Module 7
Personal-Emotional Development and Counselling

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Foreword

Human race has all along been in pursuit of its search for excellence, be it in academics, work or life. Development is the basic mantra in any field that an individual will look forward. Progress is the key to the survival of the mankind. For progress to happen, individuals need emotional development. Knowing about the self and the identity of self is a precursor to any advancement for the human race. This course on Personal – Emotional Development and counselling deals with this subject.

From time immemorial, Intelligence Quotient (IQ) remained the key parameter to measure one's core competence and ability. It is only in the 90's that psychologists have found that IQ alone is not enough for one's success in life. They have come out with a relatively new measurable trait, Emotional Intelligence (EI) or Emotional Quotient (EQ).

Self – awareness, Self – Control, Self – motivation, Empathy are the key ingredients of EI. One who excels in these traits is found to achieve a lot better than those who don't. This has led to the need to study about Emotional Intelligence and the ways to improve it. A methodical study was done on the subject and encapsulated in this course material. The subject is prepared to make the teacher and the student understand the subject in an easy to learn approach, by demystifying the topics.

People in general and students in particular come from diverse backgrounds. The diversity is what makes a university or a society complete. Diversity in classroom opens up the horizons of the students. For achieving diversity and making best use of it, teachers need to understand the ways to handle diverse classrooms. This can happen only when teachers understand the importance of diversity.

There are children with various forms of disabilities and special traits. A teacher has to understand and handle accordingly. Unless teachers understand the ways and means of handling students from various backgrounds, with varying abilities, they won't be doing justice. It is for this purpose this area is dealt widely in this course material. Counselling and counselling strategies are discussed in detail in this course material. Hope this course material will serve the purpose for which it is intended to.

This course material is developed to provide a vivid picture of the different components of Personal-emotional development and counselling to the students and teachers. Hope that they make use of this study material to understand various components of Personal-emotional development and counselling and use it for personal and professional success in their lives.

Contents

Block 6 Emotional Intelligence at Work

INTRODUCTION

The title of this course is Personal – Emotional Development and Counselling. Various topics are covered in the six chapters that follow in this course material. Several diverse yet interlinked topics are dealt in detail, in a lucid way. At the end of the course, the participants will be able to understand and deal with dynamic personality. The course helps in understanding the process of organisation of guidance services in schools. This course assists in engaging the participants with critical perspectives on guidance and counselling with a diverse socio-cultural context and its relevance in the contemporary context of globalized world. The course paves the way to develop practical knowledge of the various techniques used in guidance and counselling. It enables one to apply techniques of guidance and counselling in education and life situations. The use of various standardised and non-standardised data collection tools is visualised.

This course helps in learning the importance of ascriptive and earned identity. It shows the way to deal effectively with different types of personalities. The course enables one to act in consonance with the diverse world of learners. It provided information about stress and time and the ways to manage both, among the learners. It facilitates in counselling the learners effectively.

Chapter 1 explains the Concept of Identity, the nature of 'self' in different contexts and the approaches to study the self.

Chapter 2 discusses personality and its defining characteristics, personality in perspectives, Assessment of personality.

Chapter 3 characterises the nature and types of adjustment problems in academic, emotional, social and adolescent students. Children with sensory and motor disabilities, children with learning difficulties, exceptional children, gifted children and children with divergent socio-cultural backgrounds are discussed.

Chapter 4 defines Stress and its impact at different levels. Stress management and Time management are explained in detail. It explains how organisations approach and handle stress and time management in workplaces. The importance of work – life balance is explained.

Chapter 5 deals with the counselling strategies. Theories of counselling, such as Freud's psychoanalytic, behaviouristic, Gestalt are explained under this title. Counselling – individual and group are defined. The techniques and skills required for counselling are enumerated. Different testing and non-testing techniques for student appraisal like Biographies, Rating Scale, Case Study, Questionnaire, Observation, Interview and Cumulative Records and described.

Chapter 6 touches upon the concept of Emotional Intelligence, approaches to assess emotional intelligence and the importance of emotional intelligence at work places as well as other areas of life.

Block 1: Conceptualising Identity

Objective:
- This chapter will deal with the concept of self and self- identity.
- It helps in the self -learning mechanism and self - realisation.

Topics Covered in this Chapter
- Understanding Identity in Contexts
- Nature of the 'Self' in Contexts
- Approaches to Study the Self

Introduction

Teaching is a noble and a challenging profession. The person with conscientious nature, noble heart and wholistic in knowledge can build a healthy and an ideal society by warding off the ills present in it, and become responsible in building a prosperous nation, and a new humanity. And all these traits mentioned above are expected to be present in a teacher.

According to Sir John Adam, a teacher is the maker of a man. A good teacher is endowed with an acceptable personality, principled, virtues, idealistic and dedicated resulting in the influence, stimulation and transformation of all those kept under her care. The development of the personality by moulding the character of her wards is shouldered by an ideal teacher who transforms even a dull environment into a vibrant one. Teaching is called to be a noble profession as it is the teacher who casts a major influence on the minds of the students by portraying an idealistic figure.

Majority of the children take their teacher to be a hero figure on account of the personality, mannerisms and conduct. They take their teacher as an ideal and start unknowingly imitating him/ her. An efficient teacher would draw the hidden talent in his wards and enable them to harness it and put it to good use for the benefit of all. Thus, the success and fulfilment of a teacher trainees or teacher educator revolves around his/ her teacher.

The above information gives a vivid picture about the significance of teachers in everyone's life. Teacher casts an everlasting impression on the minds of the students. To keep up with the role to be played, teachers should conceptualize themselves about the responsibilities to be shouldered. Once the teacher conceptualizes her identity, she will be identified in view of that. A teacher creates her or his own identity with the unique approach, teaching style in the classroom in a long run with the knowledge acquired by the perception of the discipline to be taught, perception of the use of appropriate pedagogy, perception of themselves as teachers and their teaching abilities, knowledge about the students' psyche and the interrelation between all these aspects. All this together develops a unique identity of them in the minds of the students. One needs to first conceptualize within by identifying it with knowledge and experience.

1.1 Understanding Identity in Contexts

The term identity is to know one self, understand one self. Every working individual has a personal self and a professional self. The teacher shoulders various responsibilities in the professional ground. The responsibilities held are related to the context or in accordance with the situation. Teacher identity involves both as a person and the role he/ she shoulders contextually. The teacher's identity is established by the professional commitments, achievements, method of instruction, within a context. Professional identity comprises the notion of agency, or the active pursuit of professional development activities and learning in accordance with a teacher's goals.

Teacher identity is vested on how they understand themselves or how they relate themselves as teachers. The importance of this concept for research on teaching is captured by Ball and Goodson

(1985). He argues that, "The ways in which teachers achieve, maintain, and develop their identity, their sense of self, in and through a career, are of vital significance in understanding the actions and commitments of teachers in their work".

Identity is Made up of Core Aspects of Selfhood

- Identities reveal who you are – stable and fixed or fragmented and in flux
- Identities are stable features that exit prior to a particular situation
- Identities are dynamic and situated accomplishments, enacted through talk
- Identities are social categories; and
- Identities are personal and unique

Broadly, Identities can be Categorised as

Master Identities: These are aspects of personhood that are presumed to be relatively stable and unchanging. Some of the master identities are gender, ethnicity, and age, national and regional origins.

Interactional identities: These are specific roles people play a in particular context with regard to others in specific. Some of them are, friend, employee, college student, hospital volunteer, social worker, son, and husband.

Interactional identities are distinct from master identities, but they may be associated. For example, you may be referred to as a male student or a female social worker.

Personal Identities: Personal identities are personality, attitudes and character. They are thought of as relatively stable and unique. In contrast to master and interactional identities, personal identities are frequently contested.

Relational Identities: Relational identities, as the name suggests, tells us about the kind of relationship a person enacts with a particular partner in a specific situation. Examples of relational identity are –are the people equal, near equal, is one party is superior, friendly or hostile, distant or close, trusting or wary. Relational identities are enacted from moment to moment and are highly variable.

In psychology, Identity is the qualities, beliefs, looks and/or expression i.e., personality as a whole. That which makes a person. If the context of the identity is a person, it is termed as self-identity. Categorizing identity can be positive or destructive. A psychological identity relates to self-image, self-esteem and individuality.

There are two layers of identity - Personal and Social. Personal identity refers to those traits and behaviours that the person finds self-descriptive characteristics that are typically linked to one or more of the identity categories. Jones and McEwen, 2000 describe this layer as the "core" identity. This core identity includes personal attributes and characteristics of the individual. On a more visible level, social identities are roles (e.g., parent) or membership categories (e.g., Lion, i.e. a Lion's Club member or a Rotarian, i.e. a Rotary Club member), that a person claims as representative. Dimensions of social identities include race, gender, region, religion, class, sexual orientation, and culture. (Jones and McEwen, Deaux).

Self-concept is also called self-construction, self-identity, self-perspective or self-structure. It is a collection of beliefs about oneself. Self-identity or concept is how an individual perceives himself or herself. It is the image that one develops or believes to be of his or her. An example of this: A political leader might have the self-identity as a great statesman. That might be factually true or just a perceived belief about oneself. A sportsperson might have his self-identity as that of a great player. A singer might have her self-identity as that of a world class singer. Self-identity need not be factually correct.

Self-concept is not to be confused with self-awareness. It also differs from self-esteem. Self-concept is a cognitive or descriptive component of one's self. Self-concept is made up of one's own ideas and understanding, and interacts with self-knowledge, and the social self to form the self as a whole.

According to Carl Rogers, the self-concept has three different components:

- The view you have of yourself (Self-image)
- How much value you place on yourself (Self-esteem or self-worth)
- What you wish you were really like (Ideal self)

Unless we understand or at least try to explore who we are and what is the purpose of our being here, we are like non-existent individuals. One sure way to self-study is to read a lot of books – popular fiction, memoirs, biographies, travelogues, the great works of literature or of any category.

Fig. 1.1   Identity and the Self

There are two paths of self-study. They are:
1. **Evolution**, which says that we came from nothing, for no reason, and thus any meaning in life is self-ascribed. The approach about the study of self is through the lens of natural selection, which states that our thoughts, instincts, and desires are all conditioned responses arising from ages, through innumerable mutations.
2. **Creation**, which is the concept that attributes to the existence of human beings solely to God. To understand oneself through the lens of creation, one needs to study scriptures of different schools of thoughts.

Evolution or Creation, whichever path one decides to follow, the only way to know oneself is by understanding oneself and that of the human experience as a whole and comparing that whole to one's own experiences, desires and flaws.

1.2 **Nature of Self in contexts:**

Every person has his own identity in accordance with the nature they possess. This nature of self is basically connected to consciousness and awareness, and the with the faculty of rational choice. In metaphysical terminology, nature is an immaterial substance. This nature or the conscious self of one person is understood or seen by another person by the conduct and discourse of that individual.

Beyond our own earlier conceptual and theoretical writings, our thoughts have been influenced by the perspectives of ego-psychology, the sociology of self-image, the psychology of individualism, decision-making and informational styles of identity, the psychology of the developing self and other social-psychological interdisciplinary analyses. From the strengths of these diversified perspectives, we have drawn several working propositions that are central to understanding selfhood in the study of identity. We shall merely state these propositions (referring readers to the foundation sources for greater consideration of the undergirding evidence) and move on to the focal concerns for this special issue on identity and context.

To be aware of oneself is to have a concept of oneself. Baumeister (1999) provides the following self-concept definition: "The individual's belief about himself or herself, including the person's attributes and who and what the self is". The self-concept is an important term for both social and humanistic

psychology.

The five most commonly documented functions of identity include:

(a) providing the structure for understanding who one is;

(b) providing meaning and direction through commitments, values, and goals;

(c) providing a sense of personal control and free will;

(d) striving for consistency, coherence, and harmony between values, beliefs, and commitments;

(e) enabling the recognition of potential through a sense of future, possibilities, and alternative choices.

By two years of age, the infant becomes aware of his or her gender as a boy or a girl. At age four, the child's self-descriptions are likely to be based on physical features, such as hair colour, and by about age six, the child is able to understand basic emotions and the concepts of traits, being able to make statements such as "I am a nice person" (Harter, 1998).

As children grow up and attend school, they have learned that they are unique individuals, and they can think and analyse their own behaviour. They also begin to show awareness of the social situation – they understand that other people are looking at and judging them the same way that they are looking at and judging others (Doherty, 2009).

1.3 Approaches to Study the Self

"The literature in the dialogical self-field shows more theoretical advances than methodological and empirical elaborations." – Hermans (2008: 186). There are several approaches to study the self in psychology. Let us pick three distinctive approaches from the multitude, viz., Self-Confrontation Method, Personal-Position Repertoire, the use of bi-plots to map internal and external I-positions and a brief discussion of the experimental paradigm (Stemplewska-Zakowicz, Walecka and Gabinska 2006).

Self-Confrontation Method: The Self Confrontation Method is devised by Hermans and Hermans-Jansen in 1995. This method addresses the process of personal meaning construction as individuals self-reflect and organise historical events and emotional salient experiences into consistent and intelligible narrative structures (Lyddon, Yowell and Hermans, 2006).

Clients are suggested to orient to the past and future selves through seven open stimulus questions. Of these seven, two questions should be about the past, two about the present and balance three concerning the future. The questions are unstructured and steer the client to consider unspecified focal events. The client evaluates their own responses and considers the emotional component of these evaluations. Open-ended questions help the client to self-reflect upon their life in a temporal context. It also helps in dialogically interact with significant other, in addition to past and future selves. With their valuations, the Self-confrontation approach leads to understanding and personal meaning construction by providing the client with an overview of the boundaries of their self, taking the perspective of significant others, such as parents, siblings and employees in dialogical exchange. This process is wonderfully described by Hermans as a "helicopter view" (Hermans and Hermans-Jansen 1995: 159).

Personal Position Repertoire method: The Personal Position Repertoire method Hermans 2001) is a method for disentangling the myriad of I-positions within the self. The internal and external I-positions are introduced innovatively. The Personal Position Repertoire allows exploration of the movement between I-positions, specifically with respect to problem solving. A concern originating in the observations of Mead (1913), Mead noted that problems could cause conflict and restructuring within the self - leading to perspective transcendence.

The strength of the Personal Position Repertoire is the ability to chart the organisation and flux of internal and external I-position changes within the self (Goncalves and Salgado 2001; Hermans 2001, 2003). But this method limits itself to studying intra-psychological dialogical thinking and not inter-personal dialogue offering the potential to develop a methodology which relates the intra-psychological to the inter-personal.

Bi-plots: The bi-plot method provides a novel approach to the analysis of data resulting from the Personal Position Repertoire (Hermans 2001), Kluger, Dir and Klugger (2008) use a bi-cluster analysis to create a graphic map charting the range of internal and external I-positions evident in the case study of Nancy (Hermans 2001).

The strength of bi-plots is that they go beyond the comparison within internal and within external I-positions in dyadic relations and instead enable the simultaneous examination of the whole range of positions. This method has significant benefits within therapeutic settings. The graphical representation of the plot is clear and easily intelligible and thus may assist in drawing the client into the process of joint sense-making alongside the therapist.
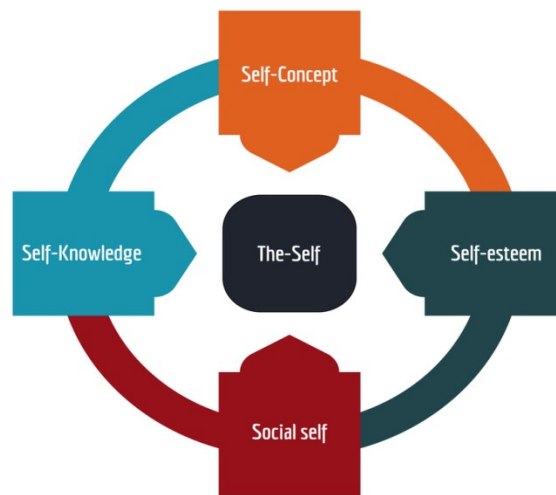

Fig. 1.2 Self and the Self-concept

Summary

In this unit we have learnt

This unit highlights on the role played by the teacher in various contexts. Identifying the nature of self in different contexts is dealt with clearly. There are different approaches adopted for the study of self which are dealt comprehensively.

