Impact of Alcohol Addiction and Personal Efficacy

The purpose of the present study was to investigate the impact of alcohol dependence on personal efficacy of respondents. 200 respondents (100 alcoholics and 100 Normal control) were selected from Varanasi and Delhi ranging in the age range of 20 to 45 years. Personal Efficacy Scale (Kumari & Singh 1989) was administered to measure the personal efficacy of respondents. It was concluded that normal control group scored higher mean score on Personal Efficacy Scale (M=95.69 + 12.34) than the Alcohol dependent group (M=82.38+11.39. The obtained mean difference was found statistically significant at respectable level of confidence.

DR. LAL BAHADUR YADAV

An alcoholic is a person, while alcoholism is the illness. An alcoholic suffers from alcoholism. Alcoholism is a long term (chronic) disease. It should also be acknowledged that there is a growing trend away from using the term "alcoholic" as it is perceived to be negative label. Instead you may hear the person referred to as a person who suffers from alcohol use disorder.

The problems linked to alcohol dependence are extensive and affect the person physically, psychologically and socially. Drinking becomes a compulsion for a person with a drink problem it takes precedence over all other activities. It can remain undetected for several years. There are many potential causes for alcoholism, including peer pressure to drink, drinking from a young age and depression.

Alcohol dependence is a gradual process which can take from a few years to several decades to become a problem with some very vulnerable people addiction can come in a number of months. Eventually overtime, regular alcohol consumption can disrupt the balance of the brain chemical GABA which stimulates the nervous system.

Alcoholics are obsessed with alcohol and cannot control how much they consume even if it is causing serious problems at homework and financially. Alcohol abuse generally refers to people who do not display the characteristics of alcoholism, but still have a problem with it. They are not as dependent on alcohol as an alcoholic is: they have not yet completely lost their control over its consumption.

Typically, the last person to be aware that they have a serious drinking problem is the person with alcohol use disorder-they are often in denial. Some signs and symptoms of alcoholism include: drinking alone; drinking in secret, not being able to limit how much alcohol is consumed; blacking out , not being able to remember chunks of time; having rituals and being irritated/annoyed when these rituals are disturbed or commented on; dropping hobbies and activities the person used to enjoy; feeling irritated when drinking times approach; having stashes of alcohol in unlikely places; gulping drinks down in order to get drink quicker and then feel good; having relationships problems; having problems with the law; having work problems; having money problems; requiring larger quantity of alcohol to feel its effect; nausea, sweating, or even shaking when not drinking. A person who abuses alcohol may have many of these signs and symptoms but they do not have the withdrawal symptoms like and alcoholic does, or the same degree compulsion to drink.

A review of literature on alcoholism shows explicitly that relationship have consistently been found between alcoholism and personality disposition (Calmers 1993), cognitive functioning (Rodriguez 1994), internal control (Gross & Morosko 1970), aggressive behavior (Leonard et al 1985), psychological characteristics (Clark 1986), antisocial personality disorder (Sher & Trull 1994), emotional predisposition (Doninger et al. 1995), recognition (Miller & Tonigan 1996), depression (Beaudoin 1997), and personality characteristics (Kothari 2000). A thorough review of the previous studies related to alcoholism revealed that investigators have studied the phenomenon of alcoholism in relation to several psychological variables. Present investigation was done to investigate the impact of alcoholism on personal efficacy of respondents.

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Method :

Sample :

The sample consisted of 200 respondents (100 alcoholic and 100 normal control ranging in the age range of 20 to 45 years and education up to high school. Alcohol dependent respondents were selected from drug de-addiction centers and medical institutions from Varanasi and Delhi. Alcohol dependents were selected following the diagnostic criteria proposed in fourth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV, 1994)

Tool : Personal Efficacy Scale (Kumari & Singh 1989)

Result & Interpretation :

Data obtained on Alcohol dependents and normal control group were analyzed using t test. Table -1 shows the mean, SD and t values obtained on Personal Efficacy Scale.

Table 1 : Showing Mean, SD and t-values obtained on Personal Efficacy Scale

Respondents	N	Mean	SD	t-value	Level
Alcohol dependents	100	82.38	11.39	7.92	.01
Normal control group	100	95.69	12.34		

It is clear from the above table that Normal control group scored higher mean on Personal Efficacy Scale (M=95.69+ 12.34) than the Alcohol Dependent group (M=82.38+11.39) This difference was found to be significant at .01 level of confidence (t=7.92, df=198, p=.01) It is clear from the result that Alcohol dependents experience low personal efficacy as compared to normal control group. These results confirm the hypothesis of this research work. Clark (1986) found that personality and interpersonal variables were significantly correlates with drinking behavior. Sinha & Sharma (1999) attempted to replicate the Minnesota Multiphasic Personality Inventory with alcoholic personality patterns to a multistage process of the development of alcoholism and its complications and to the family history of alcoholism. They found that cultural sensitivity and personality factors played significant role on the alcoholic personality.

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A Comparative Investigation of Personality Traits of Working and Non-Working Women

With an eye to seek the relation of employment with personality traits of females Hindi version of 'Singh's Differential Personality Inventory (SDPI)' was administered on 100 working and 100 non-working women of Chapra town of Bihar. The educational level of both working and non-working women was at least graduation and women of both group were married. The age range of women of both groups was from 30 to 45 years. The analysis of data revealed that working women are significantly higher on decisiveness responsibility, emotional stability, heterosexuality, ego-strength, curiosity, masculinity, dominance and self-concept than non-working women. On friendliness the two groups do not differ significantly.

PARESH KUMAR

When we describe people we generally pick out some consistent features by which we can identify them. These consistent features are constellation of traits. Personality traits have been described and defined in many ways. Shater and Shoben (1956) have described trait as an aspect or dimension of personality which consists of a group of related and consistent reaction characteristics ties of a person's typical adjustment. Traits are the products of learning but they have hereditary foundations. These foundations determine the form of traits. Lund (1957) and Stagner (1961) have showed that people who show the characteristic pattern of neurotic instability have various degree of autonomic imbalance. The intellectual capacity of an individual influences he way the perceives a situation and how he learns to react to it.

Every trait has three characteristics uniqueness, degree of likableness and consistency. Due to uniqueness the person is different from other persons. Likableness refers to the attitude of the person himself and the society at large towards the traits. As such, some traits and liked whereas other traits are not. Consistency refers to expected behaviour of the individual in the same way in a given situation. Allport and Odbert (1936) reported a list of 17953 words in English language being used to describe personality traits. Cattell (1957), starting with 4000 trait names, reduced the list to 171 by eliminating overlapping and rare qualities. Then by factor analysis he reduced the traits into clusters, dividing trait clusters into two categoriessurface and source traits. Cattell identified 12 clusters of source traits and 20 of surface traits.

In later years different psychologists proved through their experimental findings and factor analysis different numbers of personality traits. In recent years psychologists agree on five key or central dimensions of personality as mentioned by Costa and McCrae, 1994. These five key dimensions are extraversion, agreeableness, conscientiousness, emotional stability and openness to experience. In Indian perspective different scholars have developed different inventories to measure personality traits. Singh and Singh (2002) constructed an inventory which measures ten personality traits or dimensions.

Working and non-working women constitute two groups. Due to variation in their role-compliance there is likely to be variation in the degree of their personality traits. As such the objective of the investigation is to see the impact of employment on personality traits of females.

Hypothesis : There shall be significant difference between working and non-working women on decisiveness, responsibility, emotional stability, masculinity, friendliness, heterosexuality, ego-strength, curiosity, dominance and self-concept.

Methodology :

Sample : The present investigation was conducted on a sample of 100 working and 100 non-working women. Adopting purposive cum random sampling design the sample was collected from urban areas of Saran district of Bihar. The sample comprised of married women of age range from 30 to 45 year and educated up to graduation and above.

Tools : Singh's Differential Personality Inventory (SDPI) constructed and standardized by Singh and Singh (2002) has been used to measure and compare all the ten personality traits of subjects. The inventory consists of 150 yes No type items related to ten areas. The range of scores for every personality trait / dimension can vary from 0 to 15. Higher score denotes higher possessiveness of the respective personality trait and lower score denotes lower possessiveness of the respective personality trait or dimension.

Procedure : The data was collected from above

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mentioned samples Scoring process was completed. Statistical analysis was done Means, S.Ds and 't' ratios were calculated to seek and test the significance of difference between mean scores on different personality traits of working and non-working groups.

Results and Discussion :

The mean scores on decisiveness, responsibility, emotional stability, masculinity friendliness, heterosexuality, ego-strength, curiosity, dominance and self-concept of working women group are 10.54; 9.63; 11.61; 8.94; 10.50; 10.07; 10.31; 11.50; 12.17; and 12.27 respectively while those on these personality traits of non-working women group are 8.29; 8.42; 8.32; 5.93; 10.25; 8.06; 8.97; 10.18 9.12; and 8.41 respectively (Table-1). The obtained 't' ratios for working women (WW) and non-working women (NWW) compared groups for decisiveness, responsibility, emotional stability, masculinity friendliness, heterosexuality, ego-strength, , curiosity, dominance and self-concept are 7.833; 4.627; 11.876; 12.163; .956; 7.378; 4.879; 5.186; 12.362 and 13.699 respectively. Out of these ten 't' ratios nine 't' ratios are significant at .01 level whereas one 't' ratio for friendliness dimension of personality is insignificant. It appears that friendliness is an essential trait of females, so women of both working and non-working status maintain this personality trait in equal valence.

Table 1 : Showing Means, S.D.s and 't' Ratios of Personality Traits Working and Non-Working Women Groups

Groups	Traits of Personality	N	Means	S.Ds.	df	't' ratios	Level of significance
WW	Decisiveness	100	10.54	2.061	198	7.833	.01
NWW	,,	100	8.29	2.001			
WW	Responsibility	100	9.63	1.842	198	4.627	.01
NWW	,,	100	8.42	1.856			
WW	Emotional stability	100	11.61	1.923	198	11.876	.01
NWW	,,	100	8.32	1.994			
WW	Masculinity	100	8.94	1.714	198	12.163	.01
NWW	,,	100	5.93	1.785			
WW	Friendliness	100	10.50	1.868	198	.956	NS
NWW	,,	100	10.25	1.829			
WW	Heterosexuality	100	10.07	1.867	198	7.378	.01
NWW	,,	100	8.06	1.984			
WW	Ego-strength	100	10.31	1.901	198	4.879	.01
NWW	,,	100	8.97	1.982			
WW	Curiosity	100	11.50	1.931	198	5.186	.01
NWW	,,	100	10.18	1.658			
WW	Dominance	100	12.17	1.575	198	12.362	.01
NWW	,,	100	9.12	1.899			
WW	Self-concept	100	12.27	1.891	198	13.699	.01
NWW	,,	100	8.41	2.089			

With regard to nine significant differences it is evidenced that working women have significantly surpassed non-working women. Women of working status have displayed significantly higher decisiveness responsibility, emotional stability, masculinity, heterosexuality, ego-strength, curiosity, dominance and self-concept than women of non-working status. It appears that step outside home for pecuniary gains of women demands these personality traits from women. Without these traits their adjustment in jobs may prove troublesome. Consequently working women

might have imbibed these personality traits in their personality. Since traits are learned or acquired features of personality despite of hereditary foundations, so outside work must have provided opportunities for learning and strengthening these personality traits for successful compliance of multiple role demands in working women. Our findings related to decisiveness supports the findings of Mehta and Sewani (1995) who reported that vocational maturity facilitates decisiveness in addition to other positive personality traits. With regard to emotional stability our findings support the findings of Sinha and Kumari (1997) and Pandey (2001) who reported emotional adjustment significantly higher in working women than non-working women. Findings related to masculinity, heterosexuality, ego-strength and self concept supports the findings of Ohri and Kumar (1990), Deb (2003), Sinha and Kumari (1997) and Pandey (2001) respectively.

Conclusions :

On the basis of results and discussion it can be concluded that employment of females facilitates their decisiveness, responsibility, emotional stability, masculinity, heterosexuality, ego-strength, curiosity, dominance and self concept.

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The relationship between emotional intelligence and problem solving skills in students

This study aims to investigate the relationship between emotional intelligence and problem solving. The sample set of the research was taken from the gwalior glory high school CBSE by the random sampling method. The participants were 60 students who took part in the study voluntarily. Emotional intelligence levels and problem solving skills of students were measured using the Baron Emotional Quotient Inventory (Baron, 1997) and Problem Solving Inventory, respectively.

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Introduction :

Emotional intelligence is the limit of people to perceive their own, and other individuals' feelings, to separate between various sentiments and mark them suitably, and to utilize passionate data to control considering and conduct. Studies have demonstrated that individuals with high EI have more prominent psychological well-being, work execution, and initiative aptitudes though no causal connections have been appeared and such discoveries are likely to be attributable to general intelligence and particular personality characteristics rather than emotional intelligence as a construct

As indicated by wikipedia ,Emotional intelligence can be characterized as the capacity to screen one's own and other individuals' feelings, to segregate between various feelings and mark them appropriately and to utilize emotional information to guide thinking and behaviour passionate data to control considering and conduct.

Problem Solving :

Problem solving is utilized as a part of many controls, in some cases with alternate points of view, and frequently with various wordings. For example, it is a mental procedure in brain research and a mechanized procedure in software engineering. Problems can likewise be grouped into two unique sorts - not well characterized and very much characterized from which fitting arrangements are to be made. Not well characterized problems are those that don't have clear objectives, arrangement ways, or expected arrangement. All around characterized problems have particular objectives, unmistakably characterized arrangement ways, and clear expected arrangements. The capacity to comprehend what the objective of the problem is and what principles could be connected speak to the way to taking care of the problem. Now and then the problem requires some conceptual considering and abstract thinking of an inventive arrangement.

Methodology :

Participants : The study was a descriptive and correlational method was used. The sample set of the research was taken from the Gwalior Glory High School CBSE by the random sampling method. Random sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher, the sampling group selected easy access The participants were 60 students of class ix who took part in the study voluntarily.

Instruments :

Emotional intelligence inventory (EII-MM) :

The EII developed by Dr. S.K. mangal and Mrs.Shubra mangal was used for emotional intelligence measurement. The original EII-MM sheet is a100-item self-report inventory. 25 each from the four areas to be answered as yes or no . the four areas are intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management.

For interpreting an individual score area wise as well as total score can be calculated. A higher scores of the individual shows a higher level of emotional intelligence and lower score a lower level of emotional intelligence.

Problem-Solving Ability Test (PSAT-D) :

L.N. Dubey provide a measure of the problem solving process. It assesses how individuals generally deal with problem situations. This 20 item scale has a 4 response.only one is correct the list will enables us to measure the problem solving ability in order to plan our upcoming future related to career challenges and academics too. This test has productive value. Problem solving ability is highly correlated with intelligence, reasoning ability and mathematical ability. A higher score reflects higher problem solving ability.

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Observation Table :

Groups	E.I.	PSA
Mean	64.66	45.16
SD	8.041	6.720
N	60	60
T	2.63	1.98
Level of Significance	.01	.05

Results :

An analysis of the relationship between emotional intelligence and problem solving of high school student was performed using Correlation analysis. Results are presented in Table 1. Here research denotes that yes emotional intelligence and problem solving ability is positively correlated.

There are many studies showing that there is a positive correlation between emotional intelligence and problem solving skills (Guler, 2006; Goleman, 2005; Cooper and Sawaf, 2000). The individuals who can recognize and control their emotions can exhibit more positive approaches to the problems and accordingly can solve them more easily (Guler, 2006). According to Perek (2004), the individuals who cannot use their emotional intelligence effectively cannot communicate effectively and cannot control their emotions when crisis and situations such as conflicts, stress etc. are encountered (cited in Guler, 2006:106).

Discussion, Conclusions and Limitation :

According to the results of this research, According to Bedwell (2002), emotions may have some influences on decisions made, problem solving and the ways of interacting with others and the creativity and innovation within the education environment. The ability to perceive accurately, appraise and express emotions, the ability to access and create feelings to facilitate thought, the ability to understand emotions and emotional knowledge, and the ability to regulate emotions to promote emotional and intellectual maturity are parts of emotional intelligence (Mayer and Salovey, 1997). Matthew and Zeidner (2001) argue that essential parts of emotional intelligence are successful problem solving and coping with stressful events.

A direct association has been found between emotional intelligence and psychological and interpersonal distress levels. This connection is obvious according to theorists as people with high emotional intelligence manage and regulate their feelings in such a way as to reduce their stress and benefit those whom they interact with (Mayer et al., 2008). Particularly strong connection was found between high emotional intelligence and psychological and interpersonal functioning (Erozkan, 2013; Salovey et al., 2002, 1995). As high emotional intelligence has more likelihood of yielding more positive social outcomes and low emotional intelligence has been found to be connected with interpersonal conflicts and maladjustment; emotion seems to play an important role in interpersonal functioning (Mayer et al., 2000

Findings reported in the literature indicate that emotional intelligence and problem solving skills are closely associated with each other; yet, some sub-dimensions of problem solving such as impetuous approach and avoiding approach seem to be negatively correlated with emotional intelligence because in impetuous problem solving approach, the route usually followed is the one first coming to mind when a problem is faced; hence, there is a tendency to overlook alternatives. These findings reported in the literature demonstrate that with increasing emotional intelligence, problem solving skills of university students / pre-service teachers also improve. Therefore, emotional intelligence of university students / pre-service teachers can be claimed to make some contributions to finding solutions to their problems. As a consequence, it seems to be possible to improve the problem solving skills of university students / pre-service teachers by nurturing their emotional intelligence.

There are some limitations of the present study and they can be used to show the direction of future studies. The present study was conducted with high school students thus, the results of the study cannot be generalized to other populations. Future research can address the relationship between emotional intelligence and interpersonal problem solving in other populations. Finally, it seems to be possible to improve the problem-solving skills of high school students by improving their emotional intelligence.

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