Course Code	D	P	S	Y	5	2	3	Course Title	**PERSONALITY THEORIES**

Weightages	
CA	ETE (TH)
30	70

Course Content:

Sr. No.	Content
Unit 1	**The study of personality:** definitions, nature, types of assessment, research in personality
Unit 2	**Psychoanalytic Approach (Sigmund Freud):** Introduction to Psychodynamic Theories of Personality, Psychoanalytic Theory by Sigmund Freud
Unit 3	**Contemporary Freudians:** Carl Jung, Alfred Adler, and Erikson.
Unit 4	**Neo Freudians:** Eric Fromm, Horney, Sullivan,
Unit 5	**Type approaches:** William Sheldon, Ernst Kretschmer, Friedman & Rosenman , and MBTI
Unit 6	**Trait approaches**: Raymond Cattell, Gordon Allport, Hans Eysenck, Costa and McCrae.
Unit 7	**Humanistic:** Abraham Maslow, and Carl Rogers
Unit 8	**Cognitive Approaches:** Rollo May, George Kelly, Rotter and Mischel
Unit 9	**Social Learning Approaches:** B.F. Skinner, Miller and Dollard, Albert Bandura
Unit 10	**Facets of personality:** Julian Rotter's locus of control, Marvin Zuckerman's sensation, Martin E.P. Seligman
Unit 11	**Stress, Adjustment and Health differences:** disease-prone personalities, personality and coronary-proneness, human termites, self-healing personality.
Unit 12	**Cultural and Ethnic differences:** group influence, culture effects, socioeconomic influence, language, culture and testing.
Unit 13	**Personality in Perspective:** The genetic factor, Environmental factor, Developmental factor, Learning factor, Conscious and Unconscious factors.
Unit 14	**Indian Perspective:** Theory of self in Indian Thought, types of personality, Bhagavad Gita , Ayurveda & Buddhism

Readings: THEORIES OF PERSONALITY by HALL, C.S AND LINDZEY, G AND CAMPBELL, JOHN, B, WILEY, 4th Edition (2014).

Additional Readings:
1. PERSONALITY THEORIES by DUANE P. SCHULTZ, SYDNEY ELLEN SCHULTZ 1st Edition, (2012), CENGAGE LEARNING

UNIT 01: The Study of Personality

Objectives

- Provide an overview of the concept of personality
- Provide an overview of the controversies in the field of personality
- Introduce some of the methods used to measure or evaluate personality
- Describe different types of personality tests, including the Minnesota Multiphase Personality Inventory and common projective tests

Introduction

To explore the answers of different dimensions of individual differences, their dynamics, nature and extent of variability, personality psychology emerges. This particular segment will explore an analytical explanation of different personality theories -among them we may find certain theories are on the house with others & some are antithetical to each other.

1.1 Definitions

The basic question comes to our mind, that how we will define Personality and the researchers are of inquisition of the impact of personality on individual's responses & their makeup.

In this chapter, an attempt has been made to the literal meaning of personality. Personality is the comprehensive aggregate of our responses and attitudes. It is the one which denotes an unique style of each individual of this universe.

It is the most characteristic nature, by which a person thinks, feel, & act throughout his life. It is differing from character, which includes value judgment of an individual's morality, it is also not be equated with temperament, the in-born qualities of a person-like irritation and adjustability. Both these two are important segment of personality. Personality gives distinctiveness and uniqueness to an individual's behavior which arises from a shape of relatively stable and distinct feature – traits have typically distinct feature which gives an impact on our behavior, these features particularly separate us from other individuals. For example, one may express himself as admiring or true person- which are the examples of personality qualities. When it is said that you are admiring, it means in every occasion you will be admired, like in a day-off, with someone you are not well in touch or in tension you can behave out of your characteristics. That is why, these characteristics are being measured on a scale.
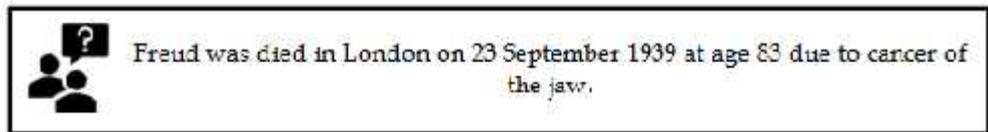
"Personality is the organization of characteristics behavioural traits which serve to describe an individual."- Garrett 1975.