Block 2: Understanding Personality of Learners

Objectives

- To discuss the concept of personality, theories of personality
- To understand various personality assessment methods
- To understand the traits of a dynamic personality and become one

Topics Covered in this Chapter

- Personality and its defining characteristics
- Personality in perspectives
- Assessment of personality

2.1 Personality and its Defining Characteristics

Personality Types: To understand the personality types of learners, we need to realise that there is a close relationship between a learner's personality and his/her learning styles. How a learner controls his/her emotions and feeling during the learning process is determined by learner's personality. The match or mismatch between the way the teachers teach and the way the students learn has important ramifications for levels of student satisfaction in institutions. It has been empirically found that the matching of the teaching styles of teachers and learning styles of learners have a direct impact on the grasp of the subject by students. Students whose learning styles are compatible with the teaching styles of a teacher tend to retain information longer, apply it more effectively, learn more, and have a more positive attitude toward the course and the institution.

A student encounters different teaching styles. Although the student cannot change her preferred learning style to match a teaching style, she can take steps to actively increase the ability to be successful in their courses. As per the tool widely used to discover the learning preferences of individuals, Myers-Briggs Type Indication (MBTI), there are four different types of learners. Each of them differs in their learning styles and have a different approach towards learning. This MBTI explains personality types in greater depth, which can be useful in developing strategies for more effective study, improved time management, clear communication, more successful relationships, and selecting courses and majors.

1. **Extraverts:** Extraverts feel energized in the presence of people and while interacting with them. They are outward and outspoken people. They love to talk, participate, organize, and socialise. Extraverts feel that learning together with other group members would be more effective than learning alone. They learn through exchange of ideas and experiences, through information from the outside world and through relationship with others. They believe in group study.

Extraverted Types in the classroom: Extraverted students work best in classrooms that allow space for discussion, talking and working with a group. They are action oriented and are most suitable for activities involving some type of physical activity. They may not be good listeners and might need to talk to work out their ideas. Academic tasks like reading, research and writing may prove to be challenging to them, as they are solitary endeavours. They are easily distracted while studying.

Ideal Classroom for Extraverts: Extraverts thrive well in classroom discussions and group discussions for learning. They excel with learning activities with visible results and by involving people in interaction.

2. **Introverts**: Introverts prefer processing information or ideas in their own minds. Introverts are energised by the inner world of reflection, thought, and contemplation. They can be sociable but need space and time alone to recharge their batteries. They would like to figure out things before they talk about them. They function better by studying and working on their own. They go with individual ideas and concept rather than brainstorming with others. Self-sufficiency is their mantra. Sharing is not their cup of tea. They are basically shy in nature and will not be interested in networking.

Introverted Types in the Classroom: They enjoy reading, lectures, and written over oral work. They like to study independently. Introverts do well at verbal reasoning, and need time for internal processing. They are good listeners. They privately process the information that is heard. Introverts may find difficulty with teachers who speak quickly without allowing time for mental processing. They are not cut out for remembering names and discussion groups. They hesitate to speak up in class.

Ideal Classroom Environment for Introverts: Introverts do well when they work independently with their own thoughts, through listening, observing, reading, writing and when they work independently with the lab work. They take reasonably good time to complete their work and to think before answering a question. They need to be allowed a moment of silence during teaching, for their thought process, and to process their experiences at their own pace. They are not comfortable in speaking in class, they contribute well if allowed to do so voluntarily.

3. **Sensing:** This type of learners takes information and arrange it in a sequential way. Hence, they are known as sequential type of personalities. They organise and process the information through the five senses. Sensing learners learn more from observable facts and figures. The willingness to process information in a systematic way is their strength. They take in information that is real and tangible, it is as and when the things happen. They are keen observers of the specifics of what is going on around them and are especially attuned to practical realities. They are practical and realistic. They might, as such, ignore big picture. They are better off as doers than thinkers.

Sensing Types in Classroom: Sensing types like concrete facts, organisation and structure. They are good in remembering the subjects taught. They are relatively conventional. They like to go step by step and are best at tasks that call for observing details, carefulness, and have a practical interest. They feel more comfortable using skill already learned than learning new ones. When faced with complicated situations, they become easily frustrated and impatient. Sensing types understand ideas and theories through practical applications. Their style of learning would be to start with the familiar, solid facts before moving toward concepts and principles. They like outlines, clear guidelines, and specifics. They feel it necessary to know who, what, when and where? Sensing students read the question several times before answering it to be certain they understand it. They often find difficulty with theory.

Ideal Classroom Environments for Sensing Types: As the name suggests, they are best with instruction that allows them to use their senses – to hear, touch, feel, and see what they are learning. They enjoy hands-on activities, computer-assisted instructions, materials that can be handled and audio-visual materials, if they are relevant. They may face difficulty with teachers who move through the material

too quickly or digress from one thought to another. They learn best when material is tied in with real life situations. Sensing types learn easier if they could relate the facts and skills presented have relevance to their present lives. If the expectations from them are conveyed clearly by the teachers and a proper foundation of facts and the concrete is presented first, they are best suited to create possibilities.

4. **Intuitive:** Intuitive persons seek out patterns and relationships among the facts they have gathered. They trust their hunches and intuition and look for the "big picture". They look out for conceptual information. They are interested in the macro level understanding and tend to ignore the nitty-gritty at the micro level. They are better off as thinkers than as doers. They grasp patterns and are attuned to seeing new possibilities. Intuitive learners keenly follow theories and possibilities. Without following sequential steps of learning, they make good guesses. Intuitive learners learn more effectively through their deep insights, than by going in-depth into the subject matter. Conceptualization is their strength. They have what is known as, 'sixth sense', through which they base their understanding.

Intuitive Types in the Classroom: Intuitive types want to know the theory before deciding that the facts are important, focusing on general concepts more than the micro level details and practical matters. They see for associations and meanings, rely more on insight than observation. Intuitive persons are creative, innovative and work with bursts of energy. They are best suited for tasks that appeal to their intellectual interests and call from grasping general concepts, seeing relationships and using imagination. They remember the specifics, when they relate to a pattern. They will always ask "why" before other things. They like to clarify ideas and theories before putting them into practice. As they act on their hunches, they might as well miss the finer details when taking a test paper. Once they understand a concept or skill, they may find continued repetition or practice boring. Slow paced instructors will make them feel frustrated. They anticipate words of the teacher beforehand and may sometimes not really hear what is being said.

Ideal Classroom Environments for Intuitive Types: Intuitive students succeed in their venture when they have opportunities to be creative and original, and to find ways to solve problems. They want choices in the ways they work out their assignments. They are good in using opportunities for self-instruction, both individually and with a group.
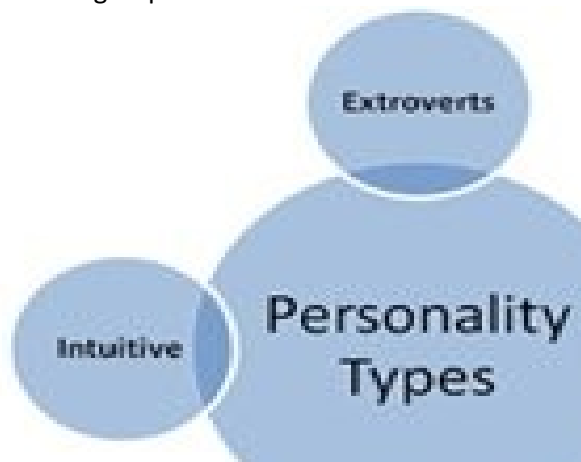

Fig. 2.1 Personality Types

In addition to these four types of personalities, there are Thinking (truth finders), Feeling (emotional), judging (preconceived beliefs) and perceived (responsive) types. Let us understand now.

Thinking: Thinking people look at the logical consequences of a choice or action and decide on the basis of logic, analysis, and reason. They process the information and analyse to identify, they try to find the short falls so that they can solve the problem. They arrive at a standard that will apply in similar situations. They follow their head rather than heart, value truth over tact, and sometimes appear blunt and uncaring about the feelings of others. Thinking people have strongly held principles, need purpose and value fairness over everything.

Thinking Types in the Classroom: Thinking types use logical analysis to understand study material. They are methodical and approach problem solving in a critical and analytic way. They focus on tasks, do best with objective material and enjoy going deep into the subject. They strive to attain mastery in the subject that is learned. They may have difficulty with teachers who do not present material in a logical order. Accuracy is paramount to Thinking types. They like clear course and topic objectives that are precise and action-oriented.

Ideal Classroom Environments for Thinking Types: Thinking students will understand best when the subject is presented in a logical, orderly fashion. They need logic in the subject material. They enjoy teacher and student feedback that shows them their specific, objective achievements. They expect fair treatment and objectivity from instructors.

Feeling: Feeling people like to take into consideration what is important to them, and to others involved. They appreciate and support others and look for qualities to praise and to rejuvenate them. They strive for harmony and treat every individual as unique. Their decisions are based on feelings, personal likes and dislikes. They want others to like them and as such can't say no or disagree with others. Feeling people value kindness and harmony and feel rewarded when they can help others.

Feeling Types in Classroom: Feeling types seek to relate ideas and concepts to personal experiences and for that they look for a personal connection in study material. As long as individual relationships are developed, they enjoy working in groups. They enjoy learning helping others and study well with others. They do well in topics they could relate to but fail to do so when the topics do not relate to people or relationships. They thrive on personal rapport with the teacher and receive feedback and encouragement. With impersonal and detached teachers, they may have difficulty.

Ideal Classroom Environments for Feeling Types: These types work harder when they have developed personal relationships with their teachers and other students. They need specific feedback and genuine appreciation from their teachers. They understand best when the course content stresses on human values.

Judging: Judging people like to live in a planned, orderly way and they seek to regulate and manage their lives. They tend to be organised and orderly and like to have things settled. They want to make decisions, zero in on the closure and then move on. Getting things done energises them. With just wanting to know the essentials, they focus on completing the task and take action with lightning speed.

Judging Types in the Classroom: Judging types do well with formalised instruction and defined tasks. They plan their work, stick to their plans, and complete the job. They prefer to work only one thing at a time by planning well and finishing it off in time. They take their assignments seriously. They would like to know well in advance, the expectations from them and the benchmarks for accomplishing tasks. They hate surprises and last-minute pressure.

Perceiving: Perceiving types are spontaneous and don't like to be constrained by deadlines or plans. They like to postpone action and seek detailed data, before arriving at a decision. They feel restricted with detailed plans and final decisions, but prefer to stay open to new information and last-minute options. They work at many things concurrently. Perceiving types are flexible and often good in emergencies when plans are disrupted.

Perceiving Types in the Classroom: Perceiving Types start many tasks, want to know details at micro level about each task and often find it difficult to complete them. They follow impulses and work in flexible ways. They are stimulated by the new and different. They study well under adrenalin rush. They

are good at informal problem solving and adept at managing unexpectedly arising problems. Their weakness is procrastination. They plan well only to give a skip to the schedule. They work under deadline pressure. They like spontaneity and don't mind surprises for their thriving. When working on lengthy assignments, they work best if they divide the task into several sub-assignments.

Ideal Classroom Environment for Perceiving Types: They like choices in picking their assignments. Perceiving types enjoy variety and spontaneity and do well with their assignments, when they understand the reasons behind them.

Understanding learner's personalities helps in understanding their motivations and the methods they prefer to work. This in turn helps us to facilitate in accommodating various types of personalities during teaching.

The eight traits from the MBTI are arranged in four continuums or preference scales:		
Extravert (E)	……………….	**Introvert (I)**
Sensing (S)	………………..	**Intuitive (N)**
Thinking (T)	………………….	**Feeling (F)**
Perceiving (P)	………………….	**Judging (J)**

Fig 2.2 Personality traits

Using the letters above, it is possible to have a unique 4 letter code to indicate each of the 16 Jungian personality types. For example,

> **INTJ** s are 'Visionaries'
> **ESTJ** s are 'Organisers'
> **ENTP**s are 'Conceptualisers'

Table 2.3 The Jung's Theory dimensions and the Myers – Briggs Type Indicators

Extraversion (E)	where do you get your energy?	Introversion (I)
Outgoing Interacting Speaks than thinks Gregarious		Quiet, Concentrating, Thinks then speaks Reflective
Sensing (S)	What do you pay attention to and collect information on ?	Intuitive (N)
Practical Details Concrete Specific		General Probability Theoretical Abstract
Thinking (T)	How do you evaluate and make decisions ?	Feeling (F)
Analytical Head		Subjective Heart

Rules		Circumstances
Justice		Mercy
Judging (J)	Do you tend to set schedules and organise your life?	Perceiving (P)
Structural		Flexible
Time oriented		Open minded
Decisive		Exploring
Organised		Spontaneous

Type A/B Personalities: American cardiologist, Meyer Friedman, in 1940s characterised the people who are like sitting on the edge of the seat as "Type A" personality. Type A personalities are workaholics, always busy, driven, sort of impatient. On the other hand, the laid back and easy-going ones are called by him as "Type B" personalities.

Block's Personality Types: Block (1971) has identified 5 personality types among male participants in a study. The study was based on a narrow class, as it comprised of mostly white, intelligent and relatively affluent males. Subsequent studies were conducted in 1990s, which has resulted in three of Block's 5 identified types:

- Well-adjusted or Resilient person: adaptable, flexible, resourceful, inter-personally successful
- Over controlling: this is a maladjusted type; too rigid and difficult to deal with
- Under controlled: yet another maladjusted type; impulsive, risky, delinquent or prone to criminal and sexual behaviour

Strengths & Limitations of Personality Types: Personality type profiles are simple and easy to understand because of its person-centred relevance. On the flip side, they are over-simplistic as they don't take into consideration multi-dimensional and continuous nature of personality traits. Also, individual differences would be qualitative, not quantitative and hence difficult to typecast.

Self-Theory: The psychoanalytic, Type and Trait theories explain the complex human personality in a more traditional approach. Of several other theories, the Self and Social theories are probably most relevant to the study of the organisational behaviour. Carl Rogers is associated with the approach of self-theory. Self-theory emphasises on the individual as initiating, creating, influential determinant of behaviour within the environmental framework. Carl Rogers viewed human nature as basically good. If left to be developed naturally, people would be happy and psychologically healthy. Rogers postulated that we all live in our own subjective reality, which he called as the phenomenological field. It is in the gambit of this personal, subjective field that we act, think and feel. To put it subtly, the way we see is the way it is for us. Over a period of time, a part of the phenomenological field becomes differentiated as the self. The self-concept emerges as a result of repeated experiences involving such terms as "I", "me" and "myself".

Horney has explained Self-theory in terms of self-images. As per Horney, the self is the core of your being, your potential. If you were healthy, you would have an accurate conception of who you are (self-image), and you would then be free to realise that potential (self-realisation). The neurotic has a different view of the world. The neurotic's self is "split" into a despised self and an ideal self.

Self-Realisation

Real Self

Healthy Person

Despised self   Ideal Self

Vacillation

Fig 2.3 Self-theory of personality

2.2 Personality in Perspectives

Numerous personality theories exist and most of the major ones fall into one of four major perspectives. Each of these perspectives on personality attempts to describe different patterns in personality, including how these patterns form and how people differ at an individual level.

The Psychoanalytic Perspective: The psychoanalytic perspective of personality stresses the importance of early childhood experiences and the unconscious mind. Major theorists of psychoanalytic perspective are: Freud, Erikson and Jung

Sigmund Freud believed in the importance of early childhood events and the influence of instincts in the formation of a personality.

Erik Erikson dealt with the identity crisis and the shaping of the personality over the course of one's lifespan.

Carl Jung has stressed on the collective unconscious, archetypes and psychological types.

Alfred Adler talks about the striving for superiority and the desire to move closer toward self-realisation.

Karen Horney stressed about the anxiety of the loneliness and the need to overcome it. She has detailed about the societal and cultural factors in shaping the personality.

