

Various Psychological Factors as Guiding Principles of Human Life

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ABSTRACT

Human civilization is always progressive and he is the most intelligent animal in the world. Human beings behave differently according to the needs of the situation. Every human being is different from others and their behaviour is dependent on various psychological factors like intelligence, emotional intelligence, emotional maturity, creativity, motivation, adjustment, self-concept, self-efficacy, depression, anxiety, stress etc. the present study aims to discuss the various psychological factors that determine the human character and personality.

Keywords: intelligence, emotional intelligence, emotional maturity, creativity, motivation, adjustment, self-concept, self-efficacy, depression, anxiety and stress.

INTRODUCTION

There are people involved in work. Humans are complex beings, and interactions within and between their internal biological, psychological, and social systems and their physical and social environments determine their behaviour and health. These psychological concepts have application to human professional practise (Caponcchia, 2012). Psychology is defined as “the scientific study of behaviour and mental processes” (Coon & Mitterer, 2010). Human beings are mainly guided by various psychological factors that directly or indirectly shaped the behaviour of them. Psychological factors include intelligence, emotional intelligence, emotional maturity, creativity, motivation, adjustment, self-concept, self-efficacy, depression, anxiety, stress etc. Even though students are the

main focus of education in a constructivist environment, it cannot be successfully run without a teacher’s assistance (Roy & Saha, 2021). And the teacher’s assistance is solely based on various psychological factors of the learners.

INTELLIGENCE

If we look around us, we will notice that human behaviour is diverse in terms of how people reason, learn, and carry out tasks. For instance, some people are better than others at recalling information; some have the ability to direct their attention; and so on. We can detect these distinct characteristics as we go about our daily lives. One of the psychological characteristics that has attracted psychologists’ attention greatly is individual differences in intelligence. The scientific investigation of intelligence by Charles Spearman, who proposed that it could be understood in terms of a general ability that pervaded all intellectual tasks and specific abilities that were specific to each individual intellectual task, is often credited with giving rise to the modern study of intelligence (Spearman, 1927). According to definitions, intelligence is a mental capacity that includes the capacity to reason, plan, solve problems, think abstractly, understand complicated concepts, learn quickly, and learn from experience. It goes beyond simple book learning, specialised academic knowledge, or test-taking acumen. Whether the subject, shape, difficulty, complexity, or abstraction of a mental activity, intelligence is the mental capacity that influences all of

these mental processes (Karmakar et al. 2016).

EMOTIONAL INTELLIGENCE

Emotions are stronger, pass more quickly, and have a specific goal or reason (Mondal & Saha, 2017). It has been discovered that emotional intelligence is a predictor of life satisfaction, psychological adaptation that is healthy, better interactions with peers and family, and greater parental warmth. Also, it has been discovered that having lower emotional intelligence is linked to aggressive conduct, abusing drugs and alcohol, and engaging in delinquent activities (Kar et al. 2016). According to Salovey and Mayer (1990), the ability to monitor one's own and other people's feelings and emotions, to distinguish between them, and to utilise this information to inform one's thinking and behaviour is referred to as emotional intelligence (Mondal et al. 2014). The ability to recognise our own feelings and those of others, to motivate ourselves, and to effectively manage our own and other people's emotions is known as emotional intelligence, according to Daniel Goleman (1995). The goal of emotional intelligence is to build a bridge between the head and heart, which are the two diverse human circumstances that make up one human body. Such a fusion of significant human emotions is crucial in determining human achievement. The complex facets of both emotion and intelligence are included in the concept of emotional intelligence (Kar et al. 2014).

EMOTIONAL MATURITY

Human behaviour is rational and considerate on a broad scale. Yet emotions generally govern our behaviour. To comprehend a child's behaviour, one must comprehend their feelings. As emotions play a significant role in human life, it is crucial to comprehend what emotions are, the nature of emotions, the functions of various emotions, and how emotions are created in order to comprehend the nature of

a child's emotions. Given that people are logical beings, emotions have a significant and wide-ranging impact on how they behave. The child's emotional growth determines the development of a healthy personality (Sutradhar & Sen, 2022b). To comprehend the nature of a child's emotions, it is crucial to comprehend what emotions are, what makes them tick, how they differ, and how they evolve. The emotional growth of the child affects their personality. Living a healthy life requires proper emotional growth and expression. Emotional behaviour would not be well-balanced and socially acceptable if emotional development is not healthy. Many emotional issues and anomalies will manifest in a person's life if their emotional growth is not in a healthy state (Sutradhar & Sen, 2022a).

CREATIVITY

No longer is creativity a biological constant. It is viewed more as a "variant" that is continuously impacted by environmental, socioeconomic, and cultural factors. Finding and cultivating a child's creative potential in the classroom has become more important since psychologists and educators realised the value of creativity in human development (Saha, 2012). Being sensitive to issues such as deficiencies, gaps in knowledge, missing components, disharmonies, and so forth is a necessary step in the creative process. Other steps include identifying the problem, looking for solutions, speculating, or formulating hypotheses about the deficiencies, testing and retesting these hypotheses, possibly revising and retesting them, and finally communicating the results (Saha, 2013).