"Personality is that which permits a prediction of what a person will do in a given situation"- R.B. Cattell 1950

"Personality is the dynamic organization within the individual of those psychophysical systems that determines his unique adjustment to his environment."- Allport
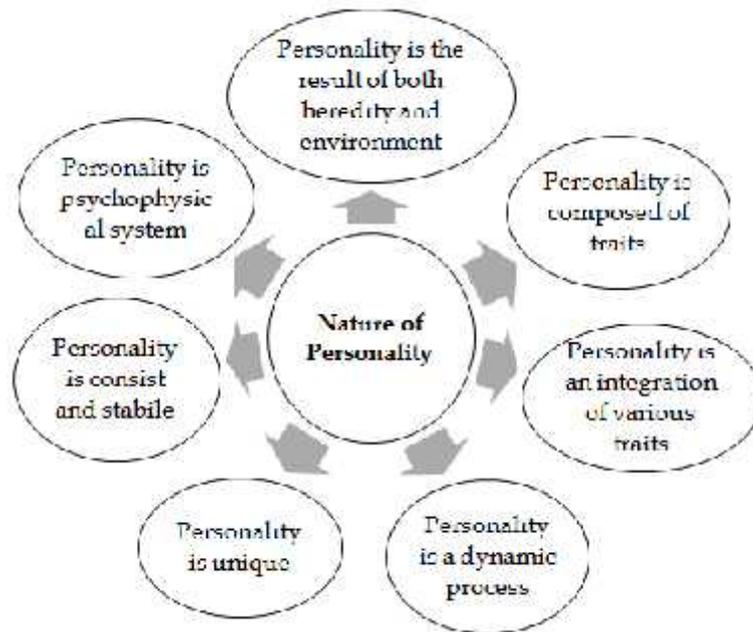
"Personality is the entire mental organization of a human being at any stage of his development."- Warren

Let's take our attention to the word trait; this word needs to be known in dept when it comes to personality. Traits are unique characteristics that influence our behavior; these characteristics typically separate us apart from other people.

> Freud was died in London on 23 September 1939 at age 83 due to cancer of the jaw.

1.2 <u>Nature</u>

1. Every individual is distinctive in personality. In consideration of inner & outer qualities, personality is distinctive and special to each one of us. Other persons cannot copy the same qualities in their expression in exactly the same manner.

2. Every person has certain stable feelings & also certain enduring characteristics & virtues. So, it has been referred to as Personality is the comprehensive aggregate of long-lasting characteristics which express themselves as social behavior, which make an unique adjustment with the surroundings.

3. It has been reflected that personality has the potential to change the dynamics of the individual within the environmental situation. It changes by the process of learning new stimuli, & all the characteristics we are not acquiring all together.

4. Social exchange plays an important role in framing personality. When we interact with other people, in the process of interpersonal communication, we acquire certain chrematistics of others, which include in our personality.

5. Certain dynamic and social characteristics are combined together to give us a predisposition to act in a certain way, which in turn, builds our personality. In this way one person's behavior differs from another & personality becomes unique for an individual. Personality represents a unique organization of persistent dynamic and social predisposition: In personality various qualities are not put together. They are, in fact, integrated into one. This integration is nothing but a result of organization which may be different from man to man. The behaviour of a person directed to one particular individual may differ from the behaviour of another person. That is why; we put the condition of suitable environment. This suitability is concerned with individual specificity.

1.3 Foundations of Personality

From different terminology, it may be framed that personality is rooted on the following structures. These are (i), Physiological structure of the organism, (ii) Psychic structure of the organism and (iii) Social and cultural structure. All these three formulates build the basis of Personality.These structures contribute to the formation of personality.

Individual is born with certain physical and psychological traits or structures. The physiological and psychological traits react to the social and cultural atmosphere. Consequently, the personality is made up. Various structures that form the personality are discussed below.

1. *Physiological structure:*

This component has the major emphasis on the personality development. It starts from the conception. Heredity and environmental factors contribute together for building personality. Heredity influences intellectual & psychological components. Heredity components can only be effective after proper expression through cultural contexts are being exposed. In cultural characteristics, it can be transmitted from one generation to another. Heredity gives the core material on which the structure of personality can be made.

2. *Psychic Structure of the Personality:*

It is considered to be (a) attitudes (b) traits, (c) sentiments (d) feelings and emotions (e) values and ideals are the psychic structure of personality.