Humanistic Perspective: The emphasis of the Humanistic perspective is on - psychological growth, free will, and personal awareness. It takes a more positive outlook and human nature and is centred on how each person can achieve their individual potential. Major theorists of Humanistic perspective are: Maslow and Rogers

Carl Rogers believed in the basic goodness of people, inherently, and stressed on the significance of free will and psychological growth. He attributes the human behaviour to the actualising tendency.

Abraham Maslow has postulated that people are motivated by the hierarchy of needs, varying from esteem to self-actualization.

Trait Perspective: The emphasis is on identifying, describing, and measuring personality traits. Major theorists of Trait perspective are: Eysen Hans, Raymond Cattell, Robert McCrae and Paul Costa.

Hans Eysenck has talked of the three dimensions of personality: 1. Extraversion-introversion, 2. Emotional stability – neuroticism and 3. Psychoticism – Impulse control.

Raymond Cattell has modelled his theory by identifying 16 personality traits and he believed that these can be used to understand and measure individual differences in personality.

Robert McCrae and Paul Costa have identified five key dimensions of personality and named their theory as 'big five theory'. They are 1. Extraversion, 2 Neuroticism, 3. Openness to experience, 4. Conscientiousness, and 5. Agreeableness.

The Social Cognitive Perspective: The social cognitive perspective of personality emphasises the importance of observational learning, self-efficacy, situational influences and cognitive processes. Major theorists of Social cognitive perspective are: Albert Bandura.

Alber Bandura has stressed the primacy of social learning, i.e., learning through observation and the role

of conscious thoughts.

Theories of Personality
Over time, researchers have developed a number of personality theories, and no theory is complete in itself. The theories can be conveniently grouped under five heads:
1. Intrapsychic Theory
2. Type Theories
3. Trait Theories
4. Self-Theory

Intrapsychic Theory: Intrapsychic theory is based on the work of Sigmund Freud. It emphasises the unconscious determinants of behaviour. Freud saw personality as the interaction between three elements of personality: The Id, Ego and Superego. The id is the most primitive element, a primordial source of drives and impulses that operates in an uncensored way. We know the superego as conscience. It contains values and the "should and should nots" of the personality. There is an ongoing conflict between the id and the superego. The conflict between the id and the superego are managed by the ego. In the process, the ego compromises and resulting in the use of defence mechanisms, such as denial of reality.
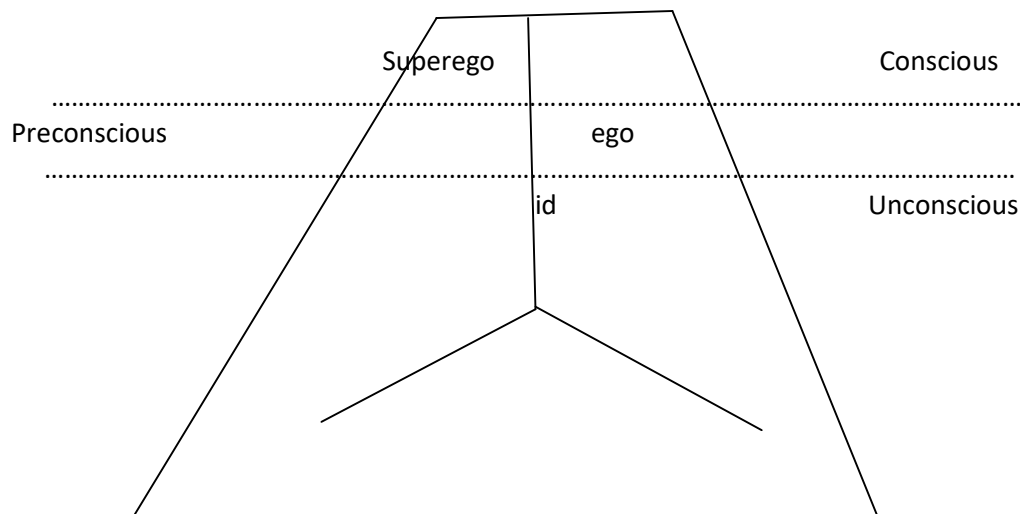
Fig 2.1 Intrapsychic theory

Type Theories of Personality: Personality type theory aims to classify people into distinct categories. Personality types are like personality styles. 'Types' refers to categories that are distinct and discontinuous, with either one type or the other. Personality type is discrete categorisation, while Personality trait is a continuum. To understand the difference, let us consider an example of "introversion. "
- A personality type approach says one is either an introvert or an extravert.

- A personality trait approach says that one can be anywhere on a continuum ranging from introspection to extraversion, with a majority at the middle and only a miniscule in the extremes.

Allport and Odbert (1936, cited in Funder, 1999) found over 17,000 words in the dictionary which referred to psychological differences among people, e.g., trustworthy, shy, arrogant.

Tab. 2.1 The Four Humors – Classification by Hippocrates and Galen

Character	Humor	Fluid	Corresponding Trait in Big Five
Irritable	Choleric	Yellow bile	Agreeableness
Depressed	Melancholic	Black bite	Neuroticism
Optimistic	Sanguine	Blood	Openness to experience
Calm	Phlegmatic	Phlegm	Neuroticism

Somatotypes – William Sheldon, 1940s:

William Sheldon (1940, 1942, cited in Phares, 1991) classified personality according to body type, he called this a person's somatotype. Sheldon identified three main somatotypes. As per him, there are three such somatotypes: endomorphy, mesomorphy, and ectomorphy. One can rate oneself on each of these three dimensions using a scale from 1 (low) to 7 (high) with a mean of 4 (average). A person who is a pure mesomorph would have a score of 1-1-1. A pure endomorph would be 7-1-1. A pure ectomorph would score a 1-1-1. An average person who has some endomorphic tendencies would have a score of 6-4-4…etc.

Table 2.2 Heldon's somatotypes

Sheldon's Somatotype	Character	Shape	Sample Picture
Endomorph (Viscerotonic)	Relaxed, sociable, tolerant, comfort-loving, peaceful	Plump, buxom, developed visceral structure	
Mesomorph (Somatonic)	Active, assertive, vigorous, combative	Muscular	
Ectomorph (Cerebrotonic)	Quiet, fragile, restrained, non-assertive, sensitive	Lean, delicate, poor muscles	

2.3 Assessment of Personality

Different models have generated different strategies for measuring a wide range of important characteristics such as thoughts, feelings, goals and interests of normal individuals. Humanistic oriented models argue that people have clear, well-defined goals and are actively striving to achieve them (Mc Georg, Mc Adams and Little, 2005). It implies that it is prudent to ask them directly about themselves and their goals.

There is another theory, psycho-dynamically oriented, that proposes that people lack insight into their feelings and motives, resulting in their behaviour influenced by processes that operate outside of their awareness (e.g., Mc Clelland, Koestner & Weinberger, 1989, Meyer & Kurtz, 2006).

Personality tests measure such characteristics as feelings and emotional states, preoccupations, motivations, attitudes and approaches to interpersonal relations. There are different approaches to personality assessment and no single approach is found to be 100 percent fool proof.

There are various methods applied for the assessment of the personality. Psychology applies a number of methods by which it measures personality. Methods of assessing personality is broadly classified into five categories. They are

1. Subjective Method
2. Objective Method
3. Projective Method
4. Psycho-analytical Methods
5. Physical Test Methods or Physiological Methods
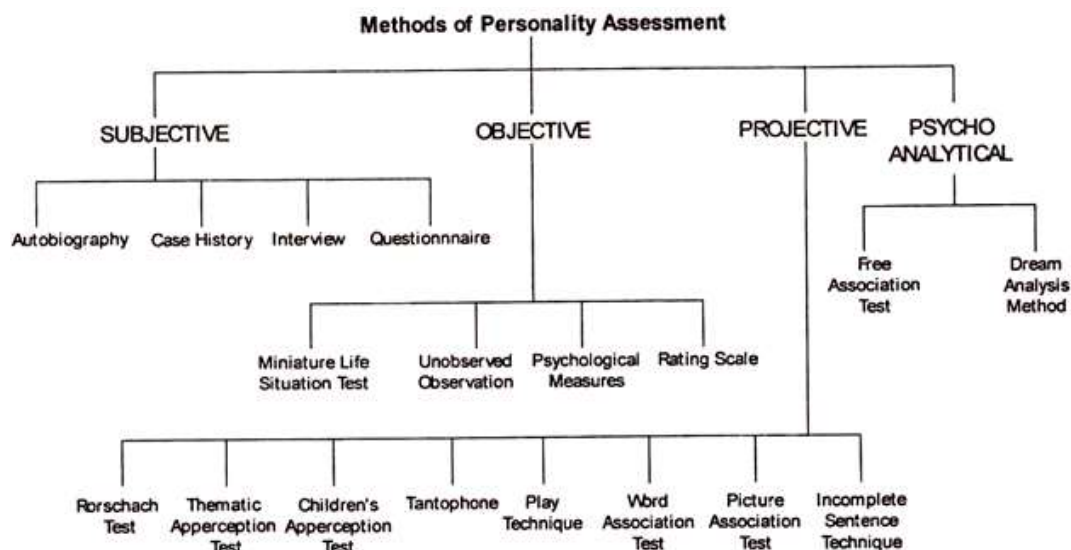
Illustration. Methods of Personality Assessment.

1. The Subjective Methods

In this method, the individual assess himself by disclosing what he knows about himself by the object of observation. The observations are based on the subject himself where he/ she discloses their traits, attitudes, personal experiences, aims, needs and interests.

The assessment may be in either of the following forms:

a. Autobiography
b. Case History Method
c. Interview Method
d. Questionnaire or Inventory Method

a. The Autobiography

This is the story of the subject narrated by the subject himself. It is a faithful record of one's past and present. Headings for the story may be supplied by the psychologist. This narration is done on the basis of fact recalled by the subject. But our memory may not be so reliable. Comprehensive and perfectly true. This method may be used to supplement other tests of personality.

The autobiography is a narration by the individual, given either freely or according to certain subject headings provided by the examiner, of his experiences throughout life, of his present aims, purposes, interests and attitudes.

The subject has freedom in selecting experiences which are of significance to him and these reveal his personality. The disadvantage is that what the subjects out of his life is that part of his experience which he is willing to reveal.

b. The Case History:

In the case history method as the name obviously indicates, the facts concerning the life of the subject are collected. This case history supplies all the large and small facts related to the environment and heredity. This method can be used to study both normal and abnormal personalities of people. This type of test should be conducted by very experienced examiners.

c. Interview Method:

The Interview: an individual is given enough opportunity to voice his story in his own words. Interviews could be of verbal or non-verbal types of assessment. The aim of the interview is to gather information and tally it with their recordings. There is a scope of human judgmental error and interviewer's biases in the interviews. By conducting more than one interview with the same interviewee and by using more than one interviewer to evaluate the subject's behaviour, these biases can be reduced substantially.

d. Inventory methods and its limitations

Information about attitudes, interests, temperaments etc., as obtained through questionnaire is generally low. The subject may not be aware of his own capacities, limitations and other emotional features. Even if he is aware of them, he may not reveal them frankly and honestly.

Limitations of subjective techniques

Subjective techniques are not suitable for probing the unconscious.

2. Objective Methods

Under objective methods of evaluation there are three types, they are

a. Miniature Life Situations Test

b. Rating Scale

c. Questionnaire

a. Miniature Life Situations Test

One of the objective methods is miniature life situation test. In objective methods a subject is not asked direct questions. His personal qualities are given opportunity of expressions in real life situations. Some aspect of personality is inferred from the nature of response selected by the subject out of a number of responses given. For example: You come across a scene of accident while going to temple on a car. A car has collided against an old woman. How will you behave in this situation?

(a) You pity the injures old women, but do not stop.

(b) You stop to watch the situation and move on.

(c) You console the injured and get other personal for help.

(d) You take the injures to the hospital after providing her first aid.

For assessing each aspect of personality, we need half a dozen of each items. The number of aspects of personality is numerous.

b. Rating Scale

Rating scales is one of the oldest and yet versatile assessment techniques. Rating scale is in some ways similar to 'multiple choice' question. But the similarity ends there. Rating scales offer users with an item and ask them to select from a number of choices. Rating scale permits convenient characterization of other people and their behaviour. The rating scale is one approach to rate measures which are not quantifiable. Rating scales present an observer with scalar dimensions along with those who are observed. Rating scales are primarily used for subjective testing of the individuals and these tests often take a graphic form. One requirement for proper application of Rating scales as an assessment tool is that they are reliable. Also, the ratings of the same person by different observers should be consistent. A conscious care needs to be taken to avoid what is called a 'halo effect'. The positive bias towards a subject because the observer has a generally favourable reaction to the person being rated is called as the 'halo effect'. An observer's quality to think of all people as mediocre or on the contrary, to say only nice things about others, also result in methodological problems, which need to be avoided consciously. In the rating scale method, the help of interview or past acquaintance is taken. It may be used to express our opinion about the personality of others. The advantage of rating scale is that it provides well defined categories for expressing our subjective judgement e.g., much above average, above average, below average and much below average.

For example, if we want to rate students on their sociability, we might ask three or four supervisors or teachers to point out the place of each student on the scale which may be as follows:

Avoids others	Tolerates others	Likes others	Likes others well	Seeks others
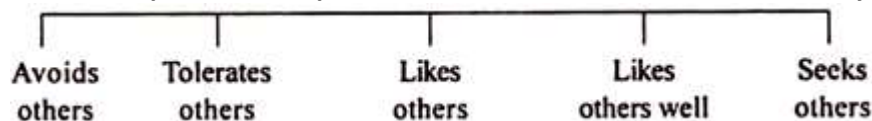
This scale has five degrees of the trait to be rated i.e., this is a five-point scale. Some scales have three or seven degrees.

c. Questionnaire

It can be used to collect information about the individual.

3. Projective Techniques

Projective techniques of assessment of personality are based on the principle that we can learn a good deal about a person through

i)   The kind of remarks he makes about others
ii) The role that he takes in grades
iii) The kind of literature that he prefers
iv) The kind of pictures that he draws
v)   The meanings that he attaches to different figures.

In the variety of situations, the individual projects his own personality. He interprets them in the light of his own experiences stored in the conscious as well as unconscious. Whenever the individual is free to express himself, his unconscious finds expression in disguised form. The following are the common situations which provide opportunities for projection and are used for the assessment of personality.

a) Play situation

The child is given dolls to play with and observed a he is busy in play.

b) Storytelling and story completion

The child is asked to relate a story about a given situation or an incomplete story is narrated to him which he is asked to complete. Story is a medium for the projection of one's impulses and is analysed to discover the working of child's mind.

c) Dramatic and Puppetry

These are similar to story – telling and play situation in terms of expression of inner mind and

interpretation.

d) Original drawings and paintings

Theme of drawing, colours used, the masses and open spaces that the drawing contains, length and curvature of lines give some measure of personality traits.

e) Rorschach ink blot

This test was conceived by the swiss scientist, Hermann Rorschach. He used 10 original ink blot cards which are used even today. There is no picture made in these blots. Five of these are black, two black and red and the other three multi-coloured. To investigate personality, they are exhibited before the subject one after the other and he is asked to describe everything he sees in the blot. These are shown for a determined internal of time. These cards are shown to the subject for a second time and he is asked to point out the location, of whatever he had seen, on the blot. In order to establish the meaning of the subject's reaction to the blots, the psychologist analyses the location, deciding factors and the subject.

The analyses of the location serves to indicate whether the subject reacted to some particular spot on the lot or as a whole. As a general rule, it is believed that the person who reacts more completely is more principled. Facts like the time taken by the subject to react to the whole blot, the number of activities which he did and whether he did them normally or not, are also noted and observed. All these things tend of help in the analysis and investigation of the unconscious of the subject.

