difficulty of the problem
- Range- Number of task at a particular difficulty level
- Area- Total number of Situation
- Speed- Quickness of answering the test item

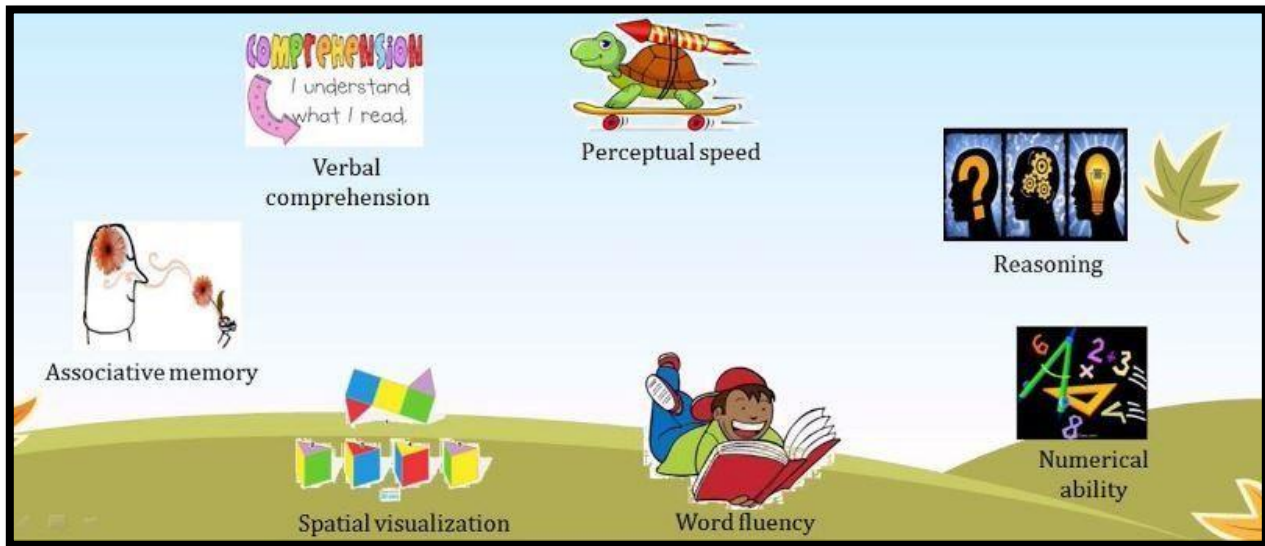
### **Group Factor Theory:**

L.L Thurstone proposed this theory that intelligence is composed by a number Of group of closely related abilities. He called them as primary mental abilities (PMA).

The test measures the following seven primary abilities:

- Verbal Comprehension- The understanding and use of words.
- Word Fluency- It is producing words rapidly to meet specific requirement
- Number – It is facility in using numbers as in routine arithmetic problems.
- Space- It is the ability to deal with visual relationship in two or three dimension
- Memory- IT is efficiency in recall. The chief test which has clearly been identified is recall in the paired associate task.

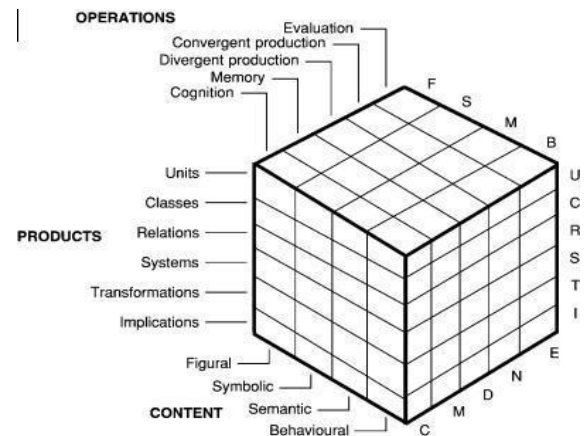
- Perceptual Speed- It is the facility in grasping visual details of objects
- Reasoning- It is finding a principle to solve the problem. Thus



continuation of a number series measures factor.

### Guilford`s Model of Intelligence:

- The first version of Guilford model explains intelligence as a systematic collection of abilities or function for processing different kinds of items of information in several ways.
- Guilford rejected Charles Spearman's theory
- According to him intelligence consists of several intellectual abilities.
- He used statistical technique called factor analysis (used to describe variability among observed)
- In Guilford's Structure of Intellect (SI) theory, intelligence is viewed as comprising operations, contents, and products.
- There are 5 kinds of operations (cognition, memory recording,



memory retention, divergent production, convergent production, evaluation), 6 kinds of products (units, classes, relations, systems, transformations, and implications), and 5 kinds of contents (visual, auditory, symbolic, semantic, behavioral).

**Products:**

- **Units**—Single items of knowledge.
- **Classes**—Sets of units sharing common attributes.
- **Relations**—Units linked as opposites or in associations, sequences, or analogies.
- **Systems**—Multiple relations interrelated to comprise structures or networks.
- **Transformations**—Changes, perspectives, conversions, or mutations to knowledge.
- **Implications**—Predictions, inferences, consequences, or anticipations of knowledge.

**Operations:**

- **Cognition**—The ability to understand, comprehend, discover, and become aware of information.
- **Memory recording**—The ability to encode information.
- **Memory retention**—The ability to recall information.
- **Divergent production**—The ability to generate multiple solutions to a problem; creativity.
- **Convergent production**—The ability to deduce a single solution to a problem; rule-following or problem-solving.
- **Evaluation**—The ability to judge whether or not information is accurate, consistent, or valid.

**Content:**

- **Visual**—Information perceived through seeing.
- **Auditory**—Information perceived through hearing.
- **Kinesthetic**—Information perceived through one's own physical actions.

- **Symbolic**—Information perceived as symbols or signs that have no meaning by themselves; e.g., Arabic numerals or the letters of an alphabet.
- **Semantic** – Which is concerned with verbal meaning and ideas.
- **Behavioral**—Information perceived as acts of people

Therefore, according to Guilford there are  $5 \times 5 \times 6 = 150$  intellectual abilities or factors. Each ability stands for a particular operation in a particular content area and results in a specific product, such as Comprehension of Figural Units or Evaluation of Semantic Implications.

- Guilford's original model was composed of 120 components because he had not separated Figural Content into separate Auditory and Visual contents, nor had he separated Memory into Memory Recording and Memory Retention. When he separated Figural into Auditory and Visual contents, his model increased to  $5 \times 5 \times 6 = 150$  categories

### Triarchic Theory:

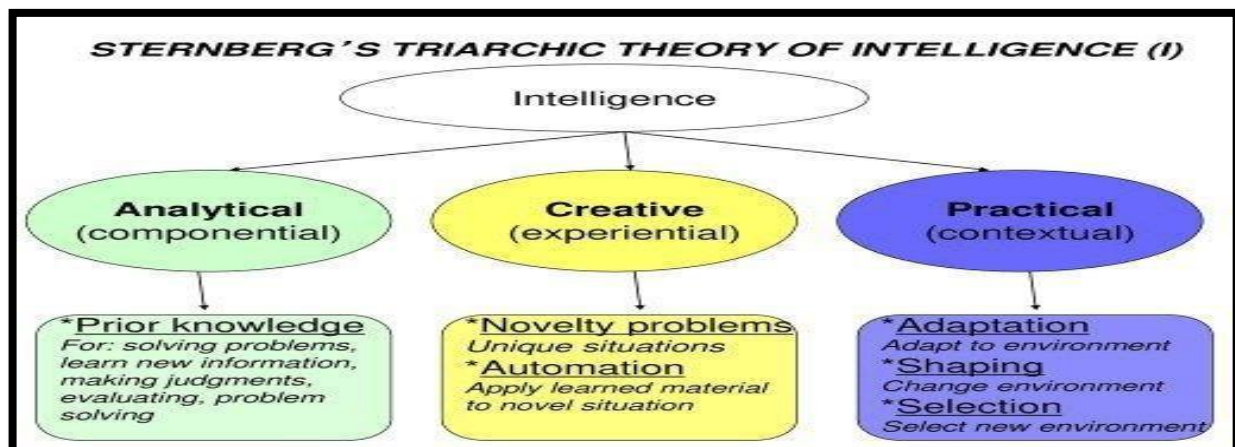
Robert Sternberg (1994) has developed a triarchic theory

Intelligence comprises of three kind of abilities

Componential Intelligence – It helps in academic Performance

Experiential intelligence- It helps in the way to solve novel problems based on past experience

Contextual Intelligence- It is the ability to function the practical, everyday social situation. This theory supported by study of intellectual gifted adolescent student.



## **Theory of Multiple Intelligence:**

Multiple Intelligences is Howard Gardner's psychological theory about people and their different types of intelligences (logical, visual, musical, etc.). There are seven Intelligences that each person has different. A person may have two or more dominant intelligences, and maybe there are some individuals who have a balance of all seven intelligences.

### **Visual / Spatial Intelligence**

Ability to perceive the visual. These learners tend to think in pictures and need to create vivid mental images to retain information. They enjoy looking at maps, charts, pictures, videos, and movies.

### **Verbal / Linguistic Intelligence**

Ability to use words and language. These learners have highly developed auditory skills and are generally elegant speakers. They think in words rather than pictures.

### **Logical / Mathematical Intelligence**

Ability to use reason, logic and numbers. These learners think conceptually in logical and numerical patterns making connections between pieces of information. Always curious about the world around them, these learners ask lots of questions and like to do experiments.

### **Bodily / Kinesthetic Intelligence**

Ability to control body movements and handle objects skillfully. These learners express themselves through movement. They have a good sense of balance and eye-hand co-ordination. (E.g. ball play, balancing beams). Through interacting with the space around them, they are able to remember and process information.

### **Musical / Rhythmic Intelligence**

Ability to produce and appreciate music. These musically inclined learners think in sounds, rhythms and patterns. They immediately respond to music either appreciating or criticizing what they hear. Many of these learners are extremely sensitive to environmental sounds (e.g. crickets, bells, dripping taps).

### **Interpersonal Intelligence**

Ability to relate and understand others. These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations. They are great organizers, although they sometimes resort to manipulation.

### **Intrapersonal Intelligence**

Ability to self-reflect and be aware of one's inner state of being. These learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses.

## **CONCEPT OF INTELLIGENCE QUOTIENT (IQ)**

Test to measure the intelligence is represented as IQ (intelligence quotient). The level of intelligence IQ is calculated by using this formula

$$IQ = \frac{\text{mental age}}{\text{chronological age}} \times 100$$

- MA- Mental Age
- CA- Chronological Age (DOB)



Intelligence Quotient (IQ) is a number indicating your inherent ability to learn instead of simply the knowledge you already have. If you have a high IQ, it means that you have the intelligence required to do well in school because you have the ability or potential to succeed. It was originally developed by French psychologist **Alfred Binet**. The abbreviation “IQ” comes from the German term *Intelligenz-Quotient*, originally coined by psychologist **William Stern**.

## History

- In 1905, Alfred Binet and Theodore Simon, made the first successful attempt to formally measure intelligence , the Binet-Simon scale.
- German psychologist **William Stern** formulated the basic definition of IQ in 1912 when he defined intelligence quotient as a ratio of an estimated “mental age” and “actual chronological age”.
- Stanford University psychologist **Lewis Terman** took Binet’s original test and standardized it using a sample of American participants. This adapted test, first published in 1916, was called the Stanford-Binet Intelligence Scale.

## Stanford-Binet Intelligence Test

The Stanford-Binet intelligence test used a single number, known as the intelligence quotient (or IQ), to represent an individual’s score on the test. The IQ score was calculated by dividing the test taker’s mental age by his or her chronological age and then multiplying this number by 100.

$$\text{I.Q.} = (\text{Mental Age} / \text{Chronological Age}) * 100$$

For example, a child with a mental age of 13 and a chronological age of 10 would have an IQ of 130 ( $13/10 \times 100$ ).