Attitudes emphasize on mental make-up & later on bodily characteristics. Traits are the inherited potentials of a person. Individual's behavior is greatly moved by emotions and sentiments . Emotions are transients but sentiments are long lasting. Feelings are also short-lived. From feelings, emotions are made. Personality is also influenced by values and ideas. It has been said that all human behaviors are far and more controlled by values and ideas.
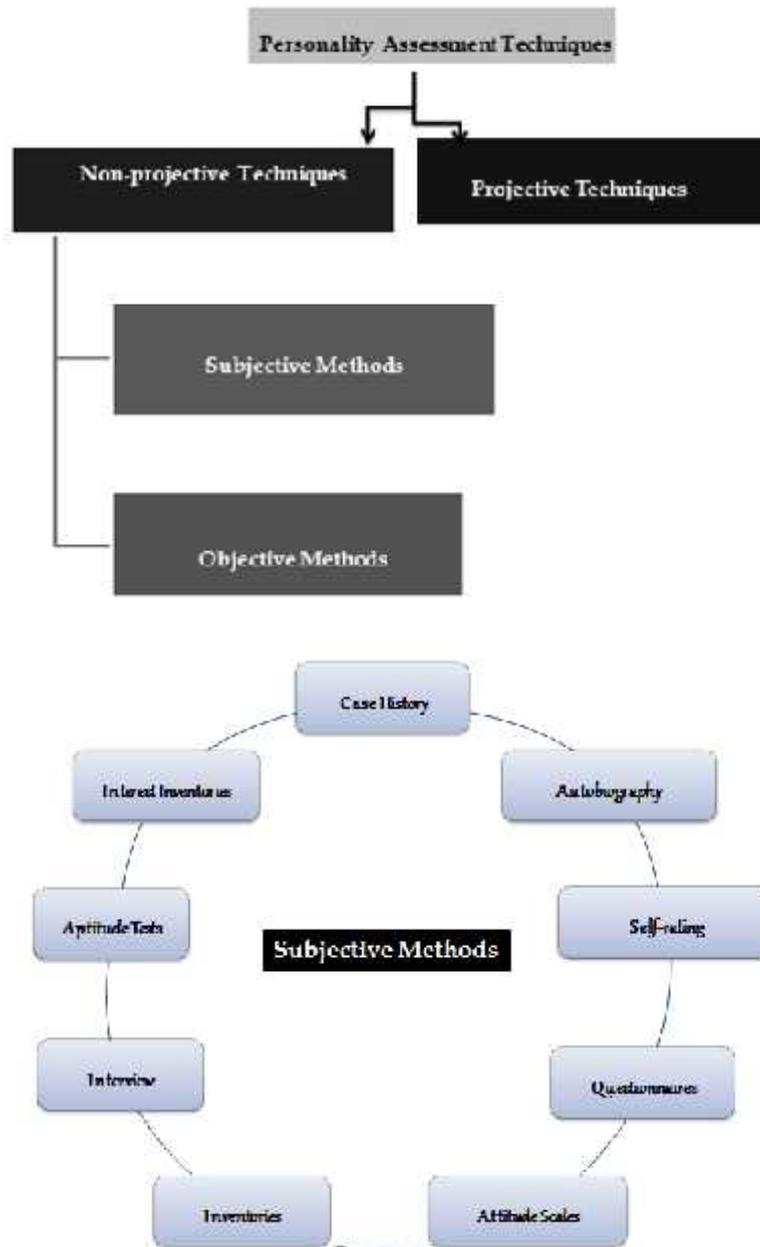
3. *Social and Cultural Structure:*

Individual is born and brought up in a society which has a definite culture of its own. Cultural influences are very much observed in our attitudes. Every culture has its own sub-culture, which has also an impact on personality. The child imitates the pattern of behavior of his parents. Children brought up in the same family, may have different personality, as because they come into contact with different persons in the society which has an important effect on moulding their personality.

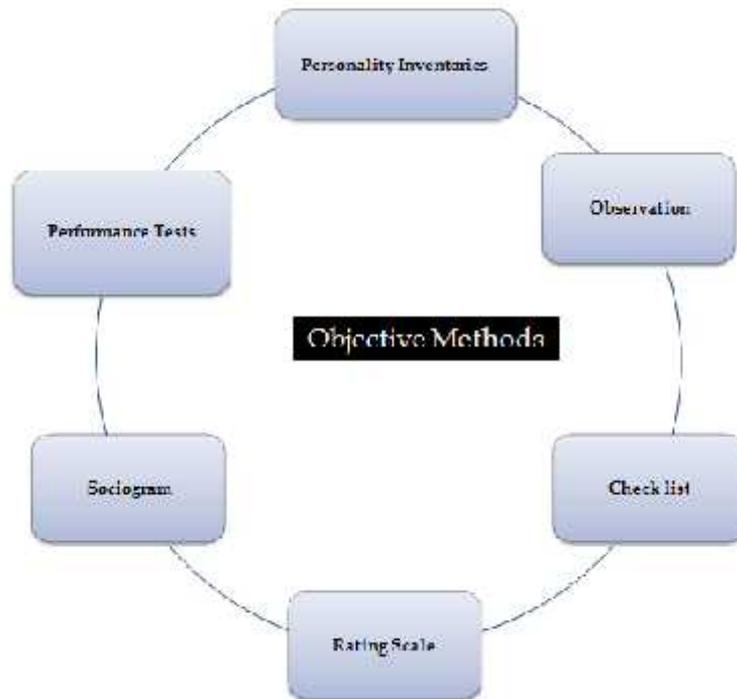In 1902 Freud founded the Vienna Psycho Analytical Society.

1.4 Types of Assessment

Different tests for assessing personality has been framed which are being used in research purpose, forensic setting and also in clinical diagnosing. These assessment can estimate the personality style of the individual.

Personality Assessment Techniques

Non-projective Techniques

Projective Techniques

Subjective Methods

Objective Methods

Subjective Methods

Case History

Autobiography

Self-rating

Questionnaires

Attitude Scales

Inventories

Interview

Aptitude Tests

Interest Inventories

1.4.1. Objective Tests

This type of test is not influenced by the examiner's own judgement. It can be quantified by giving numerical values to the responses of the individuals. According to the norms, the responses can be scored & interpretation can be made.