The biggest difficulty in the ink blot test is that the description of the subject's reactions becomes quite subjective, which conceals to some extent the correct personality peculiarities of the subject. But maximum efforts are being made to make this test scientific.

f) Thematic Apperception Test

This is imaginal approach. It was devised by Morgan and Murray. Interpretation of picture depends upon identification with some character in the picture, projection of the inner feeling and imagination of the subject. The test consists of 20 cards-19 pictures and one blank card. Each picture contains one person with whom the subject can identify himself. He is told that it is a test of creative imagination. After showing each card he is asked to narrate a story of which given picture is an illustration. Unknowingly, the subject expresses many of the peculiarities of his personality of the subject and uncovers its specialties etc. this test helps in the discovery of many distortions, enabling subsequently their curing.

g) Children's Apperception test

This test has been standardized by Bellack for children. It is an adaptation of apperception test for older people. Children are shown ten cards in turn. Each card contains pictures of various animals in social situations. It is based on the principle that children identify themselves more readily with animals. After showing the card, the child is asked to state "What has happened before? what Is happening? And what will happen?" The statements of the child are recorded and analysed. It is believed that emotions attributed to the characters in the story are present in the child ad are struggling for expression and satisfaction.

Self-report Tests: The desirable attributes can be partly achieved by restricting in designated ways the kinds of responses a subject is free to make. Self-report tests follow this strategy.

Personality Interventions: ask people questions about themselves. Minnesota Multiphasic personality Inventory (MMPI) and California Psychological Inventory (CPI) are some of the types of Self-report tools under personal inventories.

Projective Techniques: Projective techniques are believed to be sensitive to unconscious dimensions of personality. Defence mechanisms, latent impulses and anxieties have all been interfered from data gathered in projective situations. There are several approaches to assessment from a projection point of view. Rorschach Inkblot test, Thematic Apperception Test (TAT), word association techniques and sentence-completion techniques are some of the variation of projective techniques in personality assessment methods.

Behavioural Assessment: Objective observation of a subject's behaviour is a technique that falls under the category of behavioural assessment. The value of behavioural assessment depends upon the behaviours selected for observation. A type of behavioural assessment called baseline observations is becoming increasingly popular.

Cognitive Assessment: Cognitive assessment provides information about thoughts that precede, accompany and follow maladaptive behaviour. Cognitive assessment provides information about adaptive and maladaptive aspects of people's thoughts and the role their thoughts play in the process of planning, making decisions and interpreting reality.

Bodily Assessment: Technological advances are making it possible to monitor an individual's physiological state on a continuous basis. Questions are put to the individuals and while the individual answers to the questions, their sweat, blood volume, heartbeat, substances in the bloodstream and blood pressure can all be recorded and correlated with the presence or absence of certain psychological conditions such as stress. Popular assessment tool in the modern times, Lie detector test, comes under this category of assessment.

Personal Facts: A lot of information is gathered during direct interviews. Also some more information is readily available by examining the subject's personal documents and medical, educational or psychiatric case histories. This tells a lot about the subject's personal history of the past. Added to this is the subject's social and occupational history, his cultural background, his present economic states and his past and present physical characteristics. This life history data is used for the personal facts type of assessment.
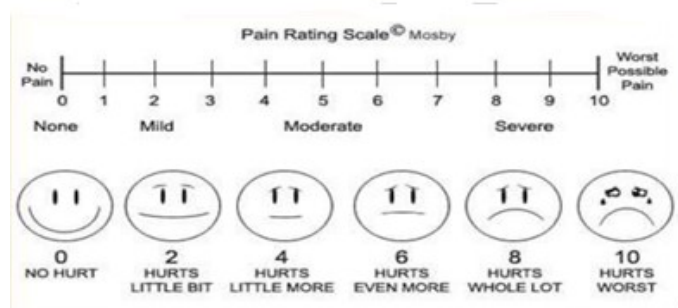
Fig 3.2 Methods of assessments – Rating scale

Dynamic Personality:

What is dynamic personality? Let us try to explain this in simpler terms. A person walks into a room and everyone seems to be suddenly magnetised to her. What is the reason? Why some people are so impactful that their presence as well as their absence is too hard to miss? Everyone wants to be that special person, but it is easier said than done. The personality in discussion is what we call as a dynamic personality. Let us approach this aspect in a more methodical way. What makes a person, a dynamic one? What are the things that separate wheat from the chaff? Let us ponder over this topic a bit deeper.

- A dynamic personality is the one who will make an eye contact with others in a room, upon entering the room. Eye contact while speaking is what makes one stand apart and be labelled as a dynamic personality.
- We call one a dynamic person, when he or she pays complete attention to others when they are speaking as if that is the most important task before them. It is listening, not just hearing.
- A dynamic person asks follow up questions, confirming the point that they have listened to the person who spoke a while ago.

- A dynamic person, after asking the follow up questions, will continue the conversation by telling relevant stories, when others ask him later. The stories will be relevant to the audience and make them instantly connect with the content.
- A dynamic person is one who explains in lucid terms about himself or herself, when asked about. This way he or she is remembered and generate instant interest in second appearance.
- Dynamic personality is one which stays humble and down to earth, without showing any airs.
- More specifically, we call a person a dynamic personality, if he or she makes a significant difference to the world and people around them.
- A dynamic person does not every think about being rejected. It is the positive spirit that they carry, that makes them dynamic personalities.
- A dynamic personality rubs off enthusiasm all around them.
- On top of it all, a dynamic personality is not a hard coded character. It adapts suitably to any and every situation, dynamically

Having studies about dynamic personality, we can build upon the dynamic character in ourselves and become a lively person, whom everyone aspire and would want to become one.

Fig. 3.3 Positive personality traits

Summary
In this unit we have learnt
In this unit the learner identifies the meaning of personality and the different perspectives of personality. There are various theories for the assessment of personality. These theories will assist in assessing and understanding a person.

To do activities:
1. Discuss the elements of personality.

2. Define personality. Explain any two personality assessment methods.
3. "Personality is the whole." Comment on the statement and make out a case for the view that cannot be measured.
4. Make a comprehensive study of the Rorschach and T. A. T. indicate which of the two you prefer for the assessment of personality and why?
5. Write in your own words your understanding of various personality perspectives
6. Compare the role of home environment and school environment in the personality development.
7. What is your own concept of personality?
8. Write examples of each of the methods of assessments
9. "Persons with same level of intelligence and aptitude may differ in their personalities." Explain.
10. Briefly write how personality assessment is done in each of the following approaches:
    1.Psychoanalytic approach
    2. Humanistic approach

Block 3: Understanding Students with Diversity

Objectives: In this module, we discuss:
- The nature and types of adjustment problems – academic, emotional, social
- Adjustment problems with adolescents
- Accommodating children with sensory and motor disabilities
- Understand and manage children with learning difficulties, exceptional children and gifted children
- The diversity issues with respect to children with divergent socio-cultural background

Topics Covered in this Chapter
- Nature and types of adjustment problems: academic, emotional and social
- Adolescent
- Children within Sensory and Motor Disabilities
- Children with Learning Disabilities
- Exceptional Children
- Gifted Children
- Children with Divergent Socio-Cultural Background

Today's classrooms are more diverse than ever what with students with different backgrounds like races, ethnicities, culture and socio-economic backgrounds, and speaking different languages. Coming from a diverse backdrop, these students often exhibit a wide range of academic, physical and social abilities or skills. The diversity of students in a classroom is not limited to just urban environment. Though in lesser numbers, the student diversity is spreading to the semi-urban and rural area classrooms too.

Students differ in performance level, learning rate, and learning style owing to their diverse backgrounds and capabilities – both physical and mental. They differ in academic, emotional and socio-economic levels. Some have disabilities and some are gifted or talented in one or more areas. These and other differences can have major implications for instruction, curriculum, and school policies and practices. Diversity is the mosaic of people who bring a variety of backgrounds, styles, perspective, values among many other aspects to the groups and organizations with which they interact.
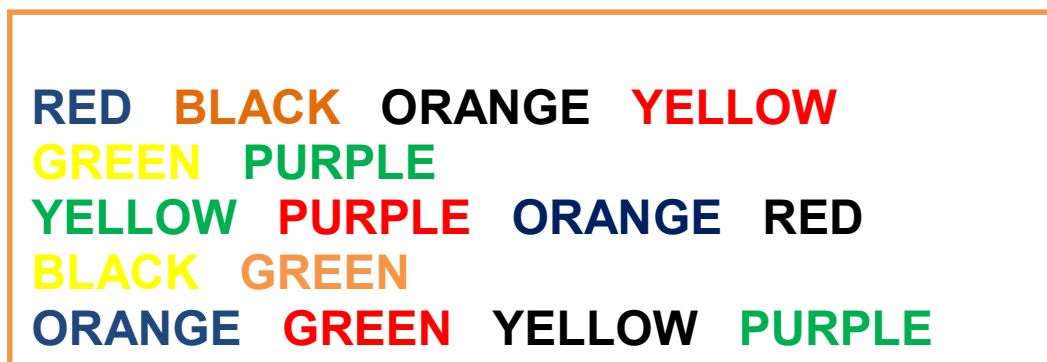
RED BLACK ORANGE YELLOW
GREEN PURPLE
YELLOW PURPLE ORANGE RED
BLACK GREEN
ORANGE GREEN YELLOW PURPLE

Fig. 3.1 Illustration to show the "interference effect"

In the above illustration, we find difficulty in reading out the colours, as they are coloured in anything other than its own. James R. Stroop called this "interference effect", as the colour of the word is different than the colour it represents. In the same way, the perceptions, prejudices and stereotyping of the students too impact the way they are handled. All communication is filtered through our cultural perspective, academic and emotional levels, social and economic conditions as much as owing to their physical and mental challenges.

Social class indicates more than level of income and education. Accompanying the social class, goes a pervasive set of behaviours, expectations, and attitudes. They intersect with and are affected by other cultural factors. Students' social-class origins are likely to have a deep effect on attitudes and behaviours in school. Students from working-class or lower-class backgrounds may find it more difficult than middleclass students to enter school knowing how to count, to name letters, to cut with scissors, or to name colours. They are less likely to perform well in school than are children from middles-class homes (McLoyd, 1998, Natriello, 2002, Sirin, 2003). Of course, these differences are valid only on the average; many working-class and lower-class parents do an extraordinary job of supporting their children's success in school, and many working-class and lower-class kids achieve at a very high level.

Students who have interactions with people of all races, cultures, academic, abilities, and people with handicapping conditions learn acceptance and tolerance. It has been found through extensive researches that experiences in a school with a diverse student population throw out any prejudices they might have. They also will grow up with more acceptances of an individual's differences.

Students learn about different backgrounds, cultures and customs in the most natural way possible through their daily interactions with other students in their classroom and institution. These positive interactions with the diverse group of fellow students, students will leave schools capable of entering the world of work or further education, ready to successfully interact and learn shoulder – to – shoulder with people of different backgrounds and cultures.

Teachers should be trained to help students' value and accept the differences each child brings into the classroom. It is like a bouquet of flowers, each have its own diverse yet special attraction with it. When their students face problem among themselves due to their diversity with their fellow classmates, the teachers need to help each student learn to work successfully with others and to help students develop problem-solving and other life skills important to accepting diversity.

Ways and means to handle student diversity: Teachers and other institutional staff could follow these 'mantras' to handle student diversity effectively and on top of it, utilise the diverse nature of the students in the classrooms.

- Remove or change the cultural perspective
- Willing to learn to accept that no one fits into a particular framework
- Avoid labelling or stereotyping the students based on their class or background
- Understand the disruption in performance when faced with negative stereotype.
- Offset the privilege of special advantage enjoyed by an individual, group, or class
- Avoid implicit biases of processing of information pertaining to students that leads to biased judgments
- Facilitate mingling of students with varying backgrounds, so that they move on to become open to the diversity in people around them
- Make it a point to celebrate events pertaining to each of the cultures of the students. This will pave way for acceptance and celebration of diverse cultures among the students, going forward.

3.1 Nature and Types of Adjustment Problems

Darwin rightly says that life presents a continuous chain of struggle for existence and survival. Everyone strives hard for the satisfaction of the needs, and in this path, there could be disappointments where a person is expected to strike the balance between his urges and varying life situations and turn them into new opportunities. It happens with simple change of mind in coping with the conflict and resolving it by changing one's goals or the procedure as in the classroom situation.

to more defensive position in order to face the challenge of circumstances after getting failure in earlier attempt or attempts. This special feature of the living organism is termed as adjustment. Let us now learn something about this term by studying some important definitions.

Webster: "adjustment is the establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like".

C. V. Good: "Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment".

L. S. Shaffer: "Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs".

In struggling to achieve something if one finds that results are satisfactory, one either

Vonhaller: "We can think of adjustment as psychological survival in much the same way as biologist uses the term adaptation to describe physiological survival."

The definitions make it vivid that

- Adjustment is a process that takes us to lead a happy and well contented life.
- It helps in keeping balance between our need and the capacity to meet these needs.
- It persuades us to change our way of life according to the demands of the situation.
- Adjustment gives us strength and ability to bring desirable changes in the conditions of the surrounding environment.

In addition to the demands of the basic needs, there are demands related to the society expecting a particular mode of behavior from the members. One has to keep in mind the norms, ethics and cultural traditions in the process of adjustment as every human in a social being. In this way, adjustment does not only cater to one's needs but also to the demands of the society. Therefore, in defining adjustment in its comprehensive way, we can conclude that adjustment is a condition or state in which one feels that one's needs have been (or will be) fulfilled and one's behaviour conforms to the requirements of a given culture.

Types of Adjustment Problems

There are various adjustment problems such as health and physical environment, finance, living conditions and employment, social and recreational activities, social psychological relation, personal psychological relations, moral and religious, home and family, future – vocational and educational, curriculum and teaching etc... Of the above-mentioned problems, the following three i.e., academic, emotional and social are dealt in detail.

Academic, Emotional and Social

The above mentioned three aspects are vital in an educational environment.

Academic Adjustment

Academic adjustment is crucial for every student for coping up with their education. Academic adjustment is the major problem in the ladder of education as there is a lack of comprehensiveness in the content prescribed from one level of education to the other higher level. At higher level the classrooms are heterogenous with many academic challenges for the teachers. In such a scenario, it is

inevitable for a student to face adjustment problems. The teachers should find out the appropriate strategies to assist the students to overcome the academic challenges. The students should be given a scope to discuss the problems faced by them with counsellor or the teacher and the academic adjustment problems should be dealt with.

Emotional Adjustment

Emotions play a significant role in one's adjustment to self and the environment. An emotionally developed person expresses emotions situationally and contextually. Expression of appropriate emotions needs a balanced emotional development.

Social Adjustment Problem

How far one is adjusted can be ascertained by one's social development and adaptability to the social environment. Social adjustment requires the development of social qualities and virtues in an individual. It also requires that one should be social enough to live in harmony with one's social beings and feel responsibility and obligation towards one's fellow beings, society and country.

3.2 Adolescent

The word 'adolescent' comes from a Latin verb 'adolescere' which means 'to grow.' So, the essence of the word adolescence is growth and it is in this sense that adolescence represents a period of intensive growth and changes in nearly all aspects of child's physical, mental, social, and emotional life. The growth achieved, the experiences gained, responsibilities felt and the relationships developed at this stage destine the complete future of an individual.

In technical terms, a child is described aa an adolescent when he achieves puberty. He ceases to be an adolescent when he has acquired maturity to play the role of an adult in his society or culture. Maturity, as the term used here does not mean mere physical maturity, it also implies metal, emotional and social maturity.

Let us look at some of the most important kinds of student diversity: Cultural, linguistic, that involving exceptionalities and socio-economic states.

Problems of adolescence in students: Adolescence is the age of change. It is a vulnerable time when kids can develop unhealthy habits that grow into problems in their adult life. Behaviour issues of adolescence also crop up during this time, making it impossible for parents to reach out to their teenager.

Problems in adolescence and the ways to deal with them:

1. **Physical change**: happen due to change in the teenager's hormone levels. The best way in which you can help your teenager to get through the stage is to make them aware of these changes. Explain that it is normal in that stage and ask them to go through it by accepting them with grace.

2. **Emotional changes and problems**: Hormones affect your teenager not only physically but also emotionally. Teenagers are often confused about their role and are torn between their responsibilities. Assist them to take care of themselves. Encourage them to exercise as it helps in keeping up the serotonin levels, which creates good feelings and happiness. Prod them to talk and listen to them without being judgmental. Indulgence in creative activity will help them channelize their emotions productively.

3. **Behavioural changes**: Overwhelming emotions can lead to impulsive behaviour, which can be harmful to the student. They may be moody, question their parents' rules and stand up for what

they believe to be right. Gaining the kid's trust is of vital importance. Encourage them to be themselves and not take on a personality just to please others.

