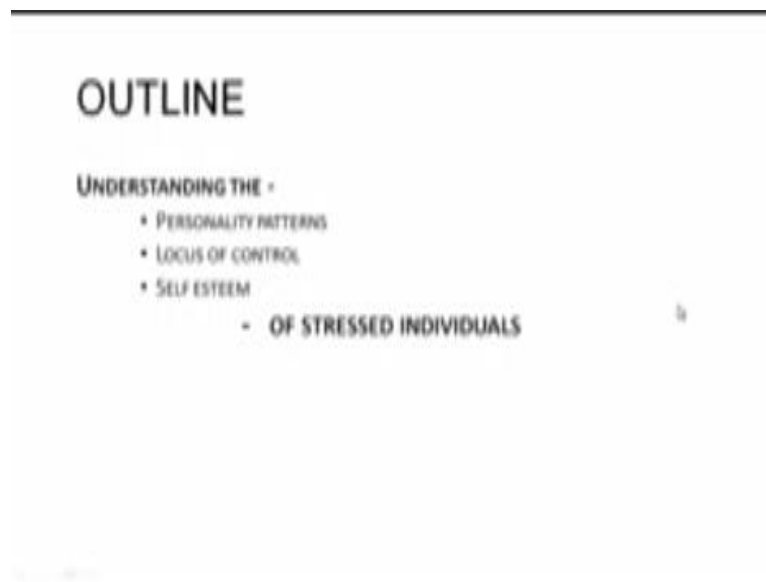**Lecture 12: Role of Personality Pattern,**
         Self Esteem, Locus of Control

Hello everybody welcome to the second module on developing resilience to stress in this module we shall study about.

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DEVELOPING RESILIENCE TO STRESS

The personality patterns locus of control and self-esteem and how these are seen in the stressed individuals so we will actually discuss some of the scales that we can use to assess personalities and for locus of control and self-esteem and how in this case we will talk about how self-esteem can be improved so before I start today's session I must remind you that this lecture on stress management this series of lectures on stress management may be a little different from any some other courses that you may be attending the reason being that this course I am trying to make it as lucid as possible because this is a multi disciplinary course.

And I believe that anybody who has who is keen to learn more about stress management techniques and also wants to apply it on himself or herself can attend this the second thing is so that is one of the reasons for making this very lucid for everybody the other is that I feel that here it would be better if you could use some of the techniques on yourself and also learn it very briefly perhaps to use it on others if required of course why I am mentioning this is in this today's lecture when we are going to talk about the different personality scales most of it I will actually require a trained person to administer the test.

So you may not be able to administer it by yourself if you are not a trained psychologist but I just want you to give a briefing and to understanding of what these are and for many of these tests you can actually assess your own stress level your own personality level by using these tests online I will give you some links as well.

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So to start off today's session we will start with some of the stresses scales and I feel you need to be a little familiarized with these skills so we start off with social readjustment rating scale which is one of the most popular scales in stress management so homes and Rahi in 1967 based this scale upon the theory of life change that is associated with subsequent illness so this scale of social readjustment actually has 43 items.

And they are consists of commonly experienced life events each life event is weighted with the life change unit score or a see you and respondents are simply asked to check each of the items they have experienced within the last 12 months we spoken about life events earlier so these this scale considers all the positive life events as well as the negative life events now there is a presumptive stressful life event scale that is an Indian version of it PSLES in which has by in 1982 Singh and core published it.

So you can also look that up this is also a very nice scale and this is easily usable in the Indian population some of the other skills are life experience survey this was published by Saracen and others in 1978 and this is also a scale on life events which sees into inquires into the desirability of each of the events another very important scale that usually used to measure stress is the hassle scale this looks at the daily hassles versus major life events that pertain in the prediction of subsequent illness.