Self-report questionnaire is the simplest form of objective assessment of personality. Some of the more widely used personality self-report measures are the "Myers-Briggs Type Indicator, Neo Pi-R, MMPI/MMPI-2, 16 PF, and Eysenck Personality Questionnaire".

1. Myers-Briggs Type Indicator

This is an adoption of the famous contribution of Carl Jung's theory of personality. For non-clinical population, in Western Countries, MBTI is a popular inventory. From the Jung's Concept, MBTI assesses Personality on two dimensional four factors. These are Introversion- Extraversion, Sensing-Intuiting, Thinking-Feeling and Judging-Perceiving.

2. Neo Pi-R

This personality assessment was framed to assess the personality of the individual by using Five-Factor model. Those are openness to experience, conscientiousness, extraversion, agreeableness & neuroticism.

3. Minnesota Multiphasic Personality Inventory (MMPI)

This is a paper-Pencil test. It was designed by S. Hataway in 1940s. It has 550 questions with yes/no type of responses. It was revised by many psychologists. It has two versions- MMPI-1 & MMPI-2.
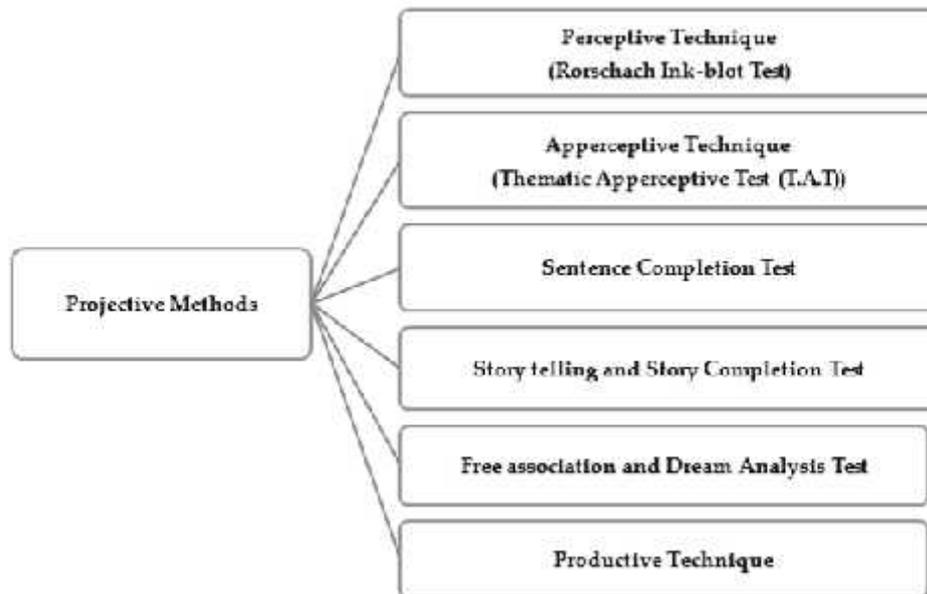
4. 16 PF

This questionnaire was framed by R. B. Cattell. It includes 16 personality factors. Which are placed in two dimensional way. Cattell has found those factors by factor analysis. He also mentioned that these are first order factors and along with he put forward 4 second order factors. After calculating the scores a person can get an idea of his personality through a graphical presentation.

5. Eysenck Personality Questionnaire

It was framed by Eysenck. It has three dimensions Introversion, Extraversion, Neuroticism and Psychoticism. It has a distinct feature, that is it has lie scale.

1.4.2. Projective Measures

Projective measures were framed on the principle of Freudian Ego -defense mechanism. In that Freud mentioned one defense that is projection. Individual's trend is that he wants to project the repressed wishes to others. Based on this concept, Projective tests were framed. It is also because in questionnaire people try to fake responses. Projective tests are designed in such a way that the subject has to give his comments on some meaningful or meaningless pictures. The most widely used projective tests are Rorschach Ink Blot test, Thematic Apperception test.

Perceptive Technique

1. The Rorschach Inkblot test- Hermann Rorschach developed this test during 1960s. It consists of 10 inkblots cards which assess a person's personality characteristics and emotional functioning. This test is done in two stages, wherein, the first stage is the performance or free-association stage where the subject is asked to tell whatever they see in the card. The next stage is the enquiry, where the administrator takes a detailed response of the subject by asking what, how and on what basis the subject made the judgement.

2. The thematic apperception test- It was developed by Murray and Morgan in 1938. This test contains 30 cards with vague, ambiguous pictures of random people. The subjects are shown cards one at a time and are asked to describe the image on the card by making up a story; what let up to the situation, what is happening at the moment, what is going to happen and what the characters are thinking, etc. This test is particularly helpful in revealing a person's underlying motives, concerns and the way they see the social world.

3. Sentence- completion test- This is a semi- projective test which has a series of incomplete sentences. Only the first half of the sentence is given, and the subject is asked to complete the sentence with whatever comes to their mind while reading the sentence. This test helps reflect the subject's their attitudes, motivation and hidden conflicts.