4. **Substance use and abuse**: Students in adolescence are prone to the use of cigarettes, alcohol and banned drugs, due to peer pressure. Watch out for any abnormal changes in the student, without being seen as intrusive. Let them understand the importance of being truthful. If necessary, take the support of doctors.

5. **Educational challenges**: Pressure to perform academically can be stressful and make the teenager moody. Balancing academics, homework and extra-curricular activities may burden them. Distractions at school can result in poor academic performance, adding up to the pressure. Support the student's aspirations and encourage them to do well.

6. **Health problems**: Adolescents are prone to illness due to their vulnerability, emotionally and physically. Consumption of junk food also contributes to the problem. Ensure they get nutrition through their meals and try to motivate them to follow the food pyramid to get a balanced diet.

7. **Psychological problems**: Adolescent students are susceptible to mental health problems. Peer pressure and poor performance in academics may lead them towards depression with suicidal tendencies. Show respect for their feelings, take them into confidence and counsel them patiently.

8. **Social problems**: Dating and relationships. Attraction to the opposite sex begins during puberty. During adolescence, they may start feeling socially awkward in some situations. Teenagers want to have an identity of their own. They have to come up with their sexuality. Dating relationships, break-ups are bound to cause turmoil in their growing minds. Make the student feel comfortable in sharing their concerns with you. Give them the confidence to open up to you by sharing your own past experiences of your adolescence.

9. **Aggression and violence** – Adolescent boys can get into fight at school. Teen age girls are likely to suffer violence or aggression by partner. Teach the students to be kind or compassionate. Nurturing relationship at home can help them become less aggressive.

Fig 3.2 Children with varying abilities

Role of Teachers, Parents and the Institution in Curbing the Problems of Adolescents

1. The teachers, parents and the administration should possess adequate knowledge of adolescent psychology.

2. The adolescents should be provided with suitable environment which results in healthy physical, mental and social growth. They should be made aware of health, cleanliness, personal hygiene to keep themselves fit.

3. They should be given proper sex education. They should be made aware of the curiosities which arise with age. They should be told to respect each other. In India there is a wide disparity in the treatment of a girl and a boy in these changed grounds, the adolescents should be told to respect each other which also should be taken care by the parents in the equal treatment of both the sexes. The girls of this stage are more disturbed on account of the changes taking place internally and externally. They need the emotional support of their mothers in understanding the reasons behind the changes and not to panic and take it as a natural process. Boys also should be supported for the changes taking place.

4. The adolescents should be dealt properly. Most of the time the adolescents are prone to criticism and they are imposed with authority by their elders. The parents and the teachers should understand the needs and desires and the current societal status before criticizing them. This attitude creates a wide, never to be filled gap between them and the adolescent who is actually a growing up child who is entering into maturity but not still mature becomes depressed and starts feeling lonely.

5. Adolescence is a period of storm and stress, they are known for more intensity, inflammability, restlessness, force, instability and immaturity of emotions. Their emotional status should be handled very carefully and sensibly and diverted towards the constructive ends.

6. Adolescents are the ones with a wide range of interests and attitudes. Their special interests and attitudes should be understood and to meet them they should be made to participate in many co-curricular activities such as NCC, mountaineering, scientific exploration etc.

7. They should be provided with religious and moral education to reduce the restlessness, indiscipline, dishonesty, and aimlessness. India being a secular country needs this to inculcate a feeling of oneness and brotherhood.

8. In India the percentage of students continuing for higher education are very less on account of their economic condition. If vocation training is provided to them by providing a wider scope of choice will meet with their requirements in future in case, they do not continue education.

9. The adolescent stage requires guidance and counselling as they face lot of emotional, social, mental, physiological changes. It is the most crucial phase in everyone's life as they face pressure internally and externally. They are expected to make choices for many crucial things in life which confuse them and create tension in their minds. To curb this, they should be provided with individually provided guidance and counselling by trained personnel.

3.3 Children with Sensory and Motor Disabilities

A sensor disability affects one or more senses; sight, hearing, smell, touch, taste or spatial awareness. Sight and hearing loss are common sensory disability.

Double sensory impairment is a combination of both hearing and sight impairment, but this does not necessarily mean a total loss of both the senses. There are fewer empirical studies about sensory and motor development in children with autism than studies of other aspects of development.

Unusual sensory perceptual reactions appear to be manifest in some children with autism, as early as the first year of life (Branek, 1999a, Dawson and Watling, 2000). Sensory processing and motor patterns may be related to other aberrant behaviour and core features of the disorder. Motor development plays

an important role in learning - young children typically use motor skills to explore the environment, engage in social interactions, indulge in physical activities, and develop basic academic skills, such as handwriting. Most educational institutions involve many sensory demands and stimuli that may seem unpredictable, interventions may need to address the individualised sensory processing needs of children who have such difficulties.

Disabilities can be temporary (such as a broken arm), relapsing and remitting, or long-term. Types of disabilities may include:

- Hearing loss
- Low vision or blindness
- Learning disabilities, such as Attention-Deficit Hyperactivity Disorder, dyslexia, or dyscalculia
- Mobility disabilities
- Chronic health disorders, such as epilepsy, arthritis, cancer, diabetes, migraine headaches, or multiple sclerosis
- Psychological or psychiatric disabilities, such as mood, anxiety and depressive disorders, or Post-Traumatic Stress Disorder (PTSD)
- Asperger's disorder and other Autism spectrum disorders
- Traumatic Brain Injury

Students may have disabilities that may or may not be noticeable. For example, you may not know that a student has epilepsy or a chronic pain disorder unless she chooses to disclose or an incident arises. These "latent" disorders can be hard for students to disclose because many people assume they are healthy because "they look fine." In some cases, the student may make a seemingly strange request or action that is disability-related. For example, if you ask the students to rearrange the desks, a student may not help because he has a torn ligament or a relapsing and remitting condition like Multiple Sclerosis. Or, a student may ask to record lectures because she has dyslexia and it takes longer to transcribe the lectures.

3.4 Children with Learning Disabilities

Learning disabilities: Students differ in their prior learning and in their cognitive learning styles. Learning difficulties are neurologically based processing problems. The processing problems can interfere with learning basic skills like reading writing or solving mathematical problem. They can also interfere with higher level skills like time management, abstract, reasoning, organisation, long or short-term memory and attention.

While it is a fact that learning disabilities do not go away, still the brains will start working differently as an adult and the shortcoming in learning disabilities could be offset with newer ways and skills.

3.5 Exceptional Children

Exceptional children differ from the norm, either above or below, in physical attributes or learning ability to such an extent that they need specialised educational services or physical accommodations to benefit fully for schooling (Heward, 2012). They need specialised education community than by medical and psychological professionals. They require environment of curriculum and more challenging instructions to unleash their exceptional talent.

3.6 Gifted Children

Children who give evidence of high-performance capability in areas such as intellectual, creative, artistic, leadership capacity, or specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities (Oct 21, 2013). As their IQs are high, ranging from 115-119, they need to be challenged with higher intellectual stuff.

Needs and Problems of The Gifted Children

Like other children, the gifted children have certain basic needs; the need for security, for love, for belongingness and the need to be accepted as an individual. In addition to these basic needs the gifted children may have the following special needs like;

- The need for knowledge and understanding.
- The need for the creativity and ingenuity.
- The need for the development of his exceptional ability or abilities.
- The need for self-actualization or self-expression.

In this way the gifted child does not only strive for the satisfaction of his basic needs but also needs the opportunity as well as facilities for the realization of the above-mentioned specific needs.

In case when he feels difficulty in the accomplishment of these needs, he becomes disturbed mentally as well as emotionally. This brings a sort of maladjustment and he turns into a problem child.

Gifted child needs a proper environment for his development. He wants to be understood carefully in response to his different needs and problems. The gifted child is exceptionally curious and has a thirst for knowledge. There by, he is in the habit of asking the truth searching questions. The parents as well as the teachers who do not understand the necessity of his urges, usually snub him. Sometimes, he wants appreciation for his ingenuity in scientific field or creativity in arts, but he does not get it. Consequently, he feels insecure and rejected. A sort of miss handling or carelessness on the part of the teachers and the parents further aggravate the situation and he turns into a nuisance. Below we cite some reasons of his maladjustment.

In case the gifted child gets undue attention and appreciation, he becomes too much conscious of his superiority and develops a boastful and aristocratic attitude. He cannot make himself adjusted along with the other fellow students. He thinks them to be inferior as well as foolish and even hates them; on the other hand, the other children become jealous of such a child. They do not accept his superiority and begin to reject him. The gifted child, in this way, does not get recognition from his companions and faces a sort of social rejection. This makes him quite perturbed, as a result, either he is turned into a withdrawn type personality or becomes aggressive or hostile.

From another angle also, in our usual system of class room education, the gifted children faced the problems of adjustment. We, in the classrooms, plan work for an average child. The same task is assigned to the entire class. For the gifted child it gives no challenge and he finishes it in no time or takes no genuine interest in it. As a result, he becomes restless, careless, inattentive and idle. He often utilizes his extra time and surplus energy in making mischief and creating problems of discipline in the class room and out of the school.

In this way, due to lack of adequate facilities, suitable environment and ignorance about their specific needs and problems, the gifted children have the possibilities of being turned into maladjusted or abnormal personalities. Under these circumstances, the superior talents go wasted therefore, there is need for the special care and proper education to the gifted children.

Identification of the Gifted Children

The first step in the direction of planning special education for the gifted children is to identify or separate them out from the average children. In the absence of identification and adequate provision, many of the gifted children, like the flowers in the desert or diamonds in the earth go unnoticed.

For the adequate identification of the gifted children, we must make a proper distinction between the intellectually gifted children and the children with special talents who show superior performance in some or the other areas.

In the identification of intellectually gifted or academically talented children, intelligence tests are more often used as a screening instrument. Psychologists have difference of opinion regarding demarcation, drawn by I.Q., between the average and the gifted children. Some consider children with 125 I.Q., and

above as the gifted children while there are other who raise this limit up to 135 to 140. The criterion is quite arbitrary and not universal. However, I.Q., of 130 or above is usually accepted as most agreed criterion for separating the gifted children from average population.

In addition to the intelligence, the following list of identifying characteristics prepared by De Haan and Kough can be of great help in the identification of intellectually gifted or academically talented students;

1. Learns rapidly and easily.
2. Uses a great deal of common sense and practical knowledge.
3. Reasons things out. Thinks clearly, recognizes relationships, comprehends meanings.
4. Retains what he has heard or read without much rote drill.
5. Knows about many things of which most students are unaware.
6. Has a large vocabulary which he uses easily and accurately.
7. Can read books that are one or two years in advance of the rest of the class.
8. Is original in his thinking, uses good but unusual methods.
9. Is alert, keenly observant and responds quickly.

As mentioned before, there are some gifted children who, all though do not possess superior general intelligence, exhibit the special ability or talents in one or the other field. Such children are not able to be identified by intelligence tests. Such type of children need careful observation and study so that the specific areas of their giftedness can be spotted out. Interest inventory, anecdotal records, opinions and reports of friends and teachers often help in exploring the latent gift. Sometimes self-analysis also helps in acquainting oneself with the kind of gift one possesses. In addition to this the overall behavioural assessment through personality test and socio metric techniques also reveal the special abilities of a child. Some children show their talents when they are provided opportunities for self-expression and self-actualization. Some need a little more stimulation and encouragement a wise and an expert teacher, therefore, should try to put an all-round effort for detecting and recognizing the specific abilities and talents of these children so that they may be helped properly in achieving success in the specific fields.

Education of the Gifted children

At a war footing basis, there is an urgent need of a well thought program of scheme of special education for the gifted children. The following plans have been put forward by different thinkers for providing education for the gifted. The best way to support the gifted children is to make them part of some enrichment programmes like:

i. Special assignments
ii. Work on independent projects
iii. Preparing reports and participation in panel discussion
iv. Independent library reading
v. Visits to the places for getting first-hand information
vi. Construction of models, aid-material and improvised apparatus etc.
vii. Participation in the organization of cocurricular activities
viii. Experimentation and independent research

3.7 Children with Divergent Socio-Cultural Background

Children grow up in specific physical, cultural, economic and historical circumstances, all of which influence their childhood. We know that culture influences the development of children; children develop in quite different cultural ways (Montgomery, 2008). It is a known fact that children who are deprived of contact with their mothers can experience difficulties in later childhood because of poor attachment bond (Bowlby, 1980).

Having a diverse group of children will in turn help them grow with a widened exposure.
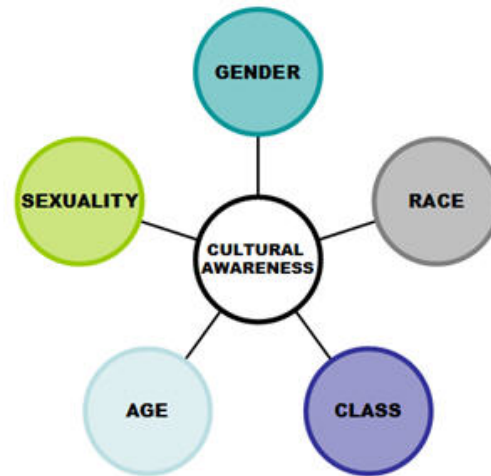

Fig 3.3 Student Diversity and awareness creation

The perceptions that teachers bring with them to the classroom can be shaped by their life experiences and their background knowledge. Those perceptions can also be based on stereotypes, which may or may not be appropriate. The teacher perceptions make an impact on how they view their students and their students' families. When teachers are aware of this aspect, and when they take the time to get to understand their students better, they are able to respond to them more objectively. At the same time, teachers need to know the ways in which their perceptions might influence their expectations for their students and, as a result, the ways in which they teach. When working with a diverse classroom of students, teachers should use a range of instructional strategies and supports, in addition to getting to know their students.

Diversity	What teachers should understand
Cultural	Instruction might be confusing to student if their cultural exposure or background knowledge are different from or inconsistent with those of their teacher
Linguistic	Mastering academic content might be difficult for students who are not proficient in English
Exceptionalities	A disability might affect a student's learning and therefore the teacher might need to make instructional adjustments if the student is to be successful
Socioeconomic	Students might not have access to additional educational resources and support system outside the school

For ensuring an inclusive classroom where all students are respected, it is important to use language that prioritizes the student over his or her disability. Disability labels can be stigmatizing and perpetuate false stereotypes where students with the disability are at a disadvantage in comparison to their peers in the capability. It is politically correct as much as appropriate to say, "The student, who has a disability" rather than "The disabled student", as it places the importance of the student, rather than

pointing out that the student has a disability.

Strategies for Disabled Students: Teachers need to work with the student and the disabled student services office before the term. They should select the text in advance of the term and use accessible media (e.g., captioned videos, documents, etc.). They should see that a let is set up with computer and software to work with assistive technology like screen reader, adjustable desk, etc. They can also allocate extra time in the lab to these students or alternative means of recording answers.

Fig. 3.4 Understanding Student diversity in classrooms
(Picture source: http://newsletter.truman.edu/article.asp?id=17857)

Summary

In this unit we have learnt

Darwin rightly says that life presents a continuous chain of struggle for existence and survival. So, it is inevitable for a person to get adjusted in different scenarios. This unit gives a vivid picture of the different types of adjustment to cope up with the environment he/ she is surrounded with. Adolescence is the stage of storm and stress as this stage brings in a lot of turbulence leading to many adjustment issues. Teachers, parents and the people related to the educational institutions have a crucial role to play in curbing the problems of adolescents. There are children with various disabilities and difficulties due to which they fall apart from the actual stream of education. Teachers are to be specifically prepared for assisting these children to cope up with. On the other side there are children who are exceptional in nature. Their special needs and their creative abilities should be dealt carefully to satisfy their thirst for knowledge.

To do activities

1. What do you understand by the term adjustment? Describe the characteristics of a well-adjusted person.
2. Define adjustment. How would you help your students in becoming well-adjusted individuals?
3. "Adjustment is a psychological name of the term adaptation used in common terminology." Discuss.
4. "One feels adjusted as long as one's needs are gratified." Discuss the statement by giving suitable examples.
5. Describe the various aspects of adjustment.