So this is also a very common scale that is used by investigators during stress reactions this lists a series of minor daily hassles and is that is a source of frustration that commonly record too many individuals so it could be something some of the items are related to traveling regularly to office and again people assisting staff not coming o coming home to help you so this disadvantage of this test is the daily hassle scale is that it has it is a little extensive having around 117 items the daily has the hassle scale also has an Indian adaptation to it and you could Google it and find it out.

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- MILLON'S BEHAVIOR HEALTH INVENTORY - Millon, Green, & Meagher, (1982)

   The MBHI is a 150-item self-report inventory that has been normed on medical patients. "Its intent is to aid in the psychological understanding of these patients and facilitate the steps required to formulate a comprehensive treatment plan"

Now this is also a very popular scale known as Millions behavior health inventory and again it is also a very extensive scale it has around 150 items and it is a self-report inventory so a self-report inventory is something where the individual responds himself so writes down whatever is going on in his life so it is in that inventory it is not asked by another investigator and you are just giving that investigator your responses so this has been nomad on medical patients because it is a health inventory it was primarily used for medical patients.

So maybe this is though this is a very popular scale in the clinical population for adverse effects of seeing adverse effects of stress on ill health but you may not be keen on seeing this.

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STRESS SCALES TO MEASURE PSYCHOLOGICAL EFFECT OF STRESS RESPONSE

PERSONALITY SCALES
- **MMPI** – 10 basic clinical scales - sample a wide range of maladjusted personality traits (a personality trait is a rather chronic and consistent pattern of thinking and behavior) – disadvantage – over 560 items

- **16PF** – 187 items - assesses a wide range of personality traits. It measures 16 "functionally independent and psychologically meaningful dimensions isolated and replicated in more than 30 years of factor-analytic research on normal and clinical groups"

- **MCMI III** – (Millon, 1997) 175-item self-report, true-false questionnaire

Some of the psychological measures are here when I am talking of the psychological measures to see the effect of the stress response and primarily trying to tap the personality skills now the most popular personality scale is the MMPI or the Minnesota multiphase personality inventory now it has 10basic clinical skills and it samples a wide range of maladjusted personality traits now what is a personality trait a personality trait is a rather chronic and consistent pattern of thinking and behavior.

So you could actually identify an individual with a personality trait say somebody could be aggressive somebody could be anxious so the only disadvantage it is a very extensive scale and this is very widely used in psychology but to understand the personality patterns and you need to be extensively trained to administer the MMPI but the only problem with this scale is it is extremely extensive and it has around 560 items as you can well understand there are 10 basic skills.

That to explore all the factors of personality it has made the scale too extensive again one of the most popular skills that I used among college students is 16pf so this 16pf means 16personality factors and this scale though it has 187 items it is also very extensive but it is such as a wide range of personality traits and why the name16pf is this was done by cattle and it the reason it is known as sixteen personality factors is because it measures 16 functionally independent.

And psychologically meaningful dimensions isolated and replicated in more than 30years of factor analytic research on normal and clinical groups so this has been a widely research scale and extensively researched and they have come up with after a series of factor analytic researches it has come down to16 factors.

So this scale also has several norms for the college population the adult population and people for even for 15 years of age group onwards so this several times is used even in the college settings now MCMI that one of the reasons being that it has been the norms have been researched or normal groups also NC MI3 or this is a recent version and Milan was a I would missed researched and found out by Miller 1997 that same CMI three came out in 1997 for that there was MCMI two and it is a 175 item report and with 20 false question it again as you can see that all the personality scales area little detailed and this is the MCMI II scales.

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MCMI-II SCALES:

- Schizoid
- Avoidant
- Antisocial
- Narcissism
- Passive-aggressive
- Compulsive
- Dependent
- Histrionic
- Schizotypal
- Borderline
- Sadistic
- Paranoid

- Anxiety
- Somatoform
- Hypomania
- Dysthymia
- Alcohol abuse
- Drug abuse
- Psychotic thinking
- Psychotic depression
- Psychotic delusions
- Self-defeating

Additional content was added to include child abuse, anorexia and bulimia in MCMI III

So it talks about the several types of personality types so the schizoid avoidant anti-social I will not get into details of this you can look it up I will give you some links for you to look it up so basically the MCM I scales deal with these variables and in MCMI three the additional content includes child abuse anorexia and bulimia.

Now the Stanford acute stress reaction questionnaire this is also a very popular scale and this was found by Spiegel and others and this is a primarily short scale now we get back to the stress reaction questionnaire so we have talked about three I have spoken about three personality inventories primarily MMMP I 16pf MCMI there are several other personality assessment tools considering the new 05 inventory the EPQ and several others but I have just spoken about some of the very basic skills that I used to understand the personality.

Now that brings us to the Stanford acute stress reaction questionnaire which is a 30self-report items that assesses acute stress disorder this scale is widely used primarily because it takes very short time so it is around five to ten minutes that it takes to complete and is very helpful in assists in identifying PTSD in predicting PTSD so that's PTSD stands for post-traumatic stress disorder which we have discussed earlier.

So post trauma follows as the name suggests after a traumatic stress for stressful condition so it could happen between the next day immediately after the traumatic event or even after six months of the event so now these symptoms are of acute stress so just reliving the images having night mares bedwetting a lot of other symptoms include the sympathetic activations.

- **STATE–TRAIT ANXIETY INVENTORY (STAI):** The STAI (Spielberger, Gorsuch, & Luchene, 1970)
- The first 20 items measure state anxiety (a psychological state is an acute, usually situationally dependent condition of psychological functioning).
- The second 20 items measure trait anxiety. This is the same basic phenomenon as that measured by the TAS
- The STAI can be administered in full form (40 items) or be used to measure only state or trait anxiety

Now getting to the style the state-trait anxiety inventory on this time the style is a wonderful test which is used and in the psychological population very frequently to assess anxiety and it is a very popular scale I will just show you about the test the test has 20 items of the in the first scale so that is it measures the trait anxiety as the name suggests and the state anxiety the trait anxiety is actually it measures whether the individual has a personality traitor personality disposition to be anxious.

So in simple terms whether he is anxious by nature and the state anxiety measures whether an individual is anxious in a particular situational state so both the both the tests so the state we have two scales one is a state scale and the trade scale and both the scales have 20 items each so the trade scale where the very differs is in the instruction where it talks about how the individual is generally feeling and in the state scale it is more like how you're feeling now the sty can be administered in a full form of 40 items or be used to measure hide the state anxiety or trait anxiety I will just show you sty before we move on to the other skills.

This is a form of style see how the instructions are the directions are different so this is the state scale so it talks about a number of statements which people have used to describe themselves are given below read each statement and then circle the appropriate number to the right of the statement to indicate how you feel right now that is at this moment there are no right or wrong answers do not spend too much time on any one statement but give the answer which seems to describe your present feelings best as you can see that this is a four-point rating scale so it goes from not at all that is 12 very much so that is four.

So you actually encircle what is most appropriate for you right now or at this moment as I was talking up in the sty scale the state it was the state scale here it talks about how you are feeling at this current moment. Now we come to the state trade forum where you see the instructions are a little different here it says read each statement and then circle the appropriate number to the right of the statement to indicate how you generally feel.

So the difference is how you are feeling right now so right now at this moment and how you generally feel so this is actually talking about the personality disposition and again the items are this same.
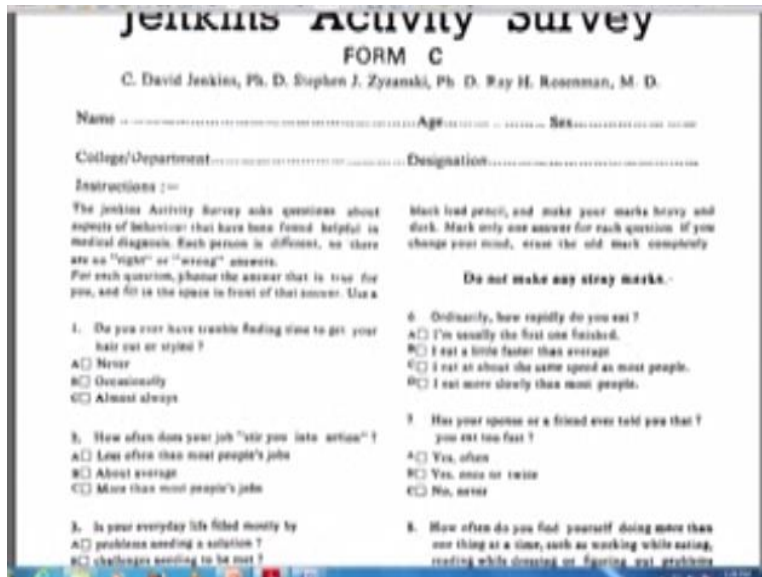
So as you can see this is very simple and small so it does not take too much time to perform that brings us to the other personality scale in this case we are talking about the eye to identify whether personality as a factor is inducing stress so we spoken about the other personality scales when we are talking of anxiety and to identify the different traits here we are talking about one more important factor that we have already discussed.

That has an important role to play in stress so in the personality disposition or of type-a personality so we are going to see the Jenkins activity survey that tells us whether an individual is more of type a or type b personality here there is an online link which you can where you can take the test by yourself and this is primarily for college students we have changed a few items to help the students to understand their situation better.

So instead of work they have changed a few to college so but this is a very good test that you can use yourself to assess whether you are a type a or type b personality now I will just show you Jenkins activity survey.

See everywhere you will see that they mention it is mentioned that each person is different so there are no right or wrong answers when we were seeing sty there also we saw back and here also the reason being that it is because of the uniqueness of the individual when we are understanding and individual as per his traits and we must remember that each individual is different so this is the test and as you can see that there are three response categories of which you can sorry for some it has four for some it has five and in this case some has three.

So these are three response categories but you have to take what suits you most what defines you most so do not use too much time to think you can take that online survey and here as you can see there are 52 items you can take that online survey to understand whether you are a type a personality and whether your personality pattern if you are stressed is actually affecting your stress in life stressful situations or how you comprehend stress also another very important factor is that whether Type A personalities.

Remember that it is not only stressed that it is related to two but also striving and doing well so if you are a type a personality there is no reason to feel distressed about it you can always once you are aware you can control your stresses but not only that you should also remember that type a

people are strive a lot and if they can effectively manage themselves then they will do much better in their performances. So they can actually optimize their work.

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Locus of control

- Theory
- Rotter's Locus of control scale
- Why is it important?

So that brings us to local locus of control so the major thing that we need to understand is why is locus of control important.

When we talk of stress so what is locus of control this idea was given by Rotter in 1954 and he stated that the degree to which people believe that they have control over their outcome events of events in their lives as opposed to a external forces beyond their control is how we should define the locus of control so people loci or the plural that comes from the Latin word location is either internet for those who believe that they can control their life and external that is for those they believe who believe that their decisions and lives in life are controlled by environmental factors which they cannot influence or that chance or fate controls their lives. Now just if we get into this little more in detail.

- Individuals with a strong internal locus of control believe events in their life derive primarily from their own actions

Ex:

- Internal locus of control - results seen as personal achievement or personal failure
- external locus of control – External factors like good teacher easy exam or bad teaching, other external problems cause of result

So individuals with an internal locus of control are more corrective in their measures so they have a habit of personal personalizing things we will talk about personalizing again so and the blame whatever is happening in their lives they blame it or as ascribe it to themselves so they believe that events in their life are derived primarily from their own actions so when for example when the results are out so of an interview or an exam people with an internal locus of control will either praise themselves or blame themselves for their ability.

So they might have an critical attitude if it is over critical attitude also at times or also appreciate their commitments and their actions to bring about the change results but people with a strong external locus of control tend to praise or blame external factors such as teachers in the exam so it could be something like oh if it's a positive result oh it was because the faith had been with me so I have done well or it could be something like in the examiners were awful.

So I fail the exam so I always external locus of control as you can understand shows that the individual starts feeling that he has no control over the events that are happening in his life or over the situations that he has he is undergoing so we have discussed this earlier where we spoke

about managers who lost their jobs and the people who thought that they had control over their lives would perform better were still healthy as compared to people and they got jobs again.

While the others who had felt that they had no control over their lives were suffering from several illnesses and also getting into depression.

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- **FORCED CHOICE SCALE (ROTTER, 1966)** - measure locus of control is the 23-item (plus six filler items)
- Online: http://www.psych.uncc.edu/pagoolka/LC.html

- findings suggest that higher levels of external locus of control combined with lower levels self-efficacy are related to higher illness-related psychological distress

- **Roddenberry et al, (2010)** - individuals who have a high external locus of control tend to have higher levels of psychological and physical problems
- These people are also more vulnerable to external influences and as a result they become more responsive to stress

Now I will just show you the forced choice scale by daughter in1966 it is a very popular scale and it is a 23 item I have scaled with six filler items just to check if it is a computer doing the test or if the person is randomly marking answers and again this test you can actually take up from the online it is very interesting scale and you can actually identify whether you have an internal locus of control or an external locus of control now we must remember that higher levels of external locus of control combined with lower levels of self-efficacy are related to hire illness related psychological distress.

So what do we mean by self-efficacy so itself-efficacy I will not get into the details but self-efficacy is more related to how an individual evaluates himself and one of the domains are self efficacy is self esteem which we will discuss right after. Roddenberry and his colleagues in 2010

found that individuals who have a high external locus of control tend to have higher levels of psychological and physical problems.

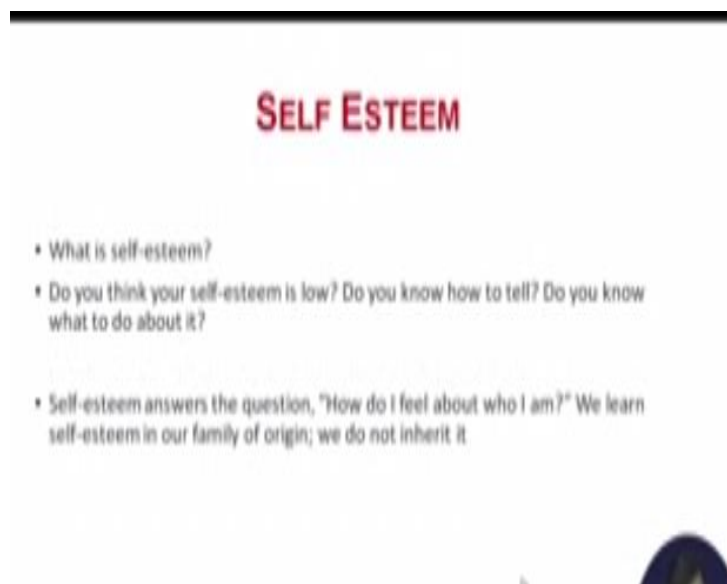So that these people are more vulnerable to external influences and as a result they become more responsive to stress so this is also a very interesting study I will upload this paper for you so that you can go through this.

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SELF ESTEEM

- What is self-esteem?
- Do you think your self-esteem is low? Do you know how to tell? Do you know what to do about it?

- Self-esteem answers the question, "How do I feel about who I am?" We learn self-esteem in our family of origin; we do not inherit it

That brings us to self esteem we just spoke about self is a self efficacy and one of the domains co domains being self esteem so what exactly do you understand by self esteem so it primarily means how you evaluate yourself so how you see yourself so now the next question that comes in is do you think your self esteem is high or low do you know what to do about it so is it good to have high self-esteem is it good to have a low self esteem so many times you know our society actually the Indian society makes us evaluate things and express it in a different way as compared to the Western society.

It is not only the Indian but the oriental society expresses their efficacy in a different way as compared to the Western so even if we do well in something we do not express that pride in our

and the way we talk so many times it may come out like oh it is because I have done well I have got this achievement because it is not my doing it is it is the God will or something like that that necessarily does not mean that the individual has an external locus of control nor does it mean that the individual has a low self esteem so it is not the way you are expressing.

So several times we say that oh I have seen students say this that I have studied self-esteem very well and then somebody has just told me that oh no I am not that good I just worked hard and I got this so he has a very low self-esteem it's not that is not true the individual may have learned that this is the best way to express.

And this may have come about from his early experiences and how the family has and school has bred him but it does not mean that the individual evaluates himself as not being efficient or not being able to do well in a situation so that again I come to this that we learn self esteem from our family of origin and from our schools but we do not inherit it so it's also so it's not only how does family have an influence it not only tells us by the way they appreciate us over our behaviors over the years.

But it also many times the verbal responses and the non verbal responses both are effective ways to build up the way we think about ourselves or the way we evaluate ourselves many times the these evaluations are also wrong so maybe that a person is not very good at singing but his parents have always told him that he is a wonderful singer and he sings well in this case there is a correction of the way he evaluates himself when he comes to College and there are people telling their his friends are telling him where he stands.

And so it is not always bad to be criticized or told by friends so there is a recheck of the way we evaluate ourselves in between early adulthood or later dollar since adolescence and early adulthood where we evaluate ourselves and see where we stand many times it becomes a problem for individuals to accept that they are not good enough so that is because they had a wrong perception of themselves so it may not be wrong all this it may be a little different for example say think about students who have been really good high achievers in their school and in their neighborhood in the state in the university.

And then they go to a different place where so they have always been praised by people appreciated by others and told that you are the best student and you are really good and nobody can beat so this person has got this in his head and that is how he goes to college and then he's a small fish in a big ocean so there are many students like him who are the toppers in their class in their whole family and in their neighborhood from their village from their town from their state and who are national champions.

So there the individual starts evaluating himself reassessing himself and many times that becomes a problem for that student to accept that I am not as good as how I thought myself to be now if the individual has a positive self-esteem then he will take in more of corrective measures with if the person cannot accept and it made several times lead to stress and depression.

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Self esteem..

- Global self-esteem - "who we are" generally constant
- Situational self-esteem - "what we do" - fluctuates
- Low self-esteem is a negative evaluation of oneself
- Personalizing the incident - experiencing physical, emotional, and cognitive arousal
- responding by acting in a self-defeating or self-destructive manner
- actions become automatic and impulse-driven
- feel upset or emotionally blocked
- Narrowed thinking
- losing sense of self
- become self-absorbed

So global self-esteem or of who we are is normally constant. So if that is not very shakable so what I was talking of right here that if I know I am good and in this situation I may not be as good as others then I will be able to deal with the situation and plan out techniques, but if the

situational self-esteem is where we actually which fluctuate so it depends on situations and n defense on roles and events.

So maybe I am a very good student but I am not a good team member so it could be something like that. So it, so these this keeps fluctuating but again it does not necessarily fluctuate too much from the Google self-esteem. So now low self-esteem is a negative self evaluation of oneself so this type of evaluation usually occurs when some circumstances we encounter in our life touches on our sensitivity.

So we start feeling that no it is a jolt where that the individual starts feeling that I am no good. And we personalize the incident so if the individual through one incident tries to generalize all other situations so I have failed in this exam and then shows that I am not good I am no good and he, there are he generalizes it to all other situations in his life then definitely it marks in other stress responses.

So generally a person with low self-esteem response in a self-feeding and self destructive manner I will just show you the vicious cycle of soul self esteem and the actions become automatic and impulse driven and the individuals thinking pattern narrows. So it is more restricted and related to finding out other negative examples to show that I am not good or I am no good and the individual loses a sense of self or focus on being in control and becomes more self-absorbed with his or her activities.

I will just show you the vicious cycle of self esteem. So think about a person with low self-esteem okay, so he starts he does not so less exposure so he does not if he can say he has got a talent but he sings well and he says oh! No I am no good so he does not take in the opportunities that comes his way. So once there is so this is less up with so he does not take opportunities so there is less exposure, so when this less exposure so this is less chance to show to himself that he is good.

So this just increases his idea that I am no good. So low self-esteem is I am no good and when he starts thinking that I am no good so gradually what will happen he will get less opportunities. So first he did not use the opportunities then gradually if a person does not sing then people will ask him less to sing so when there are less opportunities that just makes him think that see so there is a cognitive appraisal of it.

So he thinks of I am not even being asked even being asked by others so that just shows that I'm now good so this is the cycle of self-esteem and that needs to be broken somewhere. So it is so how do we break this.
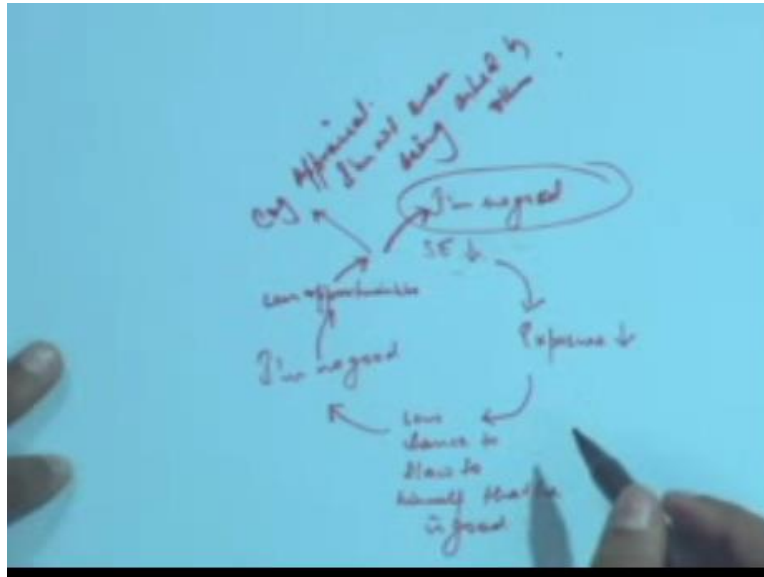
So here we will go back to the ways of raising self-esteem so practicing more of self-care so identifying the triggers to low self-esteem. So if one of you or if any of you are going through this cycle of low self-esteem try and do this vicious cycle and see whether you are actually over being over critical about yourself, whether you are being to personalizing. So the next step is stop personalizing.

So are you actually taking it all down to yourself so is it that I am now good you are deducing from one event. So and you are when even if it was told to others you have come out with this idea that it is told to me only and I you are generalizing it to other events. So I am no good if it happened in one situation that you have evaluated yourself it does not need not be that in every exam say if it was an exam where you were did not perform well does not mean that you will perform poorly in all exams.

It does not mean again that you will perform poorly in that same paper all the time. So there is and not only exams it does not mean that you are no good. So you being good or you being not good is not dependent only on one factor your example. So please stop and take notice pay

attention to the familiarity of this impulse of constantly telling yourself that I am no good acknowledge the reaction.

So the next time you think that oh! I cannot do this or you have a negative statement for yourself just stop and tell yourself see doing this again. So actively stop that by being aware of the situation rather than oh! I know I have this habit of you know saying I have this habit of always criticizing myself. So that is a passive way instead you could do it more actively by saying that see here again I am saying I am no good stop I am going to see this situation as a fresh new event.

And let me see how I do so I am not going to think about what has happened in the past and not generalize one event within all situations. So hold self-feeding impulses so if one of the self defeating impulse that I was talking of is not taking the opportunities that are coming your way if you do not take these opportunities then you will not be able to prove to yourself that you are good enough.

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HOW TO RAISE YOUR SELF ESTEEM

- **Develop skills.** We can provide for our own safety, engender hope, tolerate confusion, and raise self-esteem by learning and using these essential life skills:

  - Experience and observe your feelings

  - Optional thinking – black or white thinking

  - Stop comparing yourself with others

  - Assertion – expressing thoughts feelings and wishes

  - Receptivity – listening to others, learning to empathize

So this these are some of the responses and develop skills so it is also important to understand what your body is going through. So what are the feelings that you are going through and appreciate the feelings that yes I am anxious but that does not mean that I cannot deal with the situation. So this anxiety is actually going to help me to do well it is not that I am the only person who's anxious and another person beside me is not anxious in such a situation.

So this anxiety is actually going to help me to do well in the situation. So optional thinking so it is not the end of the world so it is not like if I do not do well in this if I do not get this job that just proves that I am no good at all. So it is not a black or white world, so now if you have such assumptions of like people you being you relating to people in comparisons then you need to stop that.

Now assertion if you are feeling something be assertive about it and say learn to say no assertive training assertiveness training is a huge that is another form of technique that is very important for stress management. And also it is a very it is very important to dealing with stressors in this situation. So it is very important to learn to say no and receptivity. So listen to others words and meanings to restate them.

We in this way you can act with an awareness of your contribution to events as well as empathize with the needs of others. So rather than being self-absorbed and self-critical you listen to others that way you will be able to form more a better in personal interactions and effectively that will help you to appreciate yourself better also when others appreciate you will also be able to appreciate yourself better.

So in a nutshell do not lose out on the opportunities I will ask you request you not to take the opportunities that come your way. So the things major things that you need to remember is stop personalizing so do not take everything to yourself oh! this is my fault and do not generalize it to an overall pattern like I am no good in I was not, I did not perform well in this means that I am, I cannot do well in all examinations I am no good in anything that I do.

I cannot satisfy my family and you know it comes so one negative thought leads to the other. So when you are personalizing, when you are generalizing as tell yourself stop see I am aware that I am actually doing lead letting the negative thoughts on my way stop that and the be aware of it that by itself will help you to stop you can control the situation. Believe in yourself put it down on your screen or your wallpaper as it as a wallpaper put in positive quotes tell yourself I can do it and do not lose out an opportunities use them.

Listen to others, interact with others you will also get the feedback from them and that will help you to do better.

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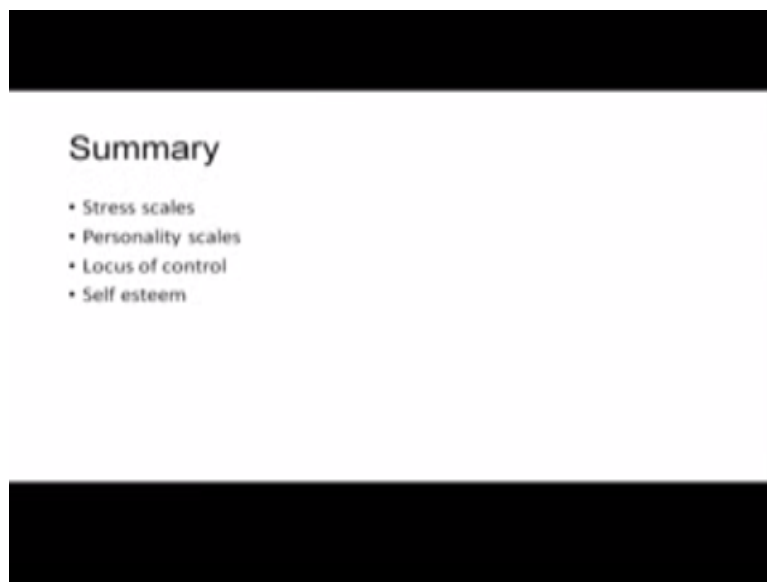
So in today's session that is what we have discussed so we have talked about the stress scales, the personality skills we have spoken specifically about the type A personality pattern, locus of control scale and of course we spoken about self-esteem and how to enhance the self-esteem thank you.