**Mental Age:** Binet gave the concept of Mental age. Mental age is your cognitive abilities relative to what others can do of different ages. In other words, if you’re capable of doing what an average 22 year old can do, then your mental

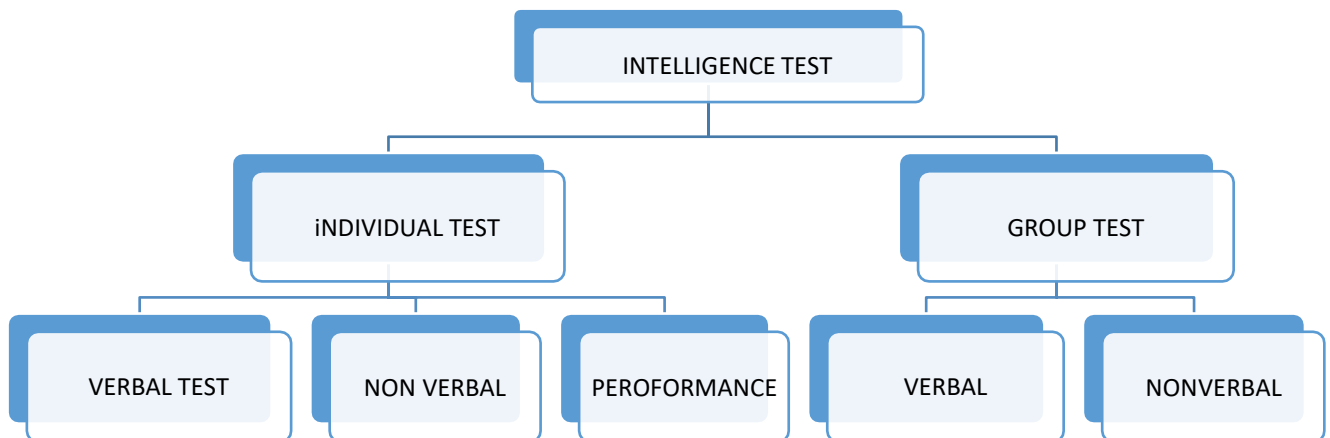
age is 22. If you can do what an average 8 year old can do, but not anything more advanced than that, then your mental age is only 8.

Binet did research using a bunch of kids at each age to directly measure their cognitive abilities.

**Chronological Age:** Chronological age is nothing but the actual calendar age of the child.

IQ	Interpretation
Less than 20	Profound mental retardation
21-35	Severe mental retardation
36-50	Moderate mental retardation
51-70	Mild mental retardation
71-90	Slow learners
91-110	Average intelligence
111-120	Superior intelligence
121-140	Very superior intelligence
140 and above	Gifted

## TYPES OF INTELLIGENCE



**Individual Test:**

- These test can be administered to only one individual at a time.
- The answer to the test items may be written or through performance or both.
- Only a trained psychologist can administer and interpret the test scores.
- Individual test may be a verbal, non- verbal or performance test.

**Verbal Test:**

- Language ability is essential for these types of tests.
- The subject has to read the question or listen to the question and answer in the language.
- But these test cannot be administered to illiterates, young children.
- Verbal test measure the factors such as verbal reasoning, memory and numerical reasoning.

**Non Verbal Test:**

- Because of the limitation of the verbal intelligence test.
- These tests are free from language barrier and do not require reading skill.
- These tests can be administered to illiterates, literate, natives .
- Items of non verbal tests are in the form of pictures and diagram.

**Performance Test:**

- These are also non verbal tests. However the items are usually presented in a concrete form. In a such a test the subjects has to do something rather than to make a verbal response. Performance test measures the factors such as spatial, perceptual and speed abilities.

**Group Test:**

- Individual testing was born in France and group testing in America. Group tests were developed because of the stern necessity of the first world war to select more number of recurits with in a short period of time.
- Two types of test were developed: one for **literate Army Alpha**

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- **Illiterates: Beta Army**

**Group Non-verbal Tests:** In this category tests are administered in a group. A large number of subjects who are illiterate, deficient in language appear the test. This test has the features of both group and non-verbal tests of intelligence.

Example: The Battery consists of five sub-tests viz.: (a) Koh's Block Design Test. (b) Alexandar's Pass-Along Test. (c) Pattern-drawing Test. (d) Immediate Memory Test. (e) Picture Construction Test.

### **Special Aptitude Tests**

Special aptitude tests are designed to look at an individual's capacity in a particular area. An aptitude test is designed to assess what a person is capable of doing or to predict what a person is able to learn or do given the right education and instruction.

### **Types of specific Aptitude Tests**

Many types of aptitude tests are taken for educational or career discovery and ability purposes. The most common aptitude tests are:

- **Mechanical reasoning:** These types test your knowledge of physical concepts and are generally used to evaluate you for technical positions.
- **Situational judgment:** These tests gauge your reactions to situations and your decision-making.
- **Diagrammatic/spatial reasoning:** These tests see how well you can reach a conclusion based on processes contained in diagrams.
- **Abstract reasoning:** These measure problem-solving abilities and identify relationships between abstract arrays.
- **Numerical reasoning:** In these tests, your abilities with numbers, math, and data are tested.
- **Verbal reasoning:** Your language, reading comprehension, and vocabulary are tested in these types.
- **Inductive reasoning:** Under the pressure of time, these tests see how

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well you analyze patterns and data.

- **Logical reasoning:** Logical reasoning tests measure how well you recognize patterns and sequences and identify relationships between objects.
- **Clerical aptitude:** Clerical tests measure how fast and accurate you can be, seeing how well you can concentrate

## **Uses of Aptitude Tests**

**Career counseling:** Aptitude tests are used mostly by career counselors to help students make a proper choice of courses or occupation.

**Clinical service:** Information obtained from aptitude tests can also be used for making a clinical decision regarding an underachieving,

**Personnel selection:** Employers use vocational aptitude tests to select employees. Usually, they use special aptitude tests that measure the particular skill required for the job.

**Screening for admission:** Most educational institutions select candidates to give admission into different courses on the basis of scores on aptitude tests, e.g., courses on education (B.Ed) and management.

**Curricular planning:** School administrators use performance on multiple aptitude test batteries as a frame of reference for curricular planning- which courses to be taught and who are to be taught etc.

## BASIC PSYCHOLOGY II

### UNIT-II

#### MOTIVATION

Definition- Theories of motivation: Instinct theory- Drive theory- Arousal theory- Incentives theory- Need hierarchy theory- classification of motives- Biological motives, Psychological motives – Frustration and conflicts of motives.

#### **DEFINITION:**

- The psychological process that arouse, direct and maintain behavior towards a goal.
- According to wood worth, Motivation is the state of individual which disposes him to certain behavior for seeking goal.
- Motivation involves the biological, emotional, social, and cognitive forces that activate behavior
- In Latin word Motivation means To Move.
- Concept of Motivation was introduced by Robert Woodworth in 1918.

#### **Types of Motivation**

Different types of motivation are frequently described as being either extrinsic or intrinsic:

- **Extrinsic motivations** are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition, or praise.
- **Intrinsic motivations** are those that arise from within the individual, such as doing a complicated crossword puzzle purely for the personal gratification of solving a problem

#### **Theories of Motivation:**

- Instinct theory
- Drive Theory
- Arousal Theory
- Incentive theory
- Need Hierarchy theory



## **CLASSIFICATION OF MOTIVE**

- Whenever a need arises the organism is driven to fulfil that want or need. The goal here may be fulfillment of a want or a need.
- If there is no need in the organism, there will be no behaviour.
- For example, Horse and water. Horse does not drink water unless it has thirst or if it is not motivated. Unlike the external stimuli, the motives are limited.

### **Physiological Motive**

1. Hunger
  2. Thirst
  3. Elimination
  4. Oxygen Need
  5. Rest and sleep
  6. avoidance of pain
- Sex

### **Psychological Motive**

1. Achievement Motive
2. Affiliation Motive
3. Power Motive
4. Need for Independence
5. Aggression
6. Social approval
7. Self Esteem

## **PHYSIOLOGICAL MOTIVE**

Biological motives are called as physiological motives. These motives are essential for the survival of the organism. Such motives are triggered when there is imbalance in the body. It is an internal bodily need that direct the individual behavior towards the goal. It is also called as primary Motive.

### **HUNGER**

- We eat to live. The food we take is digested and nutritional substances are absorbed. The biochemical processes get their energy from the food in order to sustain life. When these substances are exhausted, some imbalance exists blood stream communicate this need to coordinating Centre in the nervous system. This information send from hypothalamus.
- The human beings have three eating disorder: Obesity, Anorexia nervosa, Bulimia.

### **THIRST**

- In our daily life regularly we take fluids in the form of water and other beverages. These fluids are essential for our body tissues for normal

functioning. When the water level in the body decreases we develop motive to drink water.

- Usually thirst motive is indicated by dryness of mouth. Experiments by psychologists have shown that just dried mouth getting wetted is not enough. We need to drink sufficient quantity of water to satiate our thirst.

**ELIMINATION:**

Our body cannot bear anything excess or anything waste. Excess water is sent out in the form of urine or sweat. So also digested food particles after absorption of nutritional substances are sent out in the form of stools. We experience discomfort until these wastes are eliminated.

**NEED FOR OXYGEN:**

Our body needs oxygen continuously. We get it through continuous respiration. Oxygen is necessary for the purification of blood. We cannot survive without regular supply of oxygen. Lack of oxygen supply may lead to serious consequences like damage to brain or death.

**NEED FOR SLEEP:**

Sleep is an essential process for normal functioning of body and mind. When our body and mind are tired they need rest for rejuvenation of energy. It is observed that there is excess accumulation of a toxin called 'Lactic acid' when tired.

After sleep it disappears and the person becomes active. Sleep deprivation also leads to psychological problems like confusion, inability to concentrate, droopy eyelids, muscle tremors, etc.

**Sex motive:**

This is a biological motive, arises in the organism as a result of secretion of sex hormones-like androgens and estrogens. Sex need is not essential for the survival of the individual, but it is essential for the survival of the species. However, fulfillment of the sex need is not like satisfying hunger or thirst.

**NEED FOR AVOIDANCE OF PAIN:**

No organism can continue to bear pain. Whenever we experience pain we try to avoid it. We are motivated to escape from painful stimulus. For example, when we are under hot sun we go to shade. When something is pinching we avoid it.

### **PSYCHOLOGICAL MOTIVE:**

These are called Psychosocial motives, because they are learnt in social groups, learning and Experience. It is also called as Secondary Motive. It is important for mental Health.

#### **a. Achievement motive:**

Achievement motivation refers to a desire to achieve some goal. This motive is developed in the individual who has seen some people in the society attaining high success, reaching high positions and standards.

He/she develops a concern to do better, to improve performance. David C McClelland who conducted a longitudinal study on characteristics of high and low achievers found that the high achievers choose and perform better at challenging tasks, prefers personal responsibility, seeks and utilizes feedback about the performance standard, having innovative ideas to improve performance.

#### **Characteristic of n-Arch:**

- Have optimism or Success, Have believed that they can control their behavior, Willing to take risk, Have believed that they can control their behavior, Willing to delay gratification for the sake of achieving long term goals, Tend to seek high level of socioeconomic status.

### **AGGRESSIVE MOTIVE:**

It is a motive to react aggressively when faced frustrations. Frustration may occur when a person is obstructed from reaching a goal or when he is insulted by others. Even in a fearful and dangerous do or die situation the individual may resort to aggressive behaviour. Individual expresses such behaviour to overcome opposition forcefully, which may be physical or verbal aggression.