6. What is adolescence? What are the main features of development during this phase?
7. Discuss he view that adolescence is a period of storm and stress. What contribution can a teacher provide to guide the emotional behavior of adolescents?
8. Who are exceptional children? What are the methods employed in the education of the children? discuss them briefly.
9. What is meant by gifted children? How will you identify gifted children from your class? What methods will you employ in educating these children?
10. "Sometimes very intelligent students create problems in the class." Discuss the statement and provide suitable solution to avoid such difficulties.
11. Distinguish between a backward child and a gifted child. What type of take-home work will you assign to both of them?
12. What are the various methods by which bright and a dull child can be identified? Do you think that the children with different mental abilities should segregated and taught separately?
13. List out the various types of student diversity and justify the need for diversity in a classroom
14. Is it important to acknowledge student's diversity in classroom settings? Why or why not?
15. What should teachers understand in order to address student diversity in their classrooms

Block 4: Stress and Time Management

Objectives
- ❖ To define stress and understand the concept of stress
- ❖ To know what is good stress and what is bad stress
- ❖ To find out what are the Sources, causes and symptoms of stress
- ❖ To discuss the ways and means of stress management
- ❖ To define Time Management
- ❖ To understand problems due to work-life imbalance
- ❖ To understand ways for improving work-life balance

Topics Covered in this Chapter
- Understanding stress and its impact at different levels
- Managing Stress and Time management
- Organizational approaches to stress and time management
- Consequences of a work-life imbalance
- Ways for improving work-life balance

4.1   Understanding Stress and its Impact at Different Levels

Stress is an emotionally disruptive or unsettling condition of our mind that occurs as a result of an adverse external influence. Stress is body's uncertain response to the demand made on it.

Stress is one's body's response to changes in one's life. Life involves constant change and as such, there is no avoiding stress. A small amount of stress can help one to function effectively. It rather works in a positive way to enhance one's performance, by providing motivation. Let us take some examples to understand how?

- For an athlete, before the start of the competitive event, there is some stress.
- Just before the start of a play in the theatre, artist faces some stress
- While facing an examination, a student encounters some stress.

In all of these and other cases, stress triggers several hormonal responses within the body of the subject. That is a sort of an internal one-upmanship between fight and flight. This will result in the adrenaline rush and when in limited quantities, does wonders to the outcomes. It is not so much about how one eliminates stress; rather it is about how one channelizes the energies to manage it well. The trick is in eliminating unnecessary stress and effectively managing the rest.

Researchers define stress as a physical, mental or emotional response to events that cause bodily or mental tension. Simply put, stress is any outside force or event that has an effect on our body or mind.

Stress is simply the body's response to changes that cause taxing demands. There is a difference between what we perceive as positive stress, and distress, which refers to negative stress. More often than not, we use the term "stress" to describe negative situations. This leads many people to believe that all stress is bad for us, which is not true.

Positive Stress has the Following Characteristics
- ➢ Motivates, focuses energy
- ➢ Is short-term
- ➢ Is perceived as within our handling abilities

- ➢ Feels charged up
- ➢ Enhances performance

On the Other Side, Negative Stress has the Following Characteristics
- ➢ Causes anxiety or worry
- ➢ Can be short or long-term
- ➢ Is believed as outside of our coping abilities
- ➢ Feels unpleasant
- ➢ Reduces performance
- ➢ Can lead to psychological and physical problems

It would be oversimplifying to categorise stressors into objective lists of those that cause positive stress and those that cause negative stress, as different people will have different perceptions and responses to particular situations. Yet, by generalising, we can compile a list of stressors that are typically experienced as negative or positive to most of the time.

Examples of Negative Personal Stressors Can Include
- ✓ The death of a partner
- ✓ Filing for divorce
- ✓ Losing contact with loved ones
- ✓ The death of a family member
- ✓ Hospitalization of self or a family member
- ✓ Injury or illness
- ✓ Being abused or ignored
- ✓ Separation from a spouse or closest relation
- ✓ Conflict in interpersonal relationships
- ✓ Bankruptcy or financial problems
- ✓ Joblessness
- ✓ Sleep disorders
- ✓ Children's problems at school
- ✓ Legal problems
- ✓ Inadequate or substandard housing
- ✓ Excessive job pressure
- ✓ Job insecurity
- ✓ Conflict with team mates and superiors
- ✓ Lack of necessary training to do a job
- ✓ Making presentations in front of bosses or clients
- ✓ Unproductive and time-consuming meetings
- ✓ Commuting and travel schedules

Examples of Positive Stressors Might Include:
- ✓ Receiving a promotion at work
- ✓ Starting a new job or profession
- ✓ Marriage

- ✓ Purchasing a home
- ✓ Having a child
- ✓ Relocating
- ✓ Planning or going on a vacation
- ✓ Holiday seasons
- ✓ Retiring
- ✓ Taking skill improvement training or learning a new hobby

Internal Sources of Stress and Anxiety

In additional to the external stressors, sometime internal events such as feelings, thoughts, and habitual routines can also cause negative stress.

Common Internal Sources of Stress (distress) Include

- Fears or phobia (of flying, heights, public speaking, chatting with strangers)
- Repetitive thought patterns
- Worrying about future events like medical test or job role change
- Unrealistic or perfectionist expectations

Habitual Routine Patterns that can Lead to Stress Include

- Over scheduling
- Failing to be assertive
- Failing to set and maintain healthy limits
- Procrastination and/or failing to plan ahead

Signs and Symptoms of Stress Overload

It is important to learn how to sense when your stress levels are "out of control" or having an adverse impact. The signs and symptoms overload can be almost anything. Stress affects the mind, body, and behaviour in many ways, and no two persons experience stress in the same way.

Three common ways that people respond when they are overwhelmed by stress are:

1. An angry or agitated stress response. You may feel heated, keyed-up, overly emotional, and unable to sit still.
2. A withdrawn or depressed stress response. You switch off, space out, and show very little enthusiasm or emotion.
3. Tense and frozen stress response you "freeze" under pressure and feel like you can't do anything. You look frozen, but under the surface you may feel extremely agitated. The following lists some of the common warning signs and symptoms of stress. The more signs and symptoms you notice in yourself, the closer you might be to feeling stress overload.

Cognitive Symptoms:

- Memory problems
- Inability or difficulty concentrating
- Poor judgment
- Seeing only the negative
- Anxious, racing, or ruminating thoughts

Constant worrying Emotional Symptoms:
- o Moodiness
- o Irritability or short-tempered
- o Agitation, inability to relax
- o Feeling overwhelmed
- o Sense of loneliness or solitude

Depression or general unhappiness Physical Symptoms:
- ✓ Aches and pains, muscle tension
- ✓ Diarrhoea or constipation
- ✓ Nausea, dizziness, or butterflies in the stomach
- ✓ Chest pain or rapid heartbeat
- ✓ Loss of sex drive
- ✓ Frequent colds
- ✓ Shallow breathing and sweating

Behavioural Symptoms:
- o Overeating or picky eating
- o Sleeping too much or too little
- o Isolating yourself from others
- o Procrastinating or neglecting responsibilities
- o Using alcohol, cigarettes, or drugs to relax
- o Nervous habits (nail biting, pacing)

Stress can be defined as the distress that is caused as a result of expectations. It is sometimes unreasonable and drains the physical or mental energy.

Causes of Stress: Negative stress is extremely common problem in modern life. Most people will suffer from potentially dangerous or debilitating symptoms of stress and stress related issues at some point in their lives.

Stress may be caused by a number of sources, including:
- Personal Stress: This may be due to the nature of one's work, changes in one's life or personal problems.
- Stress in family or friends: which in turn may affect the individual
- Stress in one's workplace

Stress can arise as the result of factors including:

1. **Anxiety**: Anxiety is caused when events in one's life are threatening to individual physical, social or mental well-being. The quantum of anxiety experienced by an individual depends on:
   - How threatening these life events are perceived to be?
   - Individual coping approaches
   - How many stressful events occur in a short period of time?

2. **Tension**: Tension is a natural reaction to anxiety. It is part of a basic survival instinct where physiological changes prepare the individual for 'fight or flight'. This sympathetic response results in a

chemical Adenosine Triphosphate (ATP) being released in the body and causes muscles to tense ready for action.

Modern day stressful situations tend to continue for much longer periods of time and an spontaneous response does not relieve the anxiety-provoking situation. Hence, prolonged states of anxiety can lead to symptoms of stress which prevent the individual from returning to his or her normal, relaxed state. Therefore, prolonged stress can be detrimental to health and wellbeing.

Physical Signs of Stress
In addition to feeling uneasy, tense and worried, physical sensations of continued stress can result in:
- Palpitations
- Dizziness
- Indigestion or heartburn
- Tension headaches
- Aching muscles
- Trembling or eye twitches
- Diarrhoea
- Frequent urination
- Insomnia
- Tiredness
- Impotence

Prolonged stress can lead to feelings of lethargy and tiredness, migraine, severe stomach upset and sleep deprivation. Once symptoms are recognised to be the associated with stress, it is possible to control and reduce stress levels. This can be done through learning a number of stress reduction techniques.

Manifestations of Stress: The sources of stress are one too many. Personal pressures to succeed, financial problems, relationship problems, holidays are some of them.

Stress manifests itself as increased heart rate, sleeplessness, anxiety, variable aptitude.

Long term stress leads to various problems. Some of them are -

1. Being in panic mode all the time
2. Learned helplessness
3. Can lead to numerous health problems
4. Can lead to burnout

4.2 Managing Stress and Time management

Stress Management

We have seen what Stress is in detail. We have learnt how to recognise its signs and symptoms. We have also discussed about the events which may prove particularly stressful. Having studied in detail, we need to move on to take control of stress management by avoiding where ever possible, and managing where it is not.

One of the most stressful issues of all is a sense that one is losing control in a particular situation. Effectively put, it is important to take control of one's stress levels and, put in place an active system to manage them.

How can we manage stress? Here are some of the ways to do that:
- Redirect stress into your work
- Exercise
- Keep a regular regimen for eating, sleeping, working, etc.
- Leave things and tasks that are not important
- Help from others

People can learn to manage stress and lead happier, healthier lives. Here are some tips to help an individual keep stress at bay.
- Keep a positive attitude.
- Accept that there are some things that one cannot control
- Be assertive, without being aggressive. Assert your feelings, opinions, or beliefs instead of becoming angry, defensive, or passive.
- Learn and practice relaxation techniques; try meditation, yoga, or tai-chi for stress management
- Exercise regularly. Our body can fight stress better when we are fit
- Eat healthy, well-balanced meals
- Avoid junk food
- Learn to manage your time more effectively
- When you can't deliver, do not commit. Learn to say NO when you need to say NO
- Make time for hobbies, interests, and recreation.
- Get enough rest and sleep. Your body needs time to regroup from stressful events
- Don't rely on alcohol, drugs, or become a compulsive addict to reduce stress
- Seek out social support. Spend enough time in the company of those which makes you happy.
- Seek treatment with a psychologist or other mental health professional trained in stress management techniques to learn healthy ways of managing stress in your life.

STRESS BUSTERS

- ❖ Do not skip your breakfast
- ❖ Change your routine by meeting a friend or co-worker over a breakfast, occasionally. Allow time to relax and enjoy it
- ❖ Grab your time during the day to do some meditation
- ❖ Limit your caffeine and substitute it with some fruit juice
- ❖ Organise your work and set priorities
- ❖ Don't worry about being a perfectionist. Don't burden yourself with over responsibilities
- ❖ Avoid too much of multi-tasking
- ❖ Develop a support network
- ❖ Try to reduce the noise level in your environment, if possible
- ❖ Always take a lunch break and have lunch away from your desk
- ❖ Ensure good health with good nutrition, sleep and rest
- ❖ Exercise regularly
- ❖ Celebrate birthdays and turn events into special occasions
- ❖ Perceive unavoidable stress as an avenue for growth and change
- ❖ Stay away from people who are "stress carriers."
- ❖ Stay away from people who are "negaholics."
- ❖ Don't stay awake late into the night, even it is for watching news
- ❖ Motivate yourself with praise and positive strokes
- ❖ Plan a variety of resources for gratification in your life, whether it's family, friends, hobbies, interests, special weekends or vacations
- ❖ Treat yourself to "new and good things."
- ❖ Be assertive. Smart the art of expressing your needs and differences, to make requests, and to say "no" constructively
- ❖ Get emotional resources available to you such as co-workers, partner, friends and family
- ❖ Seek questions without fear and don't hesitate to ask for help
- ❖ Allow extra time to get to appointments
- ❖ Take deep breaths when you feel stressed
- ❖ Find out something to laugh at in a difficult situation
- ❖ Allow yourself a "mental health day."
- ❖ Adopt a pet
- ❖ Have a routine of a mindful walk
- ❖ Accept the fact that we do not all see or do things in the same way
- ❖ Practice mindfulness – learn to live the "now" moments
- ❖ Be a less aggressive driver
- ❖ Be kind considerate. Open a door for someone, pick up litter, etc.
- ❖ Under stressful conditions, ask yourself questions, "Is this really important?" and "Will this really matter a year from now?"
- ❖ Resist the temptation to judge or criticize
- ❖ Learn to be a good listener
- ❖ Don't be rigid – things don't always go as we planned
- ❖ If spiritual, pray and converse with God

Time management isn't rocket science that so few understand. For that matter, anyone can efficiently manage their time as long as they get organised first. Without organisation, it is difficult to prioritize the tasks that are important to our long-term goals.

When we get organised with our time, we not only increase our ability to manage our daily tasks successfully, but we also increase the likelihood of putting time where it really counts – towards those long-term goals that we harbour deep down inside. If we have never done any goal setting in the past, now is the time to get started because it's an absolute must-have prerequisite to effective time management.

Why is goal setting so important?

For that matter it is not the only important thing! Goal setting is just one of the four parts of effective time management. Yet, it helps to set the ground because if we don't know what we are aiming at, we could go about our days spinning our wheels being repeatedly frustrated. If we want to manage our time efficiently and achieve our hopes and our dreams in the process, then we have to make sure we are clear and spot on with what we want out of life, and as such, our day.

Step #1 – Set Clear Goals

A first major step towards managing your time effectively is to set clear goals on what you want in life. One might be of a perception that one already knows what one wants, even without setting and writing down goals on paper. But factually, it is not! It is because setting clear goals down on paper is undoubtedly different than merely setting them in one's head.

If you indulge in passive goal setting, then you are less likely to have a good control on your time management. This can lead to serious frustration, because deep down in your subconscious mind, you might know what you want, but you haven't organised those resolutions into clear goals. It hasn't become etched in your mind.

Set your goals actively, by deciding exactly what you want, when you want it by, and why you want it. You have to be crystal clear when doing this. Don't feel shy to write out exactly what it is, down to the very last detail, which you want. Don't just say you want to study a lot; say the exact syllabus that you would want to cover, by what specific date you want it to be covered, and why you want it that way.

Step #2 – Get Organised

The next step after the goal setting in time management is organisation. You have to get organised if you desire to properly manage your time. But, how do you need to proceed? Before you go further, make sure you are done with the first step, i.e. set your goals. If not, stop going further and do it now.

Once you have set your goals, you have to organise them. Segregate the goals into two categories – short-term goals and long-term gaols. Further, split your long-term goals into milestones, so that you have a target you are aiming at each month, and day. Once you know what you want to achieve one year from now, you can easily break that down into monthly, weekly, and daily targets

When you organise your goals into milestones, your mind can't ignore what needs to be done.

Step #3 – Prioritising Time

In 194, Stephen D. Covey released a book titled "7 Habits of Highly Effective People", where he discussed for managing time that was originally introduced by Dwight D. Eisenhower.

How time and stress are related? The relation between these two is best illustrated by Stephen Covey's Time management matrix. They have developed a four quadrant square showing the relation between the importance of the tasks and the corresponding urgency in attending them.