4. Draw-a-man test- This can also be called as a projective personality test or a cognitive test. It was originally developed by Florence Goodenough. The Indian version of this test is given by Pramila Pathak. It majorly focuses on assessing the intelligence of children between ages 4-15. It is a simple test in which the subject is asked to draw a human figure on a sheet of paper using just pencil and the drawing is then evaluated by the administrator. The test can be used for various purposes- to assess the personality of the subject, to examine any hidden disorders and to measure intelligence of children.

> https://www.mentalhelp.net/psychological-testing/thematic-apperception-test/

1.5 Research in Personality

Researchers have been shown that trait concept has been taken into widest popularity in assessment of personality. For clinical psychology, TAT & Rorschach Ink Blot Test has got immense importance. Apart from those from non-clinical perspective, MBTI EPQ have got popularity for assessing personality. A greater trend has been found to eagerness of the individuals to know their

personality status on those Tests. Personality assessment has now become more predominant in psychology.

1.6 Summary:

Personality is an important concept in psychology. To know its nature and extent is very essential in today's modern world, to know how a person differs from one another. In this context, it is also seen essential to measure personality. The heredity and environmental influences on personality is very distinct in characteristics. Cultural influences are also giving impetus to its nature. The dynamics of personality in that sense seemed to be relevant by different theorists in past and present world. It is very interesting to denote that personality has manifold importance in different branches of psychology.

1.7 Keywords: Personality, trait, openness to experience, conscientiousness, extraversion, agreeableness and neuroticism, MMPI, 16 PF, projective tests, objective tests, TAT, Rorschach test.

1.8 Self-Assessment

1. Who give R = f (P, S).
   A. Freud
   B. Cattell
   C. Jung
   D. Allport

2. Who among following give Cardinal traits?
   A. Freud
   B. Cattell
   C. Jung
   D. Allport

3. According to _____ "Personality is the totality of behaviour of an individual with a given tendency system interacting with a sequence of situations."
   A. Cattell
   B. Jung
   C. Clarke
   D. Munn

4. Sixteen Personality Factor (16PF) is related toCattell
   A. True
   B. False

5. In 1922 _____received his Ph.D degree from Harvard University under the direction of Herbert S. Langfeld.
   A. Munn
   B. Skinner
   C. Anna O
   D. Allport

6. Cardinal and Central traits are given byAllport
   A. True
   B. False

7. Pattern and Growth in Personality was written by.
   A. Allport
   B. Freud
   C. Both
   D. None

8. Jung divided personality into Extrovert&Introvert
   A. True
   B. False

9. The term personality is derived from
    A. Greek word
    B. French word
    C. English word
    D. Latin word

10. The Myers-Briggs Type Indicator (MBTI) is based on Carl Jung's theory of personality

    A. True

    B. False

11. The Rorchach test consists of ten inkblots, which were created by _____.
    A. Allport
    B. Freud
    C. Herman Rorschach
    D. None

12. The concept of The Proprium or Self is given by_____.

    A. Freud

    B. Allport

    C. Wood worth

    D. Langfeld

13. The introvert personality is:

    A. Independent, avoiding others and hard worker.

    B. Practical.

    C. Losses follow up.

    D. None of the above.

14. Type B personality

    A. Seeks challenge.

    B. Relaxed.

    C. Prone to stress.

    D. None of the above

15. Roger's defines the _____ as an organized, consistent, conceptual gestalt composed of perceptions of the characteristics of the 'I' or 'me'.

    A. The self concept

    B. The work concept

    C. The team concept

    D. None of the above

01	02	03	04	05
B	D	B	A	D
06	07	08	09	10
A	A	A	D	A

11	12	13	14	15
C	B	A	B	A

1.9 <u>Review Questions</u>

1. Define personality. Discuss the nature of personality.

2. What are the different types of personality assessment?

3. Write a short note on Rorschach test.

4. Discuss TAT.

5. Define objective tests.

6. Explain 16PF.

7. Name five personality factors

When JOY was young, Greg's father was consistently promoted at work for his diligence. Greg saw this and learned to be a conscientious worker himself. This fact could most easily provide evidence for whose theory of personality?

Further Readings

Personality and Intellectual Competence. Tomas Chamorro-Premuzic and Adrian Furnham. LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS 2005 Mahwah, New Jersey London.

Personality and Social Behavior - Frederick Rhodewalt. Personality As a Affect Processing System - Jack Block. Personality Assessment - Steven Smitth.

Personality Identity and Character Explorations In Moral Psychology - Darcia Narvaez. Personality in Adulthood - Robert McCrae

UNIT 02: Psychoanalytic Approach (Sigmund Freud)

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Introduction

2.1. **Psychoanalytic Theory by Sigmund Freud**

    2.1.1. Main Concepts of Psychoanalytical Theory

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    2.1.4. Psychosexual Stages of Personality Development

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2.4 Key Notes

2.5 Self-Assessment

2.6 Review Questions

Further Readings

Objectives

- After going through this unit, you will be able to:
- Understand the psychoanalytic theory of Sigmund Freud
- Describe the dynamic interaction between the id, ego, superego and the outside world
- Explain the various defense mechanisms
- Present the psychosexual stages of development as put forward by Freud

Introduction

Psychodynamic concept is mainly formulated to reveal the underlying concepts of the mind. Sigmund Freud was the pioneer of this field. Along with his, Adler, Jung, Erikson and many neo-Freudians have framed psychodynamic concept. First attempt was made by Freud with his immense contribution on the structure of personality, topographical aspects of mind, psycho-sexual development of the children, defense mechanism of the ego, one by one he postulated wonderful theories in psychodynamics His theory was reframed by different contemporary psychologists like Adler, Jung and Erikson. Freud was influenced by WilhelmWundt and believed in the psychology of consciousness. He described three levels of consciousness- viz, conscious level, preconscious level and unconscious level. He first mentioned the existence of unconscious where all repressed

wishes and desires are being dwelt in. He mentioned that 90 % of our psyche holds the unconscious. Freud proved the existence of unconscious by analyzing the dream. He said, "Dream is the royal Road to Unconscious ". His different theories of psychodynamics are so much discussed that sometimes it has been felt that his theory can contribute solely the subject matter of psychology. Later on Adler believed on personology where he stressed on Individual Psychology where he stressed upon the birth order to determine the personality of the individuals. Jung postulated "Analytical psychology" where he mentioned 'collective unconscious' along with personal unconscious which is similar to Freud's unconscious,. In collective unconscious, Jung mentioned the cultural importance to frame the personality of the individuals. He mentioned different archetypes in this context. Jung also mentioned personality type which has become so popular – known as- Introversion and extraversion. Erikson gave Psycho-Social development stages of Individuals which unlike Freud has been continued from conception to death. He mentioned eight different stages of human life where the personality can be grown. Freudmade a technique for the treatment of mental illness and he named it as psychoanalysis which has been the first psychological treatment regime for the mental illness. In this method the patient is asked to close his eyes and after being seated in a couch he is instructed to say what is coming to his mind without hiding any unsocial or obscene words. Freud called it free-association. This technique was so popular that by the name of this technique Freud's theory was popularly known as psycho-analytic theory. In this short span we will discuss different Freudian concepts of psychodynamics.

> *Freud was drawn into medicine, not because he loved medical practice, but because he was intensely curious about human nature*

Freud said that personality of a person can be framed within childhood. He gave his theory of Psycho-sexual development of the child in this context. He told that "Sex is the nasty necessity of human life". Freud mentioned that the child from the very onset of birth showing sexual gratification which he named as erogenous activity and there are different zones for gratification, which are known as erogenous zones.He differentiated the stages of psycho-sexual development as- oral stage, anal stage, phallic stage latent stage and genital stage. We will discuss in detail about this in later part of this chapter.

> *When Sigmund was three, the two Freud families left Freiberg. Emanuel's family and Philipp moved to England, and the Jacob Freud family moved first to Leipzig and then to Vienna.*

2.1 <u>Psychoanalytic Theory by Sigmund Freud</u>

In the late 1800s and early 1900s, Freud developed a technique that he called psychoanalysis and used it to treat mental disorders. According to this theory, Freud mentioned that free association, interpretation of dreams and analysis of case history can get the impression of the patient's dynamics of his/her psychological problems and also give the way for cure. He got this idea from the classical case of Anna O who was suffering from lower limb paralysis and all the doctors were in same opinion that he could not be cured. Freud used the technique of free association and after few months Anna was able to walk properly. She could release the repressed unsolved conflicts of her early childhood with some adverse relation with her step- father. Psychoanalysis was so popular that Freud's theory was known as Psycho-analytic theory.

> *Punishment and suppression often create feelings of anxiety, and the anxiety in turn stimulates repression*

2.1.1. Main Concepts of Psychoanalytical Theory

Psychic Energy (Libido)

Freud mentioned libido as the reservoir of energy and it is biological in nature. According to him, this libidinal energy cannot make its way to fulfill because of societal pressure. If it will be fulfilled

or gratified, the person will be humiliated or it may be regarded as unsocial. So individual represses those libidinal energies into unconscious level of mind, sometimes those energies are so potent that those want to come into conscious, and that time neurotic anxiety occurs. Id is the structural component of libidinal energy and these are irrational in nature. They want immediate gratifications. But ego, the executive of mine controls the libidinal energy to come into conscious level and pushes them into the unconscious. This libidinal forces are mostly unfulfilled desires which are the main cause of neurotic tendencies, according to Freud.

Drive

Drive is the urge of libidinal energies when the individuals are driven by those energies. Mainly the drive force was controlled by the Id. A drive is characterized by four features (1) Source the bodily stimulus or need (2) impetus the amount of energy or intensity of the need (3) aim its goal and purpose (to reduce the excitation) and (4) object the person or object.

Instincts

Instincts are the expression of the inner drives and it is manifested through our behavior. Instinct are the basic generic qualities which may be the characteristics of that particular species. So it is mostly physiological in nature. Freud believes that our behavior is largely governed by instincts, rooted in the unconscious part of the mind. Instincts have four basic characteristics: (1) a source in some bodily deficit, (2) an aim gratification of the need, (3) an impetus that propels the person to act, and (4) an object through which the instinct achieves its aim.

Types of instincts

Freud grouped the instincts into two categories
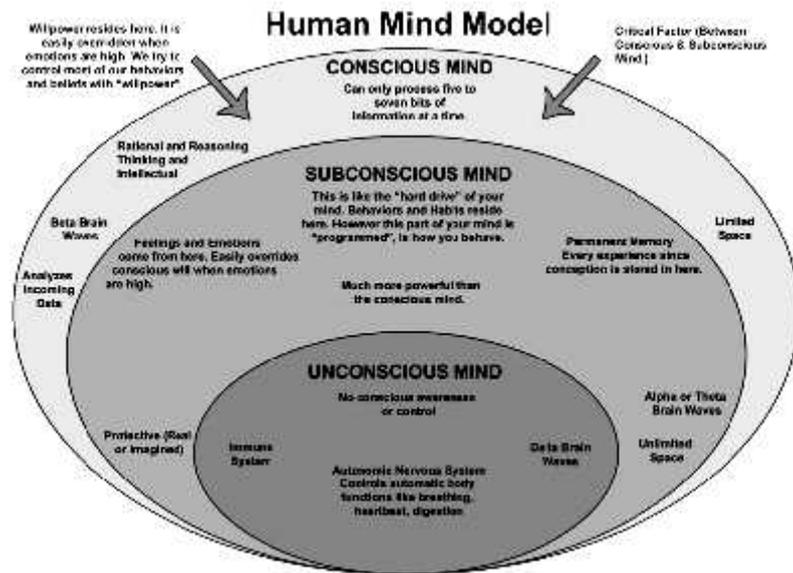
Life instincts

Freud named the life instinct as 'eros' which means any positive activity which can elongate the life potentials. Positive expression of life instincts and its proper fulfillment can reduce the neurotic elements in life and which in turn make the person free from any mental diseases. So life instincts are very healthy for our life.

Death instincts

Freud named the death instinct as 'Thanatos'. Any negative instincts like aggression, frustration, depression leads to mental illness. So increment of death instincts give the person be in unhealthy condition and it should be eliminated as far as possible. It leads to death of an individual.
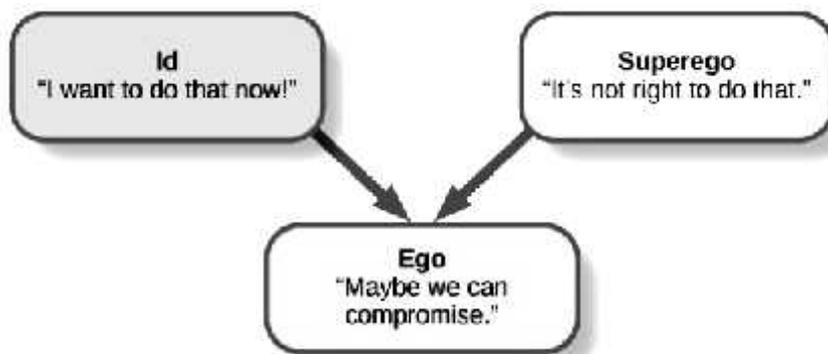
2.1.2. The Levels of Personality

In this segment, Freud postulated his theory of "topographical Aspects of Mind" where he mentioned three levels of consciousness, viz, conscious level, preconscious level and unconscious level. He mentioned that conscious level mainly deals with our conscious experiences and it is governed by reality principle. Freud stressed on unconscious level, he said that all of our repressed and unfulfilled desires are pushed by ego to the unconscious level because those are irrational and it will cause self-humiliation and embarrassment on the part of the ego, so ego represses those elements to the unconscious. Freud said that through dream analysis we can confirm that the existence of unconscious. When those repressed wishes have more affective loading then those are coming in a disguised form in our dream, that is why we have two contents of dream- 1) manifest content, 2) latent content. Manifest contents are those which we are dreaming and latent content gives the inner dynamics of those dreams. Freud also mentioned that when those elements have more force than it wants to come into the conscious, but due to ego it cannot come to the conscious in its real form, it comes in a disguised form- in the form of slip of the pen, slip of the tongue, forgetting of a common name etc. Freud called it 'psychopathology of Everyday life'. It happens in our Pre-conscious level of mind. Freud mentioned, "we forget because we wish to forget". He mentioned that these sips and forgetting have some unconscious repression for that we cannot perform it in a proper manner. His topographical aspects of mind has got immense importance because of the existence of unconscious.

2.1.3. The Structure of Personality

Structure of personality includes three major parts of the mind Id, Ego, and Superego.

*Id:*Freud mentioned the most primitive part of our personality structure is Id. It is governed by pleasure principle. It needs immediate gratification. It is irrational in nature. It is full of impulsive gratification, mainly the impulses are libidinal in nature. Due to ego, most of the time Id cannot get gratification. For that those impulses are repressed into unconscious by the ego if it has more forces to exhibit for gratification. Freud said that these repressed impulses our neurotic conflicts occur and we are prone to psychological diseases.

*Ego:*Ego is the executive of mind. It is representing the self. It mediates between the Id and Super-ego. It is governed by reality principle. it always protects our self. Anything which can cause harm to the self, ego comes into action. Ego takes the advice of the Super-ego and tries to fulfill the impulses of Id as afar as practicable.

Super ego: Super-Ego is the third part of the structure of Personality. It is our conscience-the right and wrong judgement. It deals with morality. It gives the ego a moral lesson. It always concerns with the good or bad. This morality we learn from the environment.

http://journalpsyche.org/research-papers/index-by-topic/

2.1.4. Psychosexual Stages of Personality Development

Freud's most prominent contribution in the modern psychology is the psycho-sexual development of the children. He said that the personality of the individual can be framed on the gratification of each stage. All the psychological and personality aspects are being formed due to over gratification and under gratification of those erotic desires. Freud mentioned that sex is here the gratification of libidinal impulses in each stage. He also pointed out that due to changes in the life processes, the erogenous zones are changing according to the age group.

1.   Oral stage (0-1 year)

In the first stage, the erogenous zone is mouth. The child's gratification is centered in mouth. He sucks the nipples of the breasts and after 1 year he want to bite it for seeking gratification. The child gets food (breast milk) for that he is very much fond of mother and to remove hunger he depends on his mother. If the mother feeds him after he is satiated, he will be over gratified which leads to hyperphagia-excessive eating in later stage of life. If the child is underfed, he will develop anorexia, lack of appetite in later stage of life.

2.   Anal Stage (1-2 years)

After 1 year the child's erogenous zone will be anus. He gets satisfaction by discharging his feces or withholding it. During this time, toilet training is being done. If the parents are very strict and commanding in toilet training, the child will hold the feces for long time. It gives anal retentive personality in later stage of life. The person may be orderly, stringent and very obstinate. During holding the feces, sometimes the child is unable to hold it, and he excretes it inappropriate place and time, soiling the bed, soiling the dress etc. it gives rise to anal- expulsive personality in latter stage of life- the individual becomes- aggressive, gives way everything to others etc.

3.   Phallic Stage (3-5 years)

In this stage the erogenous zone will be the sex organ. The child sees his/her sex organ and rubs it to get the pleasure- it is termed by Freud as autoerotic activity. Two distinct features observed in this phase- 1) Oedipus Complex: - It is the intimate relation with the mother and the child. Here the child can perceive that he and his father possess the same sex organ but mother has the different one. He shows fear to his father as father may cut his penis, to remove the competitor of possessing mother .Freud termed it as castration anxiety. So, he develops fearful relation towards father and attachment towards mother. The name of Oedipus Complex has been taken from Greek Mythology, where King Oedipus married her mother. 2) Penis Envy:-For the girl child, it is known as Penis Envy. In this situation, the girl sees that only her father has the penis and she helds her mother responsible for that. So jealous towards mother and attachment towards father, so that father cannot go to her mother. Both Castration anxiety and penis Envy are called together as Castration Complex.

4.   Latency stage (6-10 years)

In this stage the child enters into school, where different new things are happened. Peer relationship and relationship with teachers give them a new way to life. Here the erogenous zone is diverted towards social activities. The child is expressing gratification by showing interest in reading, playing, creative art, dance etc.

5.   Genital stage (10- Adolescence)

Here the child's sex organ is fully prepared for sexual activity and they want to gratify themselves through sexual activity related to chaoites. Here first sex characteristics activity will be self-love. After that heterosexual or homosexual activities are observed.

2.1.5 Evaluation of Freud's Psychosexual Development Theory

Freud's Theory has been evaluated in many dimensions. It is of manifold.

1.   The theory is focused almost entirely on male development with little mention of female psychosexual development.

2.   Freud's theory has been criticized on the ground that it has not been proved under experimentation.

3. For the prediction, it is very difficult to say that only for the under gratification, the expression of certain personality can be expressed.

4. Freud's theory was solely based on case studies, not on any experimental findings. So the postulates can change case to case.

2.2 Defense Mechanisms

Freud mentioned the defense mechanism of the ego, where the unresolved repressed urges are so powerful to come into consciousness but ego manages them not to come in an exact manner into the reality, ego takes the help of some mechanisms for which self cannot be harmed directly. These techniques are together Freud named as Defense mechanism of the Ego.

Repression: By this mechanism, the unresolved, unfulfilled wishes are forcefully pushed back to the unconscious**.**

> *Ram witnessed his mother being beaten by agoonda on a motor cycle who was trying to snatch away her gold chain. This happened around when he was seven years of age. He does not remember this incident as of today as an adult. This is so because he has repressed that traumatic incident into the unconscious.*

Reaction Formation: Here the unresolved wishes are expressed in opposite to its expression.

> *Nisha feels attracted to her boss but does not admit this to herself. Instead, she constantly makes very disparaging comments about the boss, exactly opposite of her feelings of attraction.*

Projection: Directing individual's own unresolved issues towards others, so that self will be saved.

> *Karan gets attracted to women other than his wife and feels bad about it. However, he is not