### **POWER MOTIVE:**

People with power motive will be concerned with having an impact on others. They try to influence people by their reputation. They expect people to bow their heads and obey their instructions.

### **AFFILIATION MOTIVE**

The state or relation of being closely associated with the group. This motive is mostly known as need for affiliation motive or N-Aff . One main reason is that most of the people have a need for affiliation an interest in establishing and maintaining relationship with others.

**Social approval:**

It is the drive to ensure what ever does as looked up favorably by others.

**Self Esteem:**

It is need to regard oneself well in relation to others. Self Esteem enhanced by attaining prestige and power.

**NEED FOR INDEPENDENCE:**

This need is also known as Autonomy. It is a tendency to act in an independent manner to be self directed as opposed to others directed.

**Frustration**

- Frustration means emotional tension resulting from the blocking of a desire or need. According to Barney and Lehner (1953), frustration refers to failure to satisfy a basic need because of either condition in the individual or external obstacles.
- The course of motivation does not always run smoothly. Things happen that prevent us from reaching the goals towards which we driven or pulled. The term refers to the **blocking of behavior directed towards a goal.**

**Environmental Frustration:** By making it difficult or impossible for a person to attain a goal, environmental obstacles can frustrate the satisfaction of motive.

**Physical factors:** Natural calamities, floods, droughts, earthquakes, fire and accidents cause frustration in an individual.

**Social and societal factors:** Societal norms and values impose certain obstacle in meeting the individual needs which leads to frustration

**Economic and financial factors:** Unemployment and lack of money causes frustration in an individual.

**Personal Frustration:** Unattainable goals can be important sources of frustration. These are largely learned goals that cannot be achieved because they are beyond a person`s abilities.

**Physical abnormality or defects:** Too small or too big a stature, very heavy or thin body, an ugly face or dark complexion etc causes frustration.

**Conflicting desires or aims:** When a person has conflicting desires, he develops frustration. For example, a nurse wants to work in abroad and does not want to leave her family in home country causes frustration.

**Individual's morality and high ideals:** An individual's moral standards, code of ethics and high ideals may become a source of frustration to him.

**Level of aspirations:** One may aspire very high in spite of one's incapacities or human limitations which may lead to frustration

**Lack of persistence and sincerity in efforts:** Frustration may result in one's own weakness in putting continuous and persistent efforts with courage, enthusiasm and will power.

#### **REACTION OF FRUSTRATION:**

1. **Withdrawal** : Behaviours such as asking for a transfer or quitting a job.
2. **Fixation** : An employee blames others and superiors for his problems, without knowing complete facts.
3. **Aggression** : Acting in a threatening manner.
4. **Regression** : Behaving in an immature and childish manner and may self-pity (to feel sorry for oneself).

#### **Conflict:**

The word conflict has been derived from a Latin word 'Conflicts' which means 'strike two things at the same time'.

#### **Approach-approach conflict:**

In this type of conflict individual will have two desires with positive valence which are equally powerful. For example, a person has two attractive job offers and he has to choose any one of them- tension arises.

Such conflicts are not so harmful, because after selecting one, the other one automatically subsides or loses its importance to him. But in some situation choice will be very difficult. For example, a girl has to choose either loving parents or a boy friend for inter-caste marriage. Such cases are like 'you cannot have the cake and eat it too'.

The individual will be psychologically torn and may lose equilibrium.

## **2. Avoidance-avoidance conflict:**

This conflict involves two goals with negative valence. At times the individual is forced to choose one among two negative goals. In such conflicts, both are unwanted goals, but he cannot keep quiet without opting also. For example, a woman must work at a job which she dislikes very much or else she has to remain unemployed.

Here the individual is caught between two repelling threats, fears or situations. When she cannot choose either of them she may try to escape from the field itself. But the consequences of the escape may also be harmful. For example, a person who cannot convince the mother or the wife may resort to Alcohol consumption which is otherwise dangerous or some people may even commit suicide.

## **3. Approach-avoidance conflict:**

This is also a most complex conflict and very difficult to resolve. Because in this type of conflict a person is both attracted and repelled by the same goal object. Here the goal object will have both positive and negative valences.

For example, a person is approaching to accept a job offer, because the salary is attractive- but at the same time he is repelled back as the job is very risky. A man wants to marry to lead a family life, but does not want the responsibilities of family life. This type of conflict is diagrammatically represented in Figure 4.5.

## **4. Multiple-approach-avoidance conflict:**

Some of the situations in life we come across will involve both positive and negative valences of multiple nature. Suppose a woman is engaged to be married. The marriage to her has positive valences like-providing security to life and marrying a person whom she loves very much.

The resolution of this conflict depends upon the sum total of both valences. If the sum total of attractive valence takes upper hand, she will quit the job and go for marriage; otherwise she may reject marriage and continue the job if the sum total of negative valence is powerful.

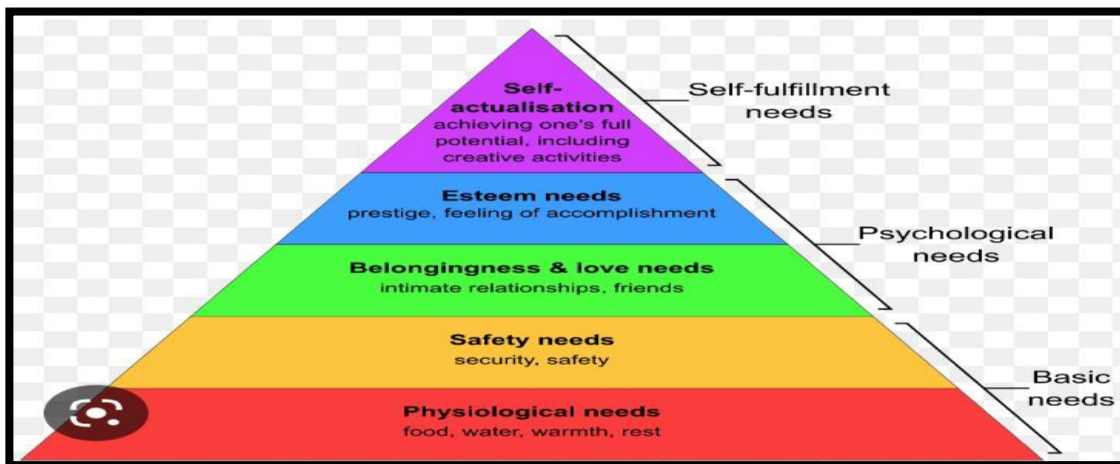
## Theory of Motivation

### Maslow hierarchy Theory :

Maslow's theory defines motivation as the process of satisfying certain needs that are required for long-term development.

- According to Maslow, a need is a relatively lasting condition or feeling that requires relief or satisfaction, and it tends to influence action over the long term. Some needs (like hunger) may decrease when satisfied, while others (like curiosity) may not.
- Maslow's theory is based on a simple premise: human beings have needs that are hierarchically ranked.
- Maslow organized human needs into a pyramid that includes (from lowest-level to highest-level) physiological, safety, love/belonging, esteem, and self-actualization needs.

### Physiological Needs



The most basic of Maslow's needs are *physiological needs*, such as the need for air, food, and water. When you are very hungry, for example, all your behavior may be motivated by the need to find food. Once you eat, the search for food ceases, and the need for food no longer motivates you.

### Safety Needs

Once physiological needs are satisfied, people tend to become concerned about *safety needs*. Are they safe from danger, pain, or an uncertain future? At

this stage they will be motivated to direct their behavior toward obtaining shelter and protection in order to satisfy this need.

### **Love/Belonging Needs**

Once safety needs have been met, social needs for *love/belonging* become important. This can include the need to bond with other human beings, the need to be loved, and the need to form lasting attachments. Having no attachments can negatively affect health and well-being; as a result, people are motivated to find friends and romantic partners.

### **Esteem Needs**

Once love and belonging needs have been satisfied, *esteem needs* become more salient. Esteem needs refer to the desire to be respected by one's peers, to feel important, and to be appreciated. People will often look for ways to achieve a sense of mastery, and they may seek validation and praise from others in order to fulfill these needs.

### **Self-Actualization**

At the highest level of the hierarchy, attention shifts to the need for *self-actualization*, which is a need that essentially equates to achieving one's full potential. This can be seen in acquiring new skills, taking on new challenges, and behaving in a way that will help you to achieve your life goals. According to Maslow and other humanistic theorists, self-actualization reflects the humanistic emphasis on aspects of human nature. Maslow suggested that this is an ongoing, life-long process and that only a small percentage of people achieve a self-actualized state.

### **Instinct Theory:**

- The Instinct Theory of Motivation views **biological or genetic programming** as the cause of motivation.
- This claim means that all humans have the same motivations due to our similar biological programming.



- Instincts are **goal-directed and innate patterns of behavior that are not the result of education or experience.**
- We are **not necessarily conscious of the principle** of all mental and bodily actions due to our mind motives.
- It is a **capability to achieve knowledge without learning or discovery** inside the individual.

**Example of instincts in action:**

- A dog is shaking after it gets wet.
- A sea turtle is seeking out the ocean after it hatches
- A bird is migrating before the winter.

William McDougal proposed his understanding of what an instinct is. He stated that an instinct must be:

1. unlearned
2. uniform in expression
3. universal in a species

McDougal says human beings have a variety of instincts:

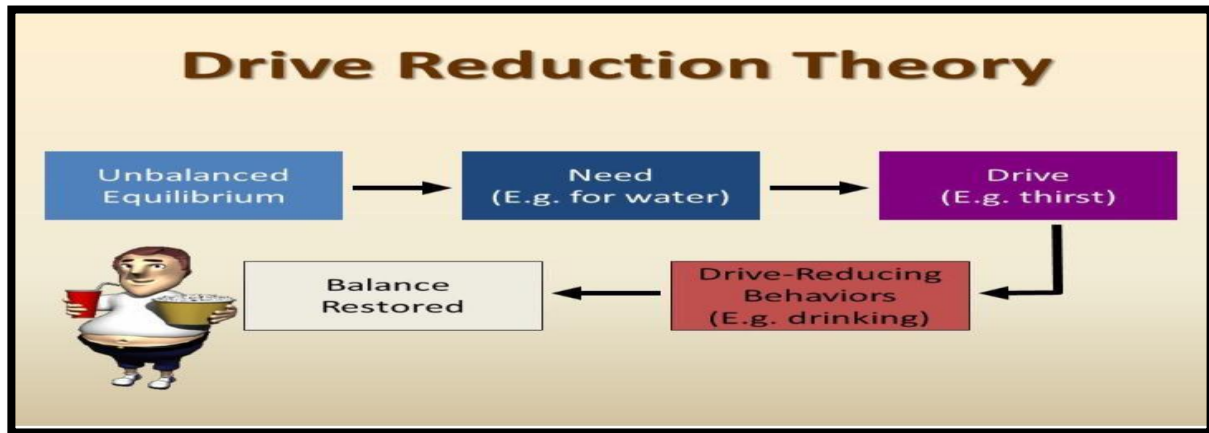
- Curiosity
- Aggression
- Gregariousness(crowd)
- Security
- Companionship

**Sigmund Freud:** He tells about motivation sex and aggression. Supports the theory

**William James:** Human beings are motivated by more instinct than any other animal. He supports the theory

**John B Watson:** In 1920 Watson believed that human behavior depended on learning, not person's nature. He does not support the theory.