Fig. 4.1 Time Management techniques

Table 4.1 Stephen Covey's Time management matrix

	Urgent	Not Urgent
I m p or ta	Crisis, Pressing problem, Deadline-driven projects, meetings, preparation I	Preparation, Prevention, Values clarification, Planning, Relationship building, True recreation, Empowerment II
Not Important	ns, some phone calls, rts, some meetings, imities, Pressing matters, ular activities III	Trivial busy work, some phone calls, time wasters, escape activities, irrelevant mail, excessive TV IV

➢ The first quadrant corresponds to work that is Urgent and important
➢ Second one corresponds to work that is Not Urgent, but Important
➢ Third quadrant corresponds to the work that is Not Important, but Urgent
➢ Fourth one for Neither Important, nor Urgent.

Fig. 4.2 Prioritizing tasks for effective Time Management

Step #4 – Destroy Procrastination

One of the toughest parts of time management is the dreaded procrastination that needs to rear its ugly head all too often. How do we avoid the trap of procrastination? We can very well set the goals that we would like, get organised, and prioritise our team. But after this, if we don't' stick to our schedules of "to do" tasks each day, then we are obviously wasting our time.

So, how do we counter this?

Procrastination has been found to be the silent killer and it is one of the biggest deterrents to our goals. We all want to accomplish something, but when it comes to managing our time with a sense of efficiency, Procrastination seems to catch our collar at every stage.

Having said this, the only way around procrastination is to be completely aware of what needs to be done. If you have set your goals clearly, organise them and prioritise your goals with respect to time,

you are well on your way to fight it with procrastination. If this is not helping you, then try the 15-minute rule.

What is it all about? Set your timer and start doing something that you have been putting off for just 15 minutes flat. That's all you need to commit to: 15 minutes. Once you set to do something that you haven't started before, due to inertia of motion, once you get started, you will most likely keep going. The toughest part is simply getting started!

Balance your life: Balance in life is important. To achieve life balance, recognise each aspect of life; follow Pareto principle of 80/20. 20 percent of your work is important and will result in 80 percent of results.

Major causes of workplace stress: Let's list out some of the causes of workplace stress here
- lack of job definition and job description. Not knowing what you want or if you are getting it – poor planning
- the feeling that there is too much to do. One can have this feeling even if there's hardly anything to do at all
- not enjoying your job. Simply put, lack of job satisfaction. It may be due to lack of clarity on what to do, not eating well or lack of proper rest
- conflicting demands on the job
- insufficient resources to do the job
- not feeling appreciated for the good work done

Stress and Time management are related to each other. Both are inversely related. When you don't mange time, you are stressed. When you are under stress, your time management goes for a toss. So, both stress management and time management need to be studied.

4.3 Organisational Approaches to Stress and Time Management:
Let's see some of them.
1. Transparency need to be imposed
2. Superiors need to give access to their subordinates to talk out and lessen the impact of stress in working
3. Job description to be put in unambiguous words, so that an employee knows what is exactly expected of him or her.
4. Proper delegation of work
5. Use basic techniques of planning, problem solving and decision making
6. Let the staff record the number of leaves they are working and let that be conveyed to their bosses, family and friends too.
7. Write weekly reports. Let the report consists of what is done the previous week and also what is planned for the next week.
8. Let the employees be provided with some relaxation and recreation in their free time.
9. Advise the employees to categorise their mails as, "read now", "handle now" and "read later". They will realise that much of what is seen as distraction is avoidable by allocating time to specific tasks.
10. Allow people to take a 10-minute break at regular intervals. While this provision will not take much of the working time for the organisation, it does wonder to reduce the stress and improve the productivity of employees.

11. Practice good meeting management skills to ensure that hours are not wasted to record minutes (of the meeting).

4.4 Consequences of Work-Life Imbalance and ways for Improving Work-Life Balance

Work-Life Balance: Work-life balance is a concept which supports the efforts of employees to split their time between office work and their personal lives. Work-life balance is a daily effort to make time for family, friends, community, personal care, and other personal activities, without compromising on the demands of the workplace.

Employers assist the employees to achieve work-life balance by instituting policies, procedure and actions. When employees are able to achieve work-life balance, they would be happy. Happy employees tend to stay with their employer (lesser attrition) and also contribute to higher productivity.

As employees experience a personal, professional and monetary need to achieve, work-life balance is a challenging affair. Sometimes it appears to be an idealistic myth or a misnomer. Employers can assist employees to experience work-life balance by offering such opportunities as flexible work hours, paid time policies, optional work-from-home facility, responsibly paced time and communication expectations and company-sponsored family events and activities.

Fig. 4.3 Work life balance

Summary

In this unit we have learnt

Stress is an emotionally disruptive or unsettling condition of our mind that occurs as a result of an adverse external influence. Stress is body's uncertain response to the demand made on it. To live a healthy and a happy life there is a need of a psychological balance in thinking. If a person manages to handle any situation in a balanced manner by understanding the complexity of it then he will be able to live a stress-free life. The twenty-four-hour schedule is not sufficient for most of the people, managing it is a skill in itself. If that is achieved, success follows them. There are various means adopted for the management of time which are discussed in this unit.

To do Activities
1. What situations stress out the people most? Why?
2. How do you manage stress as a student? Illustrate.
3. What is the key reason for some to feel stressed and others stay normal for a similar situation? Illustrate.
4. What supports are available to you when you feel stress or anxiety? Are there people who can fill that "crisis helper" role for you that will willingly be there for you when you may be overwhelmed with stress?

5. Are there identifiable external stressors that are unusual or different in some way? Name them—particularly the ones that are negative and that you might not have ever encountered before. What is different? What do you need to address differently than you have before?
6. What do you see on your schedule that makes your stress go up or is totally de-energizing as you look at it? Name it. Why does it do that to you? What can you change about how you think about it? Can you get rid of it? Can you get help with it? How can you address it actively?
7. What do you feel responsible for that is out of your control? Name those factors—they are there. Write them down, and worry about them for about five minutes and then turn to the list of things you actually can control.
8. Who do you feel affected by that is outside of your control? Name those people. Begin to realize that you cannot control them, or their behaviour, but you can control how they are affecting you and how you react or respond to them.
9. "Stress is not always bad, it can be good too". Do you accept this statement? Justify your answer in detail.
10. How do you manage the stress? List out some of the ways and methods to bust the stress.
11. How do you realize that you or someone around you is stressed out? What are the approaches that you would use to come out of it?
12. What do you understand about stress and what are the ways to manage it?
13. Put in your own words what you understand about work-life balance and list out ways to do it.

Block 5: Counselling Strategies for Better Personal and Class

Adjustment

Objectives: In this unit, we **will:**

- Define Counselling and its goals
- Understand various theories of Counselling
- Discuss various Counselling techniques
- Understand ethical and moral codes of counselling
- Debate testing and non-testing techniques for Student Appraisals

Topics Covered in this Chapter

- Counselling and its goals
- Theories of Counselling: Freud's Psychoanalytic, Behaviouristic, Gestalt
- Directive, non-directive, eclectic, Individual and group counselling
- Techniques and skills required for counselling (Building Trust, Listening, Observations and Empathy)
- Ethical and moral codes of counselling
- Testing and non-testing techniques for Student Appraisal (Biographies, Rating Scale, Case Study, Questionnaire, Observation, Interview and Cumulative records)

5.1 Counselling and its Goals

When it comes to the expectations of counselling different individuals have different perceptions. Both individuals who seek to pursue the career of counselling as well as those who seek counselling, parents, teachers, school administration and governmental agencies – all have differing expectations of the counselling experience. The ultimate designation of these goals is to be determined by the counsellor and the client as a team.

There is a disagreement among counselling theorists on what are appropriate counselling goals, as often they are general, vague and saturated with implications. Having said so there are five most commonly named goals of counselling.

1. Facilitating behaviour change
2. Promoting the decision-making process and facilitating client potential
3. Development
4. Enhancing the client's ability to establish and maintain relationships
5. Improving the client's effectiveness and ability to cope.

Though we have listed some of the goals, they are not mutually exclusive and will be emphasised by some theorists and not others.

Most of us do not completely achieve all of our developmental tasks within our lifetimes. The expectations and requirements of others on us will eventually lead to problems. New interpersonal or occupational role demands may create an overload and produce excessive anxiety and difficulty for the individual. Children who are brought up with excessive discipline at homes adjust to such training measures through learned behavioural inhibition. When social responsibilities require individuals to be

assertive, they may experience anxiety and will be unable to handle responsibilities effectively. These psychological symptoms will result in physical symptoms such as frequent headaches, stuttering in front of people in authority or the inability to sleep. This shows that the maladjustment to daily living with coping skills as an important goal of counselling.

Some people cannot mingle with people easily, due to their low self-esteem. In such cases, the goal to the counsellor would be to improve the quality of such clients by developing effective inter-personal relationships.

Enabling the individual to make critical decisions regarding alternative courses of action without outside influence is one of the main goals of counselling.

To summarize, counselling goals can be classified into three categories: Ultimate, Intermediate and Immediate.

Ultimate goals are ideal end results anticipated from counselling.

Intermediate goals relate to the reasons for seeking counselling and usually require several sessions to achieve them.

Immediate goals are the moment-by-moment intended expectations of counselling.

5.2 Theories of Counselling

There are a number of theories of Counselling. Psychoanalytical theory (Sigmund Freud), Individual Psychology (Alfred Adler), Person-centred theory (Carl Rogers), Existential counselling (Rollo May and Viktor Frankl), Transactional Analysis (Eric Burne) and Behavioural theories (B.F. Skinner).
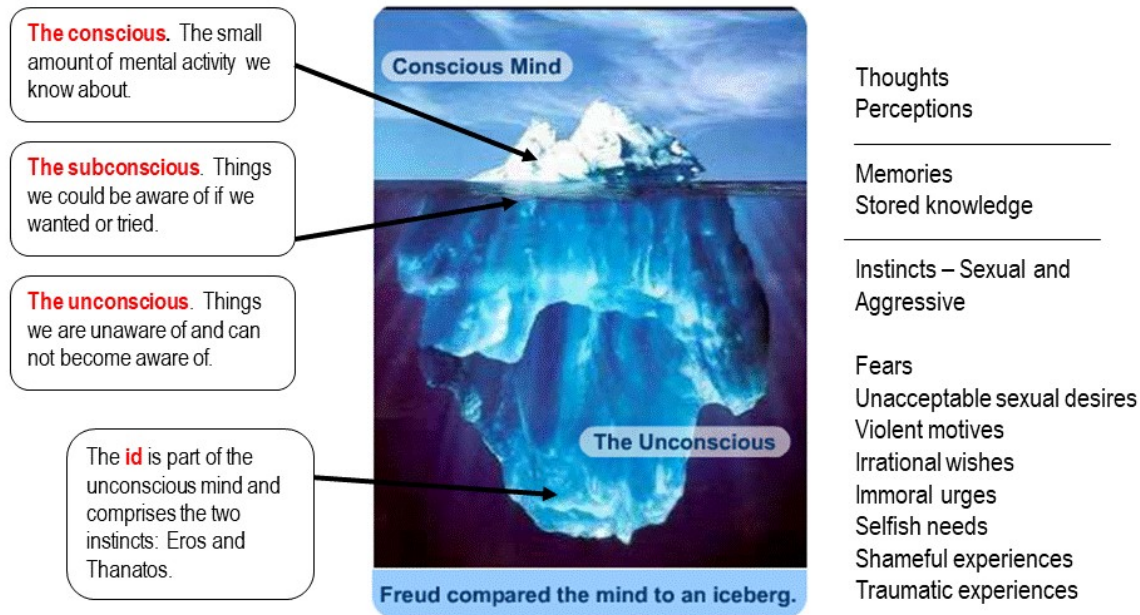
Let us confine our study to four main theories of these.

1. **Psychoanalytical theory of Sigmund Freud**: Human nature, as per Freud's view, is considered to be dynamic, implying that there is an exchange of energy and transformation. This release of energy is called as Catharsis. Freud saw the personality as composed of a conscious mind, a pre-conscious mind and an Unconscious mind. The Conscious mind has knowledge of what is happening in the present. The Pre-conscious mind contains information from both the Unconscious and the Conscious mind. The Unconscious mind contains hidden or forgotten memories or experiences.

   Personality, as per Freud, has three parts – the id, the ego and the superego. The id is present at birth and is part of the unconscious mind. Id is the tendency of an individual to move towards pleasure and away from pain. The ego develops next and functions primarily in the conscious mind and in the preconscious mind. The ego is the site of the reality principle, the ability to interact with the outside world with appropriate goals and activities. The superego sets the ideal standards and moral for the individual and guilt is produced when a person violates the ideal ego, ignoring the rules of the superego. The role of the counsellor is to encourage the development of transference, giving the client a sense of safety and experience. The counsellor is an expert who interprets for the client.

   Goals of therapy include helping the client bring into the conscious the unconscious, helping the client work through a developmental stage and also help the client adjust to the demands of work, intimacy and environment.

The Unconscious Mind

The conscious. The small amount of mental activity we know about.

The subconscious. Things we could be aware of if we wanted or tried.

The unconscious. Things we are unaware of and can not become aware of.

The **id** is part of the unconscious mind and comprises the two instincts: Eros and Thanatos.

Conscious Mind

The Unconscious

Freud compared the mind to an iceberg.

Thoughts
Perceptions

Memories
Stored knowledge

Instincts – Sexual and Aggressive

Fears
Unacceptable sexual desires
Violent motives
Irrational wishes
Immoral urges
Selfish needs
Shameful experiences
Traumatic experiences

2. **Gestalt (Fritz Perls):** A Gestalt means a whole and the Gestalt theory is based on the person feeling whole or complete in their life. It focuses on creating awareness to make one become self-actualised. Gestaltists believe that people have the ability to change and become responsible.

> Role of the counsellor is that of a facilitator to create an environment for the client to explore their needs in order to grow. The counsellor helps the client to focus on blocking energy and how to put that to use positively. The emphasis in Gestalt theory is on here-and-now of the client's experience, help the client resolve the past, help the client shed neuroses and reach maturity intellectually.

3. **Behavioural Theories (B.F. Skinner):** A basic principle of Behaviourism is that all the behaviour is learned, whether it is maladaptive or adaptive. It believes that adaptive behaviour can be learned to replace maladaptive behaviour. They set up well-defined, measurable and observable goals in therapy. Under this theory, the role of the counsellor varies between a consultant, a reinforce and a facilitator, all included. The goal of the behaviourist counsellors is to - Define the problem, take a developmental history of the problem and establish specific sub-goals to go towards the final goal.

5.3 Types of Counselling: Directive, Non-Directive, Eclectic, Individual and Group Counselling

Broadly classified, Counselling is of three types: Directive Counselling, Non-directive Counselling and Eclectic Counselling.

Directive Counselling, also known as Prescriptive counselling, is conceptualized by E.G. Williamson. It is counsellor centred approach. This implies that the counsellor directs the client to take steps in order to resolve his conflicts. It is assumed that the client is not competent enough to solve his own problems. The counsellor directs the thinking of the counselee by informing, explaining, interpreting and advising. It gives more importance to the intellectual aspect than the emotional aspects. It is given six steps by Williamson – Analysis, Synthesis, Diagnosis, Prognosis, Counselling and Follow up.

Non-Directive Counselling: The chief exponent of this type of counselling is Carl.R. Roger. As the name implies, it is just the reverse of Directive Counselling. It is a client or counselee-centred process. Client is the pivot of the whole counselling process. The goal of the counsellor is to help the client help himself. This is also known as Permissive counselling. It gives more importance to the emotional aspect than the intellectual aspect.

Steps in Non-directive counselling are – Defining the problematic situation, Free expression of feeling, Development of insight, Classification of positive and negative feeling and Termination of counselling situations.

	Directive	Non-directive
1	Less time consuming, hence can be adopted when early solution is required	Usually more time consuming
2	This method is best as less matured and less intelligent client interact with an experienced counsellor	Best suited for more matured and more intelligent counselee
3	Counsellor becomes readily available to help the client	Deals with self-analysis and new problems of adjustment may be taken care of
4	Client becomes readily available to help the client	Helps client to become independent and self-reliant
5.	Personal autonomy as integrity of the client not respected	It is to develop self-insight and move towards personal autonomy of the client
6	Counsellor fails in saving the client to commit the mistakes in future	Client takes his own decisions and becomes future ready

Eclectic Counselling: This type of counselling is advocated by Thorne. Eclectic counselling takes a middle path, taking neither counsellor-centred approach nor Client-centred approach, but the best of both worlds. Here the counsellor is neither too active as in Directive type nor too passive as in Non-directive type of counselling. Methods of counselling may change from client to client or even with the same client from time to time. It is highly flexible. Freedom of choice and expression, mutual confidence and faith are basic necessities.

Individual and Group Counselling: Some people find the necessity to attend for a counselling session, but get lost in the wilderness to choose between Individual and Group counselling sessions. Despite their similarity in general purpose, individual counselling and group counselling in some ways are different. In an Individual counselling session, only two people are involved – counsellor and counselee. A Group counselling involves more than two persons. While an Individual counselling session usually

takes around 45 minutes up to an hour, a single session of Group counselling lasts longer than 2-3 hours, as there are more people who commit to the session. Individual counselling session is of more secretive in nature, while Group counselling is enriched with openness.

5.4   Techniques and Skills Required for Counselling

There are many techniques that counsellors can use with their clients. Here are some of them which could be most effective during a counselling session.

Spheres of Influence: This assessment tool will help to get the individual to look at areas of line and so which may be impacting and influencing them. The person's job is to figure out the pleasure and pain points. Some spheres of influence are – persons themselves, immediate family, friends, spouse, extended family, job or school, community, culture or religion and any external influences.

Clarification: A counsellor should make sure that what the client tells him is the right account, so that there is appropriate communication transfer between the counsellor and the counselee. Any misconceptions or any assumptions could hinder the feedback.

Client expectations: At the beginning of the counselling session, client should be asked to convey his expectations as outcome from the counselling. This can help the counsellor guide and direct their counselling accordingly.

Congruence: The counsellor should be genuine with their feedback and beliefs about their client's situation and progress. Authenticity of the counsellor helps to the benefit of the client.

Core conditions: These are the best qualities required on the part of the counsellor. They are positive regard, empathy, congruence or genuineness and warmth.

Encouraging: A counsellor should maintain professional relationship with their client. To overcome difficult situations, the counsellor needs influential engagement on his part.

Focusing: The counsellor has to demonstrate that they understand what their client is experiencing, by using non-judgemental attention without any words.

Immediacy: The counsellor should speak openly about the 'now' moment. This facilitates client from their real-life experiences and apply this to their reactions in their past situation.

Listening skills: A counsellor should use his listening skills to the best of his capabilities. This should be conveyed to the client in non-verbal ways like capping, summarising or matching the body language of their clients.

Open-ended questions: Open-ended questions help in a counselling session to share more details on their discussion, so as to make the sessions successful.

Paraphrasing: Paraphrasing, on the part of the counsellor, helps in conveying to their client that they can understand the feelings of their clients and so can help the clients better.

Miracle question: This is a technique to help the client see the world in a different perspective. An example of a typical miracle question is, "how do you feel if you are to get your dream job?"

Trustworthiness: The counsellor must create an environment for their client so that their client feels that they have the capacity to trust their counsellor. The counsellor needs to be congruent, warm and empathetic.

Capping: During any counselling session, there will be times when the client's, while narrating their horrifying experiences, get carried away with their tragic past. Those are the times when they need their negative emotions to be capped. Counsellors use this technique of capping the unpleasant experience of their client. This helps in changing the direction of the conversation from emotional to cognitive.

5.5 Ethical and Moral Code of Conduct

Ethics are a set of moral principles or rules of conduct for an individual or group. In counselling, ethics underpin the nature and course of actions taken by the counsellor. Counsellors are expected to behave

in an ethical manner.

By nature of profession, counsellors are to act in the best interest of their client, promoting client goals, protecting client rights, maximising good and minimising harm (Stein, 1990).

Code of Ethics: The concept of ethics relates to moral consideration. Though they appear to be similar, there is some noticeable difference between morals and ethics. Every individual is brought up with a certain value, learned either being taught directly or learn from the childhood by sheer observation, based on their background. They are called morals, which are clearly etched in the individuals mind, tells the individual what is right and what is wrong. Morals differ from individual to individual. Ethics and code of ethics are clearly laid out principles, which are acceptable to the broader sections. Ethical codes, as a general set of standards for counsellors, are required to provide ethical practice and work through dilemmas.

Clarkson (2001) contends that all members of a professional association subscribe to their profession's Code of Ethics for the sake of protecting the public.

Members of counselling association will

- Offer a non-judgemental professional service, free from discrimination, honouring the individuality of the client
- Establish the help relationship in order to maintain the integrity and empowerment of the client without offering advice.
- Be committed to on-going personal and professional development
- Ensure client understanding of the purpose, process and boundaries of the counselling relationship
- Offer a promise of confidentiality
- For maintaining transparency, receive written permission from the client before divulging any information or contacting other parties
- In cases where the competent service cannot be provided, make sufficient referral
- Undertake regular supervision and improve skills through refresher courses and seminars and sustain professional accountability
- Be responsible to the needs of peers and contribute to their professional development
- Not act as a legal counsel to a client, when practising as a counsellor
- Not initiate, develop or pursue a relationship, physical or emotional, with past or current clients.

5.6 Testing and Non-Testing Techniques for Student Appraisals

A test is a method of measuring a person's ability, knowledge or performance in a given area of subject. It takes place at identifiable times, under constraints, uses prepared procedures. A test must be able to be measured and evaluated and reported.

Non-test assessment is an ongoing process. It gives feedback to help students increase competence. Examples of informal comments on drafts; while for formal techniques – review of journal writing or student's portfolio.

Types of Test Assessments:
1. Written tests – on paper or computer, in a stipulated time at a designated place
2. Multiple Choice tests – tests where each question is provided with multiple answers and the candidate must choose the most appropriate answer or a set of answers
3. Alternative response – each question is provided with a binary answer – TRUE or FALSE
4. Matching type – two sets of parameters are given on each side and the student has to match each one with the right match

5. Completion type – these are 'fill in the blank' type of questions, wherein a student is asked to complete the statement by filling up the blank
6. Essay – student is given a topic and is asked to write a response in a descriptive fashion

Non-Test Assessments:
1. **Homework** – is an assignment wherein students are given tasks that are taught in the classroom and appropriate grading is given to the work
2. **Case studies and problem-solving assignments** – these can be used to apply knowledge. This type of assignment requires the student to place him or her or react to a situation where their prior learning is needed to solve the problem or evaluate the situation. Case studies should be realistic and followed with clear instructions.
3. **Projects** – these are designed so that the students can apply many of the skills they have developed in the course by producing a product or report of some kind, not previously done. Project assignments are given towards the completion of a course.
4. **Portfolios** – are collection of student projects and accomplishments. For subjects that are paper-based, the collection of a portfolio is simple.
5. **Observation** – observation needs to be tied to the objectives of the course. It should follow an established plan organised around concrete, objective data. Teachers, by observation, can identify signs of struggle and determine where a child may be experiencing academic difficulties.
6. **Interview**: Interviews are used to get a better idea of students' "attitudes, thinking processes, level of understanding, ability to make connections, or ability to communicate or apply concepts" Interviewing consists of observing and questioning the students. Interviews can be both formal and informal and are a good tool for diagnosing students' strengths ad needs.
7. **Cumulative Records**: Cumulative records provide an organized, progress record of information regarding the students which distinguishes him from all other individuals. The cumulative folder includes a wealth of information, like personal data, family background, medical and health condition, school grades and recorded inputs from previous schools.
8. **Questionnaire**: Questionnaires are used to obtain comprehensive information dealing with the student as he is now. They serve as a supplement to incomplete information available about students and improve the collection of data in an efficient manner.
9. **Biographies**: Biographies of great personalities and achievers is given to the students. One short biography is assigned to each student or group of students to read. Then students are asked to make note about the kinds of information about the person that are included in the biography. Then students should be asked to discuss their notes with a partner. Then students' responses could be recorded on the board/chart paper/interactive whiteboard so that they can refer the information later.

Fig. 5.1 Testing techniques – Interview

Table 5.1 Multiple choice questions

	Strongly disagree	Somewhat disagree	No opinion	Somewhat agree	Strongly agree
I am easy going					
I have high standards					
I enjoy time alone					
I work well with others					
I like confrontation					
I prefer crowds over intimacy					

Table 5.2 Alternative response

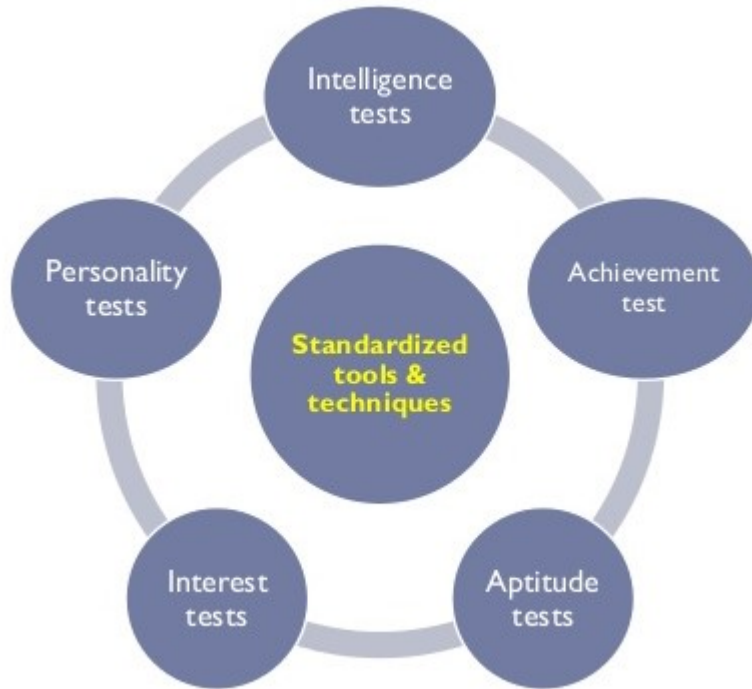|	True	False
I like gardening magazines		
I am happy with my personal life		
I feel like no one understands me		
I think I would enjoy the work of a teacher		
I am not easily awakened by noise		

Fig 5.2 Standardised tools and guidance for counselling

Summary

In this unit we have learnt

Counselling is walking into every institution; may it be an educational or a professional. This unit deals with the definition and the various goals behind the process of counselling. There are famous psychologists like Freud, Gestalt, Skinner etc., who worked extensively and gave different means of counselling people by understanding their psyche. A psychologist demands personal details of the client for assisting him in solving their problems. This cannot be taken as a means to trouble them rather there is a need of professionalism, it can be done be following certain code of ethics to maintain that decency expected.

Block 6 Emotional Intelligence

Objectives

- The concept of Emotional Intelligence
- The various approaches to assess Emotional Intelligence
- How the Emotional Intelligence works in workplace as well as other areas of life

Topics Covered in this Chapter
- Concept of Emotional Intelligence
- Approaches to assess Emotional Intelligence
- Emotional Intelligence in work as well as other areas of life

6.1 Concept of Emotional Intelligence

"Emotional Intelligence is the capacity of recognising our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in relationships" – Daniel Goleman Emotional Intelligence (EI) is the ability to perceive accurately, appraise and express emotions. Emotional Intelligence is the ability to generate feelings when they facilitate thought. Emotional Intelligence is the ability that regulates emotions to promote emotional and intellectual growth. Emotional Intelligence is about being smarter with one's own feelings. EI helps in understanding the situations and responding, instead of reacting.

6.2 Approaches to assess Emotional Intelligence:

Mayor, Roberts and Barsade (2008) identified three approaches to Emotional Intelligence and their relevant measures. They are 1) Specific Ability Approach, the 2) Integrative model of approach and the 3) Mixed model of approach. These three approaches are divided based on whether they focus on specific skills or abilities or on more global integration of those abilities.

Specific Ability model: This model is developed by Salovey and Mayer (1990), it conceptualises Emotional Intelligence in a similar way to that of traditional intelligence (Cognitive intelligence). This approach assumes that Emotional Intelligence develops over time, can be correlated with measures of Intelligent Quotient (IQ), and can be measured using a test based on performance (Rosete & Ciarrochi, 2005). There are four branches of Emotional Intelligence that are related in a hierarchical way, as identified by this deductive approach. They are:

1. Ability to perceive emotions accurately
2. Ability to use emotions to facilitate thought
3. Ability to understand emotions, and
4. Ability to manage emotions

Integrative Approach model: This model sees Emotional Intelligence as a coherent and global ability. This model joins the specific skills of the specific-ability model so that a global sense can be obtained. Examples of tests in this integrative-model approach are the Emotional Knowledge test and Four-Branch mode.

The Four-Branch models of Emotional Intelligence views EI as joining abilities from four areas (Mayer et al, 2003):

1. Accurately perceiving emotion

2. Using emotions to facilitate emotions
3. Understanding emotions, and
4. Managing emotions.

The key element in Integrative models of EI is the joining of specific abilities to obtain an overall sense of Emotional Intelligence.

Each of these areas is viewed as developing from early childhood.

Mixed-model Approach: Unlike the specific ability approach, the mixed model approach was inductively developed and focusses on "Non-cognitive intelligence". This is evolved due to the wave of Bar-on (1997) and Goleman (1995). This approach believes that EI abilities have some degree of skill in the affective domain, along with skill in whatever cognitive elements those are at play in each ability. It has begun with emotional abilities and then was mixed with personality, motivation and effective dispositions, such as need for achievement, assertiveness, self-esteem, impulse control, happiness, emotional awareness and empathy.

The model focuses on four dimensions:
1. Self-awareness – the ability to recognise one's own feelings, abilities and limitations
2. Relationship management – the ability to influence others, manage conflict and inspire others
3. Social awareness – the ability to read the emotions of others
4. Self-management – the ability to control one's own negative emotions and to be trustworthy (Goleman, 1998; Riggis & Lee, 2007).

Emotional Intelligence at work as well as other areas of life: Let's examine a few of the key measures of EI that explain why having a high Emotional Quotient (EQ) matters so much:
1. Empathy – putting oneself in someone's shoes. It is a key trait of a EI person
2. Self-assessment – it entails a broad set of measurements a person should master to recognise how their mood, actions and tone affect others.
3. Discipline – this is an "action" component of self-assessment
4. Relationship management – using your read of situations and instruction about human interaction to create successful teams, provide successful encouragement and continuously cultivate healthy relationships.

6.3 Emotional Intelligence in Work as Well as Other Areas of Life

EI matters in every facet of life, and simply understanding what it is can go a long way in helping one improve one's own EQ.

Once we start identifying the effects of Emotional Intelligence and planning as a few routines to consistently improve, we will be amazed at the success we achieve by handing the large, high stakes in different professional situations. We might even wind up to be a happier person too.

Emotional Intelligence is relevant in many areas of life, whether in business, ministry, human services, education or any other field, being exposed to a range of experiences and skills can help you greatly in your career.

Fig 6.1 Emotional Intelligence at work

Table 6.1 Based on "Working with emotional intelligence" – Daniel Goleman

Personal skills or competences	Social skills or competences
How we manage ourselves	How we handle relationships with others
Self - Awareness • Emotional awareness • Accurate self - assessment • Self – confidence Self – Regulation • Self – Control • Trustworthiness • Conscientiousness • Adaptability • Innovation Motivation • Achievement drive • Commitment • Initiative • Optimism	Empathy • Understanding others • Developing others • Service orientation • Leveraging diversity • Political awareness Social Skills • Influence • Communication • Conflict management • Leadership • Change catalyst • Building bonds • Collaboration and cooperation • Team capabilities

From the above table, it is quite clear that emotional intelligence plays a big role in individual's success, in life or workplace. Persons with higher EQ or Emotional Intelligence fare far better than those with higher IQ (Intelligence Quotient).

Summary
In this unit we have learnt
Motivation is the very heart of the learning process. There is no failure to a motivated person as he finds a means to achieve what he wants in life. This unit also discusses about emotional intelligence and its importance in a person's personal and professional life. There are various suggested means for maintaining proper emotional balance for a successful and a happy life.

Suggested Readings

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