MOTIVATION

An individual or a child might be motivated to complete a task for any reason, not just the activity they need to accomplish well. This is known as motivation (Ansary et al. 2021). To keep moving forward and attaining goals, motivation is essential for effectively managing the possibilities,

challenges, and time of daily living. When people are satisfied and motivated to work hard to achieve goals, the organisation benefits. Both students and teachers need to be motivated. Focus is encouraged in students by motivated professors. Teachers are inspired to teach by pupils who are driven to learn. It takes selflessness to teach. Throughout the life of a person, motivation is crucial. The process of human development never stops. Humans face numerous challenges every day. Some of the challenges are brought on by natural disasters, while others are brought on by illiterate society and less useful government policies and regulations.

ADJUSTMENT

Darwin introduced the idea of adjustment first and used it as a form of adaptation to live in the physical world. Humans have the capacity to adapt to the physical, social, and psychological demands that result from being dependent on other people. It is the psychological process of adjusting to and handling their difficulties, challenging tasks, and daily necessities (Kar et al. 2016). The behavioural process of addressing incompatible demands or needs that are hampered by environmental difficulties is known as adjustment (Adhikari, 2023). In psychology, adjustment is the behavioural process that allows people and other animals to maintain balance between their varied demands or between those wants and the constraints posed by their environments. Humans have the capacity to adapt to the physical, social, and psychological demands that result from being dependent on other people (Paramanik et al. 2014). As humans are social being, social adjustment is one of the key factors in life. The goal of social adjustment is to attain balance in interpersonal interactions, which is frequently made possible by the effective use of social skills. In order to comprehend a person through his behaviour, psychologists are particularly interested in the process of adjustment (Kundu et al. 2015). We live in a world where we have

opinions on others and vice versa since we are social beings. Everyone longs to be acknowledged and accepted by society. In order to fit in with others, we try to act in conformity with social norms. A person is referred to as socially adaptable or adjustable when they can successfully follow or conform to the customs, values, regulations, etc. set by that society as an eligible member of that society (Ansary et al. 2022).

SELF-CONCEPT

The general opinion people have of their own personalities and behaviours is known as their self-concept. It is frequently used as a measure of pupils' academic success. The totality of an individual's thoughts and views about who they are can be viewed as their self-concept. Self-concept is often characterised as the image we have of our bodies, capacities, impressions, etc. (Bailey, 2003). To better comprehend self-concept, though, let's dissect its definition in more detail. Self-concept, according to some, is made up of a multitude of distinct things we know about ourselves. Knowing our material self, interpersonal self, and intrapersonal self can all contribute to our sense of self (Epstein, 1973). Realizing that we are individual objects and that we can control our own behaviour is another crucial component of self-concept, however to what extent this is true differs among cultures (Johnson, 1967). We are conscious of the categories we belong to, such as those based on our age, gender, race, etc. in our self-concept. That implies that our sense of ourselves is a complicated, nuanced construct. A person's self-concept evolves in social settings under the influence of those we frequently deal with. Self-concept aids people in developing their personalities, whether they are positive or bad (Singh, 2015). It comprises one's perceptions of oneself, others, society, and experiences as well as his beliefs, values, objectives, and attitudes (Roy & Saha, 2023).

SELF-EFFICACY

One of the groups most impacted are the innovative young adults who will shape the future of the countries. They are suffering from trauma and mental instability in the present scenario. They are consistently losing their self-efficacy, or one's confidence in one's ability to carry out an action. Self-efficacy, according to Bandura, is the confidence in one's ability to plan and carry out the actions necessary to handle potential scenarios (Cherry, 2020; Sen et al. 2021a). General and specific self-efficacy are the two main categories of self-efficacy. An individual's view of his or her capacity to perform in a range of circumstances is known as general self-efficacy. An individual's judgement of his or her capacity to carry out the tasks particular to a scenario is examined by task-specific self-efficacy (Dullard, 2014).

DEPRESSION, ANXIETY AND STRESS

In the current stressful scenario, anxiety, depression, and stress have become increasingly common. Individuals from various walks of life and locations around the globe are coping with the same state of mental anguish. Due to the disruption of their typical lives, the people are now experiencing more stress, worry, and sadness. Depression is a type of illness that affects how we feel and think, whereas anxiety is a state of excessive concern and fear about some aspect of day-to-day living (Gayen & Sen, 2021). A unique interaction between the person and the environment that the person feels to be exhausting or beyond his or her resources and putting his or her well-being at danger is what stress is, according to the American Psychological Association (Lazarus & Folkman, 1984). In the words of Debowska et al. (2020), depression is a condition that causes a person to lose interest in routine tasks, whereas anxiety is a person's fear of the unknown, and stress is a reaction to any kind of occurrence that puts us in danger (Sen et al. 2021b). This depression, anxiety and stress is affecting the academic

resilience of human beings. The ability to deal with academic difficulties including stress, failure, and boredom is referred to as academic resilience (Mahato et al. 2023). Whereas, a fairly prevalent factor for the vast majority of students is academic stress (Mahato & Sen, 2021).

CONCLUSION

There is frequently discussion over whether to emphasize individual accountability for behaviour change or establish institutional frameworks that support and facilitate healthy lifestyles. According to the present study, various psychological factors play an important and significant role in defining the character of human beings. Besides the only sure-fire way to teach successfully and efficiently is with interest and enthusiasm. The main element in learning achievement is interest (Rajak & Gayen, 2022).

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