### Drive Theory:

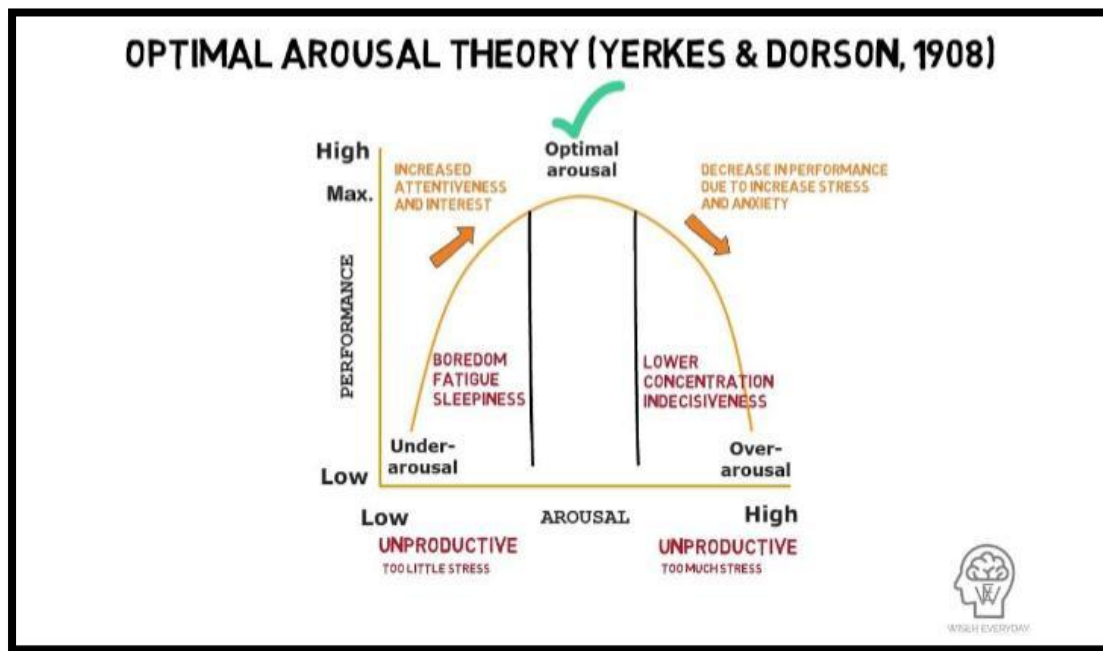


- Drive-reduction theory was created by behaviorist **Clark Hull** behavior 1950.
- Drive-reduction theory is based on the idea that the **primary motivation behind all human behavior** is to reduce 'drives.'
- A 'drive' is a state of **arousal or discomfort that is triggered by a person's physiological or biological** need such as hunger, thirst, and the need for warmth
- The **pushes** that motivate the behaviour of the person
- Drive-reduction theory is based on the concept of **homeostasis**, which is the idea that the body actively works to maintain a state of balance or equilibrium.
- According to the theory, as soon as there is an unmet need within the body, a person starts behaving in a manner that allows them to address this need, reduce the drive, and achieve a state of balance.

**Homeostasis:** Idea that the body actively work to maintain a certain state of balance or equilibrium.

- Drive-reduction theory suggests that human behaviour results from wanting to reduce the drives we have. It is thought that there are **primary and secondary drives**.
- **Primary drives** are **innate biological needs** such as being hungry or thirsty.
- Whereas **secondary drives** are **those learned through conditioning** or association with a primary drive, such as money and social acceptance.

### Arousal theory



The theory was first **proposed by Yerkes and Dodson in 1908**, who found that there was an **inverted-U relationship between task difficulty and performance**. That is, as task difficulty increased, so did performance up to a certain point, after which performance decreased. They attributed this to the fact that easy tasks do not provide enough stimulation, while difficult tasks provide too much stimulation.

**Experiment:** They discovered that mild electrical shocks could be used to motivate rats to complete a maze, but when the electrical shocks became too

strong, the rats would scurry around in random directions to escape. The experiment demonstrated that increasing stress and arousal levels could help focus motivation and attention on the task at hand, but only up to a certain point.

**Arousal theory:** theory of motivation in which people are said to have an optimal (best or ideal) level of tension that they seek to maintain by increasing or decreasing stimulation. Tasks or performances that are too low or too high may suffer.

**Incentive theory:**

**Incentive Approaches:** Theories of motivation in which behavior is explained as a response to the external stimulus and its rewarding properties.

- This is pull theory. It means external goals that have the capacity to motivate behaviour. Model of motivation is push vs pull theory
  - Incentive theory views positive external motivations as pull factors that influence behavior toward an anticipated reward.
- Incentive theory, which is also known as **reward theory**, proposes that individuals are motivated by **extrinsic or outside rewards such as money, a job promotion, or sweet foods**. These **external incentives act as a pull on an individual** and can be contrasted with the push of intrinsic motivators. Incentive theories were developed in the 1940s from ideas about drive and internal forces, which can be affected by psychological factors such as self-esteem and neurosis.
- Motivation is what converts a person's potential for a certain behavior (arising from a learning process) to become a manifestation of that behavior.

**Expectancy-Value theories:**

- Incentive theories that assume the actions of humans cannot be predicted or fully understood without understanding the beliefs, values, and the importance that a person attaches to those beliefs and values at any given moment of time.
- Often used to explain behaviors where there is no physical need (i.e. eating an entire piece of pie even though you're not at all hungry)

## **BASIC PSYCHOLOGY - II**

### **UNIT-III: EMOTIONS**

Definition- Theories of emotions: James Lange theory-Cannon-Bard theory- Schacter-Singer Two factor theory- Lazarus's Cognitive- Appraisal theory- Stress: Nature of stress- Stress cycles (Hans Selye)-Effects of stress- Coping with stress-Emotional intelligence and its components.

**EMOTION DEFINITION:** Emotion is a motivated state that is marked by physiological arousal, expressive behavior and mental experience.

Eg. Consider angry man Physiological arousal- His heart beat pound, Expressive behavior: He might grind the teeth, Mental experience: He might feelanger.

#### **ASPECTS OF EMOTION:**

- Emotional Behavior
- Emotional Experience

#### **Emotional Behavior:**

It includes external and internal bodily changes (Smiling, Laughing, and Screaming). Emotional behavior includes the physiological arousal reaction like increased heartbeat, blood pressure and secretion of glands.

#### **Emotional experience:**

People and animals not only act emotional they also feel emotion. Eg. Pleasure or displeasure, liking or disliking.

### **THEORIES OF EMOTION**

Theories of emotion vary in their attention to physiology, Neurological, behavior, and cognition.

**PHYSIOLOGY:** Suggest that responses with in the body are responsible foremotions

**NEUROLOGICAL:** Propose that activity with in the brain leads to emotional responses

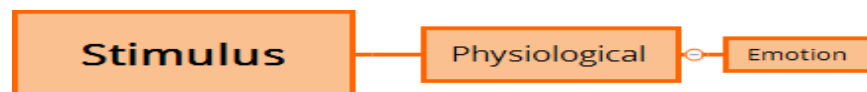
**BEHAVIOURAL:** Emotional behavior includes the physiological arousal reaction like increased heartbeat, blood pressure and secretion of glands.

**COGNITIVE:** Argue that thoughts and other mental activity play an essential role in forming emotion.

- James Lange theory
- Cannon-Bard theory
- Schacter - Singer Two factor theory
- Lazarus's Cognitive - Appraisal theory

### **JAMES LANGE THEORY**

- American psychologist William James (1884) and Danish physiologist Carl Lange (1887) independently proposed their theories of emotion at approximately the same time.
- Their two theories were later combined into what is presently known as the **James Lange Theory of Emotion**.
- Both James and Lange proposed that emotions are results of physiological reactions to external events.
- James' research gave more attention to emotion as a consequence of a physiological change, while Lange emphasized emotion as the demonstration of a physiological change.
- This theory of emotion suggests that an emotional stimulus triggers a physical reaction and the interpretation of that reaction leads to emotion.
- When the cortex of our brain receives stimuli that can induce emotion our autonomic nervous system and somatic nervous system trigger our visceral organ and skeletal muscles.



### **HOW THE JAMES- LANGE THEORY WORK:**

- Emotional Stimulus: First, a person encounters an emotional stimulus. For example, a snake
- Physiological arousal: The person has physical reaction like shaking, trembling at the sight of the snake
- Emotion: The person interprets their physical reaction as fear.

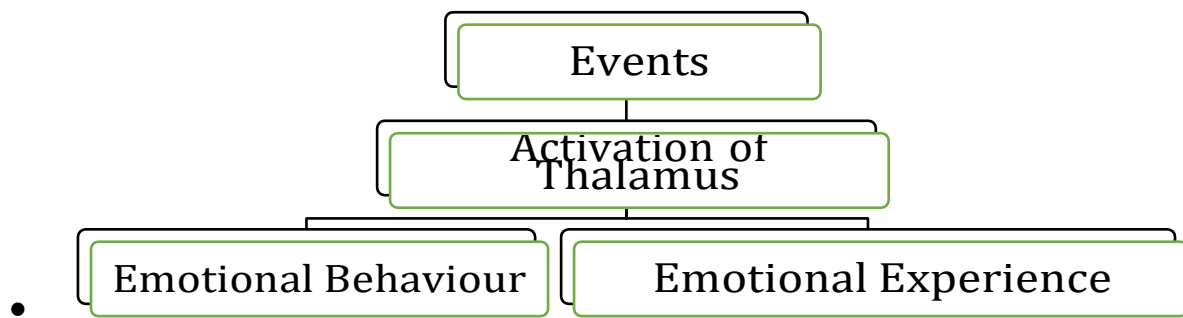
Eg: A person walking in the woods meets with a lion. The person's heartbeat increases rapidly, they sweat and begin to tremble. According to author the person interprets as fright and is afraid.

### CRITICISM OF JAMES LANGE THEORY

- Physical reactions don't have a single corresponding emotion.

### CANNON-BARD THEORY

- The Cannon-Bard theory of emotion was developed in the 1920s by Walter Cannon American Physiologist and his graduate student Philip Bard .
- Cannon-Bard proposes that both of these reactions originate simultaneously in the thalamus is responsible for responding to potentially emotional events.
- This theory is also known as Thalamic theory of emotion.
- This is a small brain structure responsible for receiving sensory information. It relays it to the appropriate area of the brain for processing.
- When an event occurs, the thalamus transmits a signal to the amygdala. The amygdala is a small, oval-shaped structure in the brain that plays an important role in emotional processing, including emotions such as fear and anger.
- The thalamus also sends signals to the autonomic nervous system, resulting in physical reactions such as muscle tension, shaking, and sweating. (Use class notes to explain the below picture)



Eg: you're watching a scary movie, and you see a monster jump towards the camera. According to Cannon, this information (seeing and hearing



the monster) would be transmitted to the thalamus. The thalamus would then produce both an emotional response (feeling afraid) and a physiological response (racing heartbeat and sweating, for example).

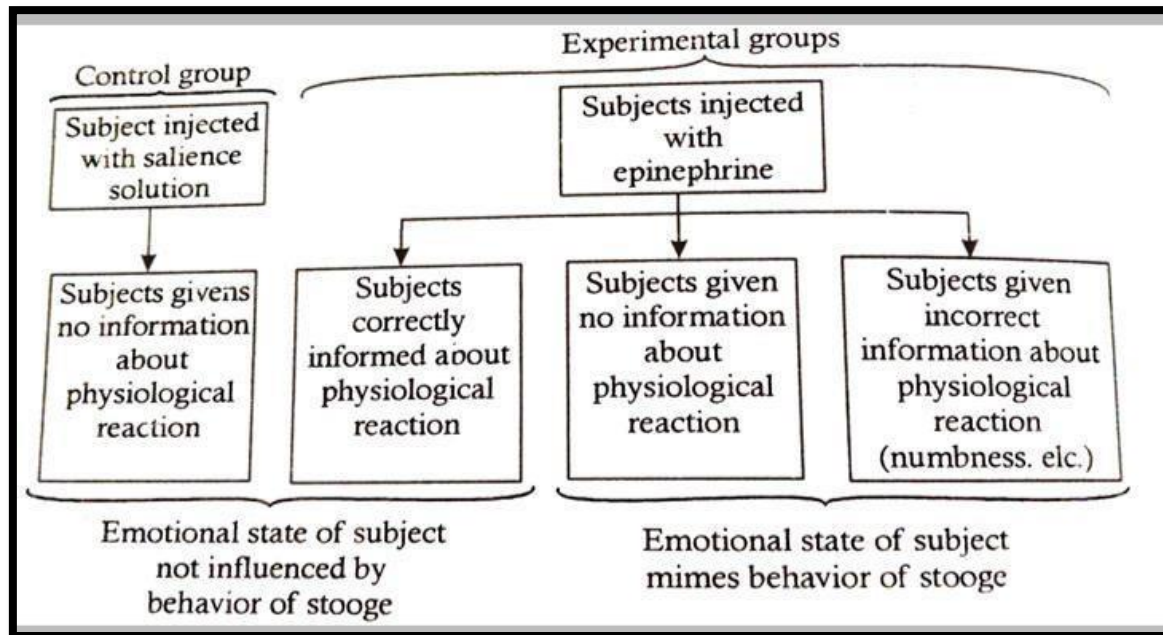
#### **CRITICISM OF CANNON BARD THEORY:**

- One of the predominant criticisms of the Cannon-Bard theory is that it assumes that physical reactions don't influence emotions.
- Cannon and Bard overemphasized the thalamus' role in emotional processes and underemphasized the role of other brain structures.

#### **SCHACHTER- SINGER TWO FACTOR THEORY**

- It was introduced by Stanley Schacter and Jermoe singer in 1962
- The above two theories explain the emotion only in terms of physiological changes. In this theory cognition plays an important role in our emotions.
- The Schachter-Singer theory of emotion, also known as the two-factor theory of emotion, states that emotions are a product of both physiological and cognitive processes.
- 1. The person must first experience physiological arousal
- 2. There must then be a cognitive interpretation, or explanation, of the physiological arousal so that the person can label it as a specific emotion.
- For example, if a person comes across a snarling dog while taking a walk, the physical arousal (heart racing, eyes opening wide) is accompanied by the thought (cognition) that this must be fear. Then and only then will the person experience the fear emotion

**Schachter and Singer's Experiment:** In a 1962 experiment, Schachter and Singer put their theory to the test. A group of 184 male participants was injected with [epinephrine](#), a hormone that produces arousal including



increased heartbeat, trembling, and rapid breathing.

- All of the participants were told that they were being injected with a new drug to test their eyesight.
- One group of participants was informed of the possible side-effects that the injection might cause while the other group of participants was not. Participants were then placed in a room with another participant who was actually a confederate in the experiment.
- Second Group: participants given no information about physiological reaction
- Third Group: participants given in correct information about physiologic reaction
- The results of the experiment suggested that participants who had no explanation for their feelings were more likely to be susceptible to the emotional influences of the confederate.

**CRITICISM OF TWO FACTOR THEORY:** criticisms of the two-factor theory include, sometimes emotions are experienced before we think about them. Other researchers have supported James-Lange's initial suggestion that there are actual physiological differences between emotions.

### **LAZARUS'S COGNITIVE - APPRAISAL THEORY**

- This theory was proposed by Richard Lazarus(March 2, 1922- November 24, 2002) American physiologist
- Appraisal theory of emotion thinking must occur first before experiencing emotion.
- Schachter two factor theory has failed to gain strong support it has stimulated interest in the cognitive basis of emotion.
- The sequence of this theory first involves a stimulus followed by thought, which then leads to the simultaneous experiencing of a physiological response and the emotion.
- Eg. If you encounter a bear in the wood you might immediately begin to think that you are in great danger. This leads to the emotional experience of fear and the physical reactions associated with the fight or flight response.

### **STRESS:**

- Stress is a state of mental or emotional strain or tension resulting from adverse or demanding circumstance.
- Stress is caused by a stimulus that the stimulus can be either physical or psychological and that an individual responds to the stimulus in some way.
- Stress can be defined as any type of change that causes physical, emotional, or psychological strain. Stress is your body's response to anything that requires attention or action.

### **Nature of Stress**

**Adaptation:** People may adapt to stressful circumstance in any several ways.

**Stressor:** Role of stimulus is anything that induce stress

Physical and Psychological change: Stressors can be either this group

- **Psychological signs** such as difficulty concentrating, worrying, anxiety, and trouble remembering
- **Emotional signs** such as being angry, irritated, moody, or frustrated
- **Physical signs** such as high blood pressure, changes in weight, frequent colds or infections, and changes in the menstrual cycle and libido
- **Behavioral signs** such as poor self-care, not having time for the things you enjoy, or relying on drugs and alcohol to cope

#### **TYPES OF STRESS:**

- **Acute stress:** Acute stress is a very short-term type of stress that can either be positive or more distressing; this is the type of stress we most often encounter in day-to-day life.
- **Chronic stress:** Chronic stress is stress that seems never-ending and inescapable, like the stress of a bad marriage or an extremely taxing job; chronic stress can also stem from traumatic experiences and childhood trauma.
- **Episodic acute stress:** Episodic acute stress is acute stress that seems to run rampant and be a way of life, creating a life of ongoing distress.

**STRESS PROCESS:** General adaptation syndrome (GAS) is a term that describes the physiological changes the body automatically goes through when it responds to stress.

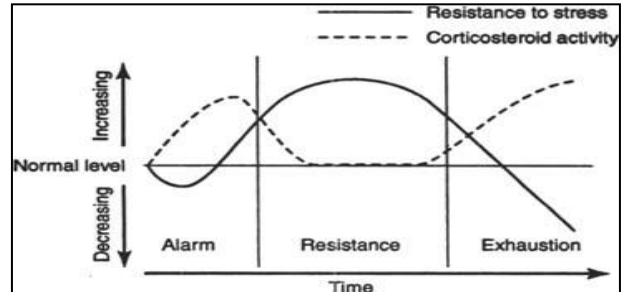
- First developed by Hans Selye in 1936, GAS is considered to be a pioneering modern biological formulation of stress.
- Hans Selye research on stress identified the Gas and the concept of Eustress and distress.

- According to Gas some of us can tolerate a great deal of stress and other much less, but we all have a threshold at which stress to affect us.

**GAS has three stages:**

- Alarm
- Resistance
- Exhaustion

**ALARM STAGE:**



- The alarm reaction stage is the body's initial response to stress. This stage is also referred to as the [fight-or-flight response](#).
- During this stage, the body's sympathetic nervous system is activated by the sudden release of hormones.
- The sympathetic nervous system is a part of the autonomic nervous system, which regulates the functions of your heart, stomach, bladder, and intestines, as well as your muscles. You are not aware that this system is working because it automatically responds to stimuli.
- When the sympathetic nervous system is activated, it stimulates the adrenal glands. The glands, in turn, trigger the release of certain hormones, including adrenaline and noradrenaline.
- Physical signs of being in the alarm response stage include: Dilated pupils, Increased heart rate, Rapid breathing, Trembling, Pale or flushed skin

According to Selye, most of the symptoms of the alarm response stage disappear or are reversed in the next stage (resistance), then reappear in the final stage of exhaustion.

**REISTANCE STAGE:** The resistance stage is when your body tries to repair itself after the initial shock of stress. If the stressful situation is no longer present and you can overcome the stress, your heart and blood pressure will start to return to pre stress levels during this stage.

- However, if the stressful situation continues for a long time or if you do not resolve the stress, your body will never receive a clear signal to return to

normal functioning levels. This means it will continue to secrete the stress hormones and your blood pressure will stay high.

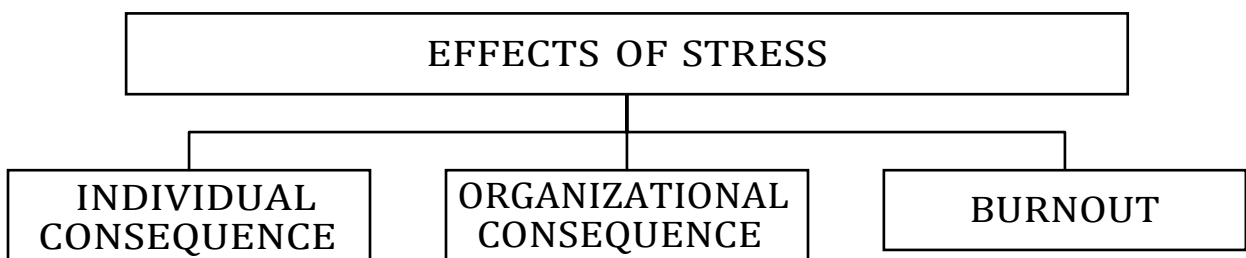
- Prolonged levels of high stress can cause disturbances in the immune, digestive, cardiovascular, sleep, and reproductive systems. You might have symptoms such as: Bowel issues, Headaches, Sleeplessness, Sadness, Frustration, Irritability, Poor concentration
- Prolonged stress that is not resolved leads to the third stage (exhaustion).

**Exhaustion:** Prolonged or chronic stress leads to the last stage of exhaustion. Enduring stressors without relief drains your physical, emotional, and mental resources to the point where your body is no longer able to cope with stress.

- **Eustress:** Eustress is fun and exciting. It's known as a positive type of stress that can keep you energized. It's associated with surges of adrenaline, such as when you are skiing or racing to meet a deadline.

**Distress:** Distress is a stress that negatively affects the individual. Excessive pressure, unreasonable demands on our time and bad news fall in this category.

#### **EFFECTS OF STRESS:**



#### **Individual consequence:**

The individual consequence of stress, are the outcome that mainly affect the individual stress may produce behavioural, psychological and medical consequence.

**BEHAVIOURAL CONSEQUENCE:** The behavioral consequence of stress may harm to person under stress or others. Research has clearly documented that people who smoke tend to smoke more when they experience stress

**PSYCHOLOGICAL CONSEQUENCE:** The psychological consequence of stress relative to a person's mental health wellbeing. When people experience too much stress at work, they may become depressed or find themselves sleeping too much or not enough. It may lead to family problem and sexual difficulties.

**MEDICAL CONSEQUENCE:** The medical consequence of stress affect a person's physical well being. Heart disease and stroke among other illness have been linked to stress. Other common medical problems backache, and skin conditions and psychosomatic disorder.

**ORGANIZATIONAL CONSEQUENCE:**

Organizational consequence stress is a decline in performance. These include decline in performance, withdrawal and negative changes in attitude.

**Performance:** Too much of stress is a decline in performance. For operating workers, such a decline can translate into poor quality work or a drop in productivity. For managers it can mean faulty decision making or disruption in working relationship as people become irritable and hard to get along with.

**Withdrawal:** Withdrawal behavior also can result from stress. For the organization the two most significant form of withdrawal behavior are absenteeism and quitting. People who are having a hard time coping with stress in their jobs are more likely to call in sick or consider leaving.

**Attitude:** Another direct organizational consequence of employee stress related to attitude. As we just noted job satisfaction, morale and organizational commitment can all suffer along with motivation to perform at high levels.

**Burnout** refers to being physically overwhelmed and exhausted, finding the job unrewarding and becoming cynical or detached, and developing a strong sense of ineffectiveness and lack of accomplishment in this particular **job**

- People with high aspiration and strong motivation. They likely affected stress, fatigue, frustration they may display mental and physical exhaustion.

## **COPING WITH STRESS:**

### **Exercise:**

Exercise plays a major role in managing stress where in regular exercise safe guards from heart attacks than in active people. People who exercise regularly are greater optimistic feel tension free and stress free. The inactive people seem to face depression and other negative thoughts.

### **Relaxation:**

Relaxation techniques such as progressive relaxation yoga and mediation rely on the idea that relaxation of the major voluntary muscles reduces anxiety. The goal of these techniques is to achieve a state of physiological and psychological rest.

### **Time management:**

Another way to manage stress. Every morning make a list of things to be done and is of three categories critical activities include the activities must be performed important activities that should be performed optional or trivial things that can be delegated or post one. Then activities are done as per their performance.

### **Role management:**

Somewhat related to the time management in the idea of role management in which the individual actively works to avoid over load ambiguity and conflict. Beside working in their regular jobs they accept many extra obligations and become stressful.

### **Support group:**

A support group is simply a group of family members or friends with whom a person can spend time. Supportive family and friends can help people to deal with stress. It can be particularly useful during the time of crisis.



**Use guided meditation:** Guided meditation is a great way to distract yourself from the stress of day-to-day life. There are many guided meditations available online that can help you find five minutes of centered relaxation.

**Practice deep breathing.** Deep breathing is a great way to reduce the activation of your sympathetic nervous system, which controls the body's response of fight or flight to a perceived threat. Deep breaths taken in for a count of five seconds, held for two seconds and released for a count of five seconds, can help activate your parasympathetic nervous system to rest and digest, which helps reduce the overall stress and anxiety you may be experiencing.

**Maintain physical exercise and good nutrition.** Physical exercise and nutrition are two important components in how you respond to stress. When your body is healthy, your mind can be healthy and vice versa. Physical exercise is proven to be a great stress reliever and also helps to improve your overall quality of life. Nutrition is important because stress can deplete certain vitamins, such as A, B complex, C and E. Maintaining proper nutrition not only helps your body feel better, but your mind as well, which allows you to better combat stress.

**Manage social media time.** Spending time on social media sites can become stressful, not only by what you might see on them, but also because the time might best be spent enjoying visiting with friends, being outside enjoying the weather or reading a great book. In addition, many people use social media at night, which may worsen sleep due to increased stress at the exact time people are trying to wind down for the evening, resulting in fewer overall hours of quality sleep.

## **5. Connect with others.**

Humans are social beings. You need to have connections with people to feel supported. Finding a sense of community, whether at work, with a religious organization or through shared activities, such as organized sports, is important to your well-being. Enjoying a shared activity allows you to find support and foster relationships that can be supportive in difficult times.

## **EMOTIONAL INTELLIGENCE**

- Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it's an inborn characteristic.
- The ability to express and control [emotions](#) is essential, but so is the ability to understand, interpret, and respond to the emotions of others.

## **COMPONENTS**

Researchers suggest that there are four different levels of emotional intelligence including emotional perception, the ability to reason using emotions, the ability to understand emotions, and the ability to manage emotions.

1. **Knowing our own emotion (Perceiving emotions):** The first step in understanding emotions is to perceive them accurately. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.
2. **Reasoning with emotions:** The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.
3. **Understanding emotions:** The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the

observer must interpret the cause of the person's anger and what it could mean. For example, if your boss is acting angry, it might mean that they are dissatisfied with your work, or it could be because they got a speeding ticket on their way to work that morning or that they've been fighting with their partner.

4. **Managing emotions:** The ability to manage emotions effectively is a crucial part of emotional intelligence and the highest level. Regulating emotions and responding appropriately as well as responding to the emotions of others are all important aspects of emotional management.
5. **Handling Relationship:** Getting along well with others, handling conflict effectively, clearly expressing, using sensitivity to another person's feeling to manage interactions successful.

## UNIT-IV PERSONALITY

**Determinants** of Personality (Brief review) Theories of personality: Type theories- Early theories-Sheldon's theory- **Eysenck's theory-Jung's theory**- Trait theories: Allport -Cattells theory **Measurement** of personality: Subjective methods- Objective methods- Projective techniques and tests.

### **Personality:**

- It can be defined as the **unique and consistent pattern of behavior, thoughts** and feelings the wide variety of situations **over long period**.
- "personality" stems from the **Latin word *persona***, which refers to a **mask worn by performers** to play roles or disguise their identities.

### **THEORIES OF PERSONALITY**

- Early theory
- Sheldon theory
- Eysenck theory
- Jung theory
- Trait theory

**EARLY THEORIES:** The Greek philosopher Hippocratic 15<sup>th</sup> century theorized that the body constrained 4 basic fluid each associated with a particular "temperament" or personality. The personality depends on which one of there. fluid is predominant.

- Blood Sanguine temperament" cheerful and action, Optimistic.
- Phlegm phlegmatic temperament" - unemotional, apathetic, sluggish
- Black bile "Melancholy temperament" and brooding. depressed and anxious
- Yellow bile - "Choleric temperament "irritable, ex easily annoy

In our **Indian Context "Atharva veda VD"** describes there gunas or personality. These birth are in Manas or mind since Again they keep certain equilibrium and it is normality.

- Sattva- never gets corrupt, its pure and true.
- Rajas Tendency for pleasure, enjoyment, etc.

- Tamas – Impulse or tendency for evil or going down When Rajas & Tamas increase in degree the equilibrium is disturbed. "Dosha" occurs in the personality & the normal phase of mental life is disturbed. This dosha of Rajas & Tamas are the causes of mental disease.

In **1929, Spranger** classified individuals according to life philosophy and the values, they believed most important. He listed an ontogenetic Theoretical personality. Individual primarily interested in the discovery of truth

Spranger contributed to the pedagogy of personality theory, in his book *Types of Men*. His **value attitudes** were:

- **The Theoretical**, whose dominant interest is the **discovery of truth**
- **The Economic**, who is interested in **what is useful**
- **The Aesthetic**, whose highest value is **form and harmony**
- **The Social**, whose highest value is **love of people**
- **The Political**, whose interest is primarily in **power**
- **The Religious**, whose highest value is **unity**

Kretschmer's Classification		
Body Type	Body Characteristics	Personality Characteristics
Pyknic	Fat types, in whom fat is more than muscle	Social and helping to others
Athletic	Healthy, balance between muscles and bone development	Energetic, optimist can adjust to any situation
Asthenic	Thin, and lean tall, no muscle, only bone	Unsociable, shy, pessimist and always alone

**German Psychiatrist**

**Kretschmer** postulated a relationship between body type and personality the proposed by three body types of their related personality characteristics.

**SHELDON'S THEORY:** Sheldon analyzed in detail about 4000 photographs nude bodies and classified them into three body types. He also measured the

- **Ectomorphic:** characterized as skinny, weak, and usually tall; described as intelligent, gentle, and calm, but self-conscious, introverted, and anxious.
- **Mesomorphic:** characterized as hard, muscular, thick-skinned, and as having good posture; described as competitive, extroverted, and tough.
- **Endomorphic:** characterized as fat, usually short, and having difficulty losing weight; described as outgoing, friendly, happy, and laid-back, but also lazy and selfish.

### **Jung theory**

One of Jung's best known contributions is this personality typology of two basic attitudes attention towards life.

Extroversion Introversion The extrovert's energy is directed toward external object and events while the introvert more concerned with the experiences. The extravert is outgoing and makes friends easily, the introvert frequently prefer solitude and cultivates for relationship.

**EYSENCK THEORY:** instrument comprised 57 Likert-type questions that emphasize measuring two central dimensions of personality: extraversion and neuroticism. To learn more about these dimensions, let us dive further.

### **The PEN Model of Eysenck Instrument.**

Earlier, as mentioned, there were only two dimensions of Eysenck's personality theory which measure an individual's extraversion and neuroticism traits. However, now Eysenck's approach focuses on three dimensions named after PEN. Coming next are such dimensions.

**Psychoticism-Normality** – Psychoticism is a personality trait characterized by a lack of empathy, a poor ability to form attachments, and a lack of concern for others. People who

are high in psychoticism are more likely to be aggressive, antisocial, and have substance abuse problems.

**Extraversion-Introversion** – In psychology, the terms "extraversion" and "introversion" describe two different personality types. Extraverted people are outgoing and friendly, and they tend to be energized by social interactions and quickly get bored when alone.

**Neuroticism-Emotional Stability** – Neuroticism is a personality trait characterized by anxiety, worry, and insecurity. People high in neuroticism tend to be more vibrant and reactive to stress, and they are also more likely to experience negative emotions like sadness, anger, and fear.

## **Trait theories**

### **Allport's Trait Theory**

- The first trait theory was proposed by a psychologist **named Gordon Allport in 1936.**
- Allport found that one **English-language dictionary** contained more than **4,000 words describing** different personality traits.
- He categorized these traits into **three levels:3**

### **Cardinal Traits**

- Cardinal traits are **rare and dominating**, usually developing later in life. They tend to define a **person to such an extent that their names become synonymous with their personality**. Examples of this include the following descriptive terms:  
Mother Teresa: Good, charitable, Albert Einstein: Brilliant, Jesus Christ: Good, faithful, holy, Martin Luther King, Jr.: Just, heroic, Abraham Lincoln: Honest.

### **Central Traits**

These general characteristics form **basic personality foundations**. While central traits are **not as dominating** as cardinal traits, they describe the major characteristics you might use to describe another person. Descriptions such as "**intelligent**," "**honest**," "**shy**," and "**anxious**" are considered central traits.

## **Secondary Traits**

Secondary traits are sometimes related to **attitudes or preferences**. They often appear **only in certain situations** or under **specific** circumstances. Some examples include **public speaking anxiety or impatience** while waiting in line.

**Cattells theory:** Raymond. B. Cattell defines a trait as a tendency to react to related situations in a way that remain more or less stable.

## **Two kinds of tendencies**

**Surface trait** are cluster of behavior that tend to go together. By altruism, which involves a variety of related behaviors such as helping a neighbourhood who has a problem are contributing to an annual bleed drive

**Source traits** are the underlying roots are causes of these behavioral cluster-for example ego, strength, dominance and submissive."

## **DETERMINANTS OF PERSONALITY**

The personality of an individual may be influenced by various factors such as the **biological**, **Sociological** and **Psychological** factors. The major factors and their sub components that determine and influence personality

- Biological factors
- Physical environment
- Psychological factors
- Familial determinant
- Cultural factors

## **BIOLOGICAL FACTORS**

- Genetics
- Hormones

## **Genetics**

The role of genetic in the development of personality has been studied by using twins Willerman selected four temperaments to study for heritability, emotionally, activity, sociability and impulsivity The questionnaires were given to the mothers of fraternal and



identical twins This study shows the correlation for the identical twine than for the fraternal twins.

### **Hormone**

The secretion of the endocrine gland-hormones also influenced the behavior When the thyroid gland is overactive the person becomes irritable, restless, and hyperactive, when its inactive the person becomes dull and sluggish. Aggression are two types of hormone.

Affected by androgen and estrogen

### **PHYSICAL ENVIRONMENT**

- Climate
- Ions

### **CLIMATE**

Individuals living in a warm climate are much more impulsive and tempered than person living in a cold climate. The finding shows that that temperature increases aggression tendencies and this is documented that better regions of the world in associated with more aggression.

### **IONS**

climate is not the only environment that influences aggression studies to show that negative and positive ions in the air also affect aggression and moods as do high ozone levels.

### **PSYCHOLOGICAL FACTORS**

- Self-Concept
- Intelligence.

### **SELF CONCEPT**

**It** becomes the core of the personality. Positive self-concept, initiated in childhood" period and nurtured throughout the developmental spans, enables an individual to meet each challenges as it comes and to deal with it appropriately.

### **Intelligence:**

Intelligence, the ability to reason through" complex situations has. many implications for personality development. Intelligence has a profound impact on many areas of development and behavior such as talking, memory. understanding and playing new concepts and creativity

### **FAMILIAL DETERMINANTS:**

Family serves as the identification for an individual. A father can facilitate the development of masculinity in a son by rewarding masculine activities, as well as femininity from mother. Another aspect of familial determinant. In the child's family plays an important role in the development of self-concept.

### **SOCIAL CLASS**

When people change from one class to another, their life style changes. Language and the personality attributes will also change. The members of working class are more motoric but the members of middle class are conceptual orientation which was found by the contrast between middle-and working class membership.

**CULTURAL FACTORS:** Cultural factors are of the values and norms which we learn.

Cultural factors include,

- Religion
- Education

### **Religion**

Child rearing practices may be here influenced by religious beliefs, knowledge, attitudes and problem solving may be influenced by religious affiliation. Religion still can have a profound influence on the development of moral and ethical standards.

### **Education:**

Education shows the differences in problem solving capacity, initiative, creativity and among self-concept has been noted. In different schools the teacher relationship and peer relationship are important aspects of schools. Teachers are the role model and agents for change.

### **MEASUREMENT OF PERSONALITY**

Interest in personality is not limited to psychologist alone, Philosopher & Novelist are also to describe personality better. Than psychologist the special province of psychologist in the "Measurement of personality".

### **OBJECTIVE "TEST":**

Objective test is basically "paper pencil self-report device. It is also known as

- Questionnaire

- Scale
- Inventory
- Schedule

The test contains many items in the form of questions or statements. It also have response category.

**Item:** Do you feel anxious most of the time

**Response category:** Yes/No Strongly agree/Disagree/Agree/ Strongly disagree

- The individual has to read the items & he have to put a tick right or wrong mark to the response which is appropriate to him.
- There will be no right. or wrong.
- All the objective tests have scoring procedure norms for the interpretation the following are some important paper ~ pencil ~ personality test.
- The first major personality inventory was personal data sheet, developed by woodworth in 1980. It is a "paper-pencil" personality.

**MMPI:** Minnesota - Multiphasic personality Inventory. Minnesota is the name of the American. University. The development in 1943 of the MMPI by Hathaway (clinical psychologist) and Mckinley (psychiatrist) of Minnesto university. The test is widely used for diagnosis of a wide range of psychological disorder. There are more than 20000 research articles about the MMPI and more than 200 tests have been developed. by wing the Horn of MMPI.

**Description:**

The inventory consists of 564 statements with response category of True/False/Cannot say  
MMP Test:

- I do not five quickly T/F/
- I easy in small rooms T/R/CE
- I'm happy most of the time T/P/

The MMPI measures 10 disorders and following are the 10 clinical scales. The MMPI has 10 clinical subscales that measures psychological disorders.

**HYPOCHONDRIASIS**

Tendency to be anxious and worried about once health to an unrealistic degree

**DEPRESSION**

Tendency to be pessimistic feeling of worthless and no hope for future

### **HYSTERIA**

Tendency to convert the emotional conflict into physical problem there is no medical condition, headache, paralysis which have no organic cause.

### **PSYCHOPATHIC DEVIATION**

Tendency to be immoral, impulsive disobeying the law, anti-social behavior.

### **MASCULINITY-FEMINITY:**

It is associated with a particular Sex. This causes to transsexualism.

### **SCHIZOPHRENIA**

Tendency to be confused disorganized. symptoms include delusion and hallucination

**MMPI-2:** MMPI was revised in 1990 by Butcher.

**California Psychological Inventory.** CPI was developed by using items of MMP by Harrison G. Gough in 1956 and lastly it was revised in 1989 CP is the test for the normal individual. The test contain 431 True (or) False. The test measures the personality characteristics important for social living and interaction, CPI contains 18 sub scales like dominance. social abilities, self control, flexibility etc.

**EPQ - Eysenck Personality Questionnaire.** It was developed by Eysenck, it 4 dimensions

- Psychoticism-Neuroticism
- Extroversion - Introversion

For Eg. you a talkative person T/F

Do you feeling easily hurt T/F D)

**16 PF-16 PERSONALITY FACTORS:** It was developed by RB Cattell by using only normal subject. The test measures 16 PF and it contains multiple choice

Eg. Prefer people who

### **EPSS**

It was developed by Edward measure 15 needs of personality like achievement, dominance etc.

**Neo-PI - Personality Inventory** It is newest and most reserved personality inventory developed by Costa and McC. Carl.

- Neuroticism (N)

- Extroversion (0)
- Openness (0)
- Agreeableness

## **Myers brig THE INDICATOR**

It is the widely used instrument for the normal Individuals. It measure the dimension of personality and 16 personality types.

- a) Exterversion – Introversion
- b) Sensation – Intuition
- c) Thinking Feeling (TF) a Judgement perception

Merits:

- The test can be used as the group test and less time consuming and economical method
- It can be administrated scored and interpreted easily. The test are widely used for diagnosis and selection

Demerits

- Faking is possible
- The test cannot be used with the children and illiterate
- Individual freedom of response is restricted.

## **Subjective Methods:**

### **(a) Observation:**

Observation of behaviour of a person over a long period is one of the techniques of assessing personality traits.

### **b) Case Study Method:**

In this method the case history has to be re-organized and re-written from infancy upto adulthood. Really speaking, on the basis of this method, the reality of the personality is found out.

### **(c) Interview:**

It is a process of communication or interaction in which the interviewee gives the needed information verbally to the interviewer in a face-to-face situation or one-to-one situation.

### **d) Autobiography:**

The autobiography method is also used to assess personality. The child is asked to write his autobiography and certain personality characteristics can be studied from them.

**(e) Cumulative Record Card:**

The cumulative record is a useful and permanent record that includes various information

**PROJECTIVE TEST:**

- Objective test can be easily administrated and scored however faking is possible and only traits are **assessed and not the total personality**. To avoid there problems psychologist save developed "Projective tests"
- Projective test have ambiguous stimuli that serves as a sort of screen on which the individual project this personality. **Lawrence Frank gave the name projective tests in 1939.**
- The first projective test was **word association Test Jung in 1905.**

**Characteristics of the Projective Test**

- The method is in direct
- The test items are vague 4 ambiguous
- The subject have freedom of response.
- Scoring administration and interpretation is more complex & It requires vigorous training.

**IMPORTANT PROJECTIVE "TEST:**

**Rorschach Ink blot Test:** In 1991 Herman Rorschach a Swiss psychiatrist published his book linking the ink blot and personality.

**DESCRIPTION:** The test consists of ten ink blot printed on separate words-5 ten symmetrical in shades of grey and black -5 are multicolored **ADMINISTRATION:** The word are presented one at a time in an order. The subject (Above 7 years ) is asked to report what he sees or is reminded of by the ink blot.

**SCORING:** Scoring of the Rorschach is highly complex involving extensive training, scoring involves response location, where the subject focus his attention.

**DETERMINANTS:** Color, movement, shadow etc.

**CONTEXT:** Human, animal (or) object.

**TAT (Thematic Apperception Test):** Henry Murray in his Exploration in personality introduced the "TAT:

**DESCRIPTION:** The original TAT consist 30 black and white cards . White cards containing vague pictures & one blank card. May used with individuate of 4 years. The standard TAT 20 card (19 picture & 1 blank Cards Can remaining a used irrespective of sex & age.

**ADMINISTRATION:** The subject is given & and at a times asked to say what is going in the screen characters feeling & thinking.

**SCORING:** For scoring and interpretation we have to analysis the theme test.

**SENTENCE COMPLETION TEST:** Sentence completion test is a semi projective test. The subject has to complete the incomplete sentences with a very first word that comes to his mind. The widely used sentence completion. The test is the Kotter incomplete sentence bank. It contains 40 incomplete sentences Fox eg:

- 1) I like
- 2) what annoys me
- 3) what annoys me
- 3) The happiest time
- 4) Suddenly I am angry.
- 5) My greatest worry-
- 6) women are conventional
- 7) Men are

The subject is asked to complete the sentences to express their real feelings.

## **EVALUATION:**

### **Merits**

- Projective tests assess the true personality of the individual faking is not possible
- It assesses the total personality of the individual
- Projective tests are widely used for diagnosis of personality disorder

### **Demerits**

- 1) All the projective test are indicator test so the test is time consuming test. very complex it required high level of training

## **UNIT-V: CONSCIOUSNESS**

Fundamental processes- **Active and passive roles of consciousness**- **Biological** rhythms- **Waking state of consciousness**- **Sleep and dreams**- **Hypnosis**-**Sleep** disorder- **Stages of sleep**.

### **CONSCIOUSNESS**

- Consciousness refers to different levels of awareness of one's thoughts and feelings. It may include creating images in one's mind, following one's thought processes, or having unique emotional experiences.
- Consciousness refers to mental state of awareness of process that are going on inside and outside of one's own body.

**STATE OF CONSCIOUSNESS:** are viewed as constantly changing on a continuum of awareness. Consciousness is not a singular state of mind rather constantly changing state. Two broad categories exist on this continuum.

- Normal State of Consciousness
- Alternate state of consciousness

**Normal State of Consciousness:** Define as the state of consciousness you experience when you experience when you are awake and aware of your thoughts, feelings and perceptions from internal events and the surrounding. Your experience during normal waking consciousness creates your reality and provides a baseline from which to judge other state of consciousness.

**ALTERED STATE OF CONSCIOUSNESS:** An altered state of consciousness can be defined as any state of consciousness that deviates from normal waking consciousness. Your mind may begin to wander and you May Day dream.

- Sleep
- Dreaming

Altered states of consciousness result from deliberate efforts to change our state of consciousness through hypnosis, conscious altering drugs and mediation.

### **ACTIVE AND PASSIVE ROLES OF CONSCIOUSNESS**

**Active:** Intentionally direct and manipulate consciousness

**Passive:** Your mind wanders and allow various process to come to mind.



**BIOLOGICAL RHYTHMS:** Biological rhythm is a phrase often used interchangeably with circadian rhythm. These rhythms are a series of bodily functions regulated by your internal clock. They control cycles like sleep and wakefulness, body temperature, hormone secretion, and more.

Biological clocks are internal timing devices that are genetically set to regulate various physiological responses for different periods of time.

A **circadian rhythm** refers to a biological clock that is genetically programmed to regulate physiological responses within a time period of 24 hours (about one day).

The **suprachiasmatic nucleus** is one of many groups of cells that make up the hypothalamus, which lies in the lower middle of the brain. The

Suprachiasmatic nucleus is a sophisticated biological clock that regulates a number of circadian rhythms, including the sleep-wake cycle. Because this nucleus receives direct input from the eyes, the suprachiasmatic cells are highly responsive to changes in light.

**Circadian and rhythms**, which control functions like sleep, body temperature, and hormonal changes, are most affected by light. Sunlight tells your SCN what time it is and when to perform certain functions. Other factors that influence your internal clock are exercise, hormones, and any medications you might be taking.

### **WAKING STATE OF CONSCIOUSNESS**

- Controlled and automatic processes
- Day Dreaming and Fantasies
- Self Awareness

**Controlled processes** are activities that require full awareness, alertness, and concentration to reach some goal. The focused attention required in carrying out controlled processes usually interferes with the execution of other ongoing activities.

**Eg.** A controlled process such as talking on a cell phone while driving involves focusing most of your attention on talking and little on driving

**Automatic processes** are activities that require little awareness, take minimal attention, and do not interfere with other ongoing activities

**Examples** of automatic processes include eating while reading or watching television and driving a car along a familiar route while listening to the radio or thinking of something else.

**Daydreaming:** Many of us engage in a pleasurable form of consciousness called daydreaming. Daydreaming is an activity that requires a low level of awareness, often occurs during automatic processes, and involves fantasizing or dreaming while awake. Self-induced shifts in consciousness.

- **Content of Daydream:** Success, failure, sexual or romantic, problem solving

**Function of Day Dream:**

- **Safety Value:** Permitting a person to escape from boredom or stressing everyday life. Perhaps this is one reason why students sometimes daydream in class or while reading textbook.
- **Altering our own Minds:** Positive direction. If you have ever felt happier after a daydream filled with desirable activities and event you already familiar with such benefit.
- **Find solution to actual problem:** Imagine various behavior and the outcomes they may produce, a person can examine potential courses of action carefully and from a safe mental perspective.

**Self Awareness:**

Some effects of focusing on ourselves. Eg. When you passing a mirror we start checking our appearance.

**STAGES OF SLEEP:** The stages of sleep refer to distinctive changes in the electrical activity of the brain and accompanying physiological responses of the body that occur as you pass through different phases of sleep.

**Sleep:**

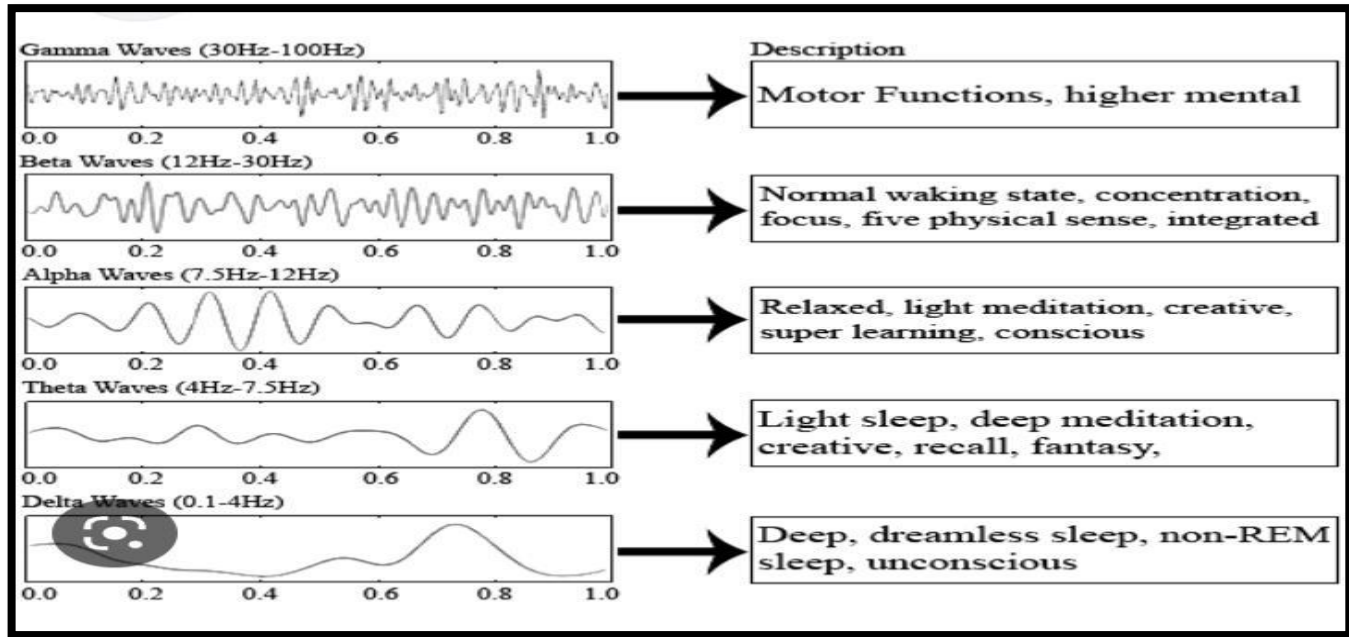
Sleep is a recurring state of relaxation characterized by an altered state of consciousness, muscular and sensory activity and severely reduced interaction with the outside world. Single activity occupies most of our time majority of humans spend 1/3 of their entire lives in sleep.

**Study of Sleep:**

EEG(electroencephalogram) reveals much about the nature of sleep. Sleep research reveals changes in brain activity and other bodily process during a single night of sleep.

**EEG Recording**

- Awake fully – Betawaves relatively high frequency (14-30HZ)
- Testing stage – Alpha waves lower frequency (8-13HZ)
- Fall asleep – Delta Waves lowest frequency and highest voltage



### Alpha Stage

- Before actually going into the first stage of sleep, you briefly pass through a relaxed and drowsy state, marked by characteristic alpha waves.
- The alpha stage is marked by feelings of being relaxed and drowsy, usually with the eyes closed. Alpha waves have low amplitude and high frequency (8–12 cycles per second).

**NON-REM SLEEP:** is where you spend approximate 80% of your sleep time.

**Non-REM is divided into sleep stages 1, 2, 3, and 4; each stage is identified by a particular pattern of brain waves and physiological responses. (REM stands for rapid eye movement.)**

### Stage 1 Theta Wave:

- **Sleep** is a transition from wakefulness to sleep and lasts 1–7 minutes. In it, you gradually lose responsiveness to stimuli and experience drifting thoughts and images.
- Stage 1 is marked by the presence of theta waves, which are lower in amplitude and lower in frequency (4–7 cycles per second) than alpha waves.

### Stage 2 Sleep Spindle

- Sleep marks the beginning of what we know as sleep, since subjects who are awakened in stage 2 report having been asleep.
- EEG tracings show high-frequency bursts of brain activity called sleep spindles.
- About 30–45 minutes after drifting off into sleep, you pass through stage 3 and then enter into stage 4 sleep.

### **Stage 3 Beginning of Delta Wave and Stage 4 Delta Wave**

- Stage 4 sleep, which is also called slow-wave or delta sleep, is characterized by waves of very high amplitude and very low frequency (less than 4 cycles per second) called delta waves.
- Stage 4 is often considered the deepest stage of sleep because it is the most difficult from which to be awakened.
- During stage 4, heart rate, respiration, temperature, and blood flow to the brain are reduced, and there is a marked secretion of GH (growth hormone), which controls levels of metabolism, physical growth, and brain development.
- As you pass through stages 3 and 4, your muscle tension, heart rate, respiration, and temperature decrease still further, and it becomes very difficult for you to be awakened.

### **REM sleep**

- Rem sleep makes up the remaining 20% of characterized time.
- It is pronounced “rem” and stands for rapid eye movement sleep because your eyes move rapidly back and forth behind closed lids.
- REM brain waves have high frequency and low amplitude and look very similar to beta waves, which occur when you are wide awake and alert.
- During REM sleep, your body is physiologically very aroused, but all your voluntary muscles are paralyzed. REM sleep is highly associated with dreaming.

### **SLEEP DISORDER**

Sleep disorders are a group of conditions **that affect the ability to sleep well on a regular basis**. They can also affect your performance at work, cause strain in relationships, and impair your ability to perform daily activities.

**Insomnia:** Insomnia refers to the inability to **fall asleep or to remain asleep**. It can be caused by jet lag, stress and anxiety, hormones, or digestive problems. It may also be a symptom of another condition.

- depression
- difficulty concentrating
- irritability
- weight gain
- impaired work or school performance

**Insomnia is usually classified as one of three types:**

- **chronic**, when insomnia happens on a regular basis for at least 1 month
- **Intermittent**, when insomnia occurs periodically
- **transient**, when insomnia lasts for just a few nights at a time

**Sleep apnea**

Sleep apnea is characterized by pauses in breathing during sleep. This is a serious medical condition that causes the body to take in less oxygen. It can also cause you to wake up during the night.

**There are two types:**

- **obstructive sleep apnea**, where the flow of air stops because airway space is obstructed or too narrow, and
- **central sleep apnea**, where there is a problem in the connection between the brain and the muscles that control your breath.

**Parasomnia**

Parasomnias are a class of sleep disorders that cause abnormal movements and behaviors during sleep. They include:

- sleepwalking
- sleep talking
- groaning
- nightmares
- bedwetting
- teeth grinding or jaw clenching

**Restless leg syndrome** Restless leg syndrome (RLS) is an overwhelming need to move the legs. This urge is sometimes accompanied by a tingling sensation in the legs. While these symptoms can occur during the day, they are most prevalent at night.

**BRUXISM:** Bruxism appears to be in children the adult where the individual grinds his/her teeth during the sleep which takes place unknown for the affected person.

**NOCTURNAL MYOCLONUS:** Persons endure periodic and related episodes of body twitching all through the night. Little wonders that their sleep is greatly disturbed.

The symptoms of sleep myoclonus occur when a person falls asleep or during sleep. It causes unpredictable and involuntary muscle jerks or spasms that may affect a single muscle or multiple muscle groups.

These movements may include:

- sudden jerking of the arms, legs, or torso
- shock-like muscle twitches that last for a brief period
- localized or widespread muscle spasms
- muscle spasms that occur in response to external stimuli

**SOMNAMBULISM:** Somnambulism is walking in one's sleep. Almost 2% of children experience at least one sleepwalking episode. Sleepwalking occurs during NREM sleep

**NIGHT TERROR:** Individuals, especially children, awaken from deep sleep with signs of intense arousal,- such as backed in public and rapid respiration and powerful feeling of tear. Yet they have no memory of any dream relating to this feeling.

**NIGHT MARES:** It occurs during REM sleep and we often. have vivid recall of nightmares. Both Somnambulism and I night terrors appeared to be related to disturbance in the functioning of the autonomic nervous system which plays a key note in regulating brain activity

## **TREATMENT**

Medical treatment for sleep disturbances might include any of the following:

- sleeping pills
- melatonin supplements
- allergy or cold medication
- medications for any underlying health issues
- breathing device or surgery (usually for sleep apnea)
- a dental guard (usually for teeth grinding)

## **HYPNOSIS:**

Hypnosis, also called **hypnotherapy**, is a state **of deep relaxation** and focused concentration. It's a type of mind-body medicine. Hypnotherapy is a heightened state of concentration and focused attention. Guided by a trained, certified hypnotist or hypnotherapist, hypnosis allows you to be more open to suggestions to making healthful changes in your perceptions, sensations, emotions, memories, thoughts or behaviors

### **Hypnosis work**

How hypnosis works isn't completely understood. However, it's commonly believed that in the deep state of focus and relaxation that's achieved with hypnosis:

- Your conscious mind is quieted.
- You're able to tap into the part of your brain where your thoughts, beliefs, perceptions, sensations, emotions, memory and behaviors originate.
- In this state, you're more open to gentle guidance from your hypnotherapist to help you modify or replace the unconscious thoughts that are driving your current behavior.

### **Types of Hypnosis**

- **Guided hypnosis:** This form of hypnosis involves the use of tools such as recorded instructions and music to induce a hypnotic state. Online sites and mobile apps often utilize this form of hypnosis.
- **Hypnotherapy:** Hypnotherapy is the use of hypnosis in psychotherapy and is practiced by licensed physicians and psychologists to treat conditions including depression, anxiety, post-traumatic stress disorder (PTSD), and eating disorders.
- **Self-hypnosis:** Self-hypnosis is a process that occurs when a person self-induces a hypnotic state. It is often used as a self-help tool for controlling pain or managing stress.

### **Treatment for disorders**

Common mental health uses include:

- Stress and anxiety, especially before medical or dental procedures; panic attacks; and post-traumatic stress syndrome (PTSD).
- Phobias.
- Behavior control issues, including giving up smoking, losing weight and enuresis (bedwetting).

Common medical uses include:

- Insomnia.
- Asthma.
- Hot flashes during menopause.
- Gastrointestinal disorders

### **Benefits**

- Alleviation of symptoms associated with irritable bowel syndrome (IBS)
- Control of pain during dental procedures
- Elimination or reduction of skin conditions including warts and psoriasis
- Management of certain symptoms of ADHD
- Treatment of chronic pain conditions such as rheumatoid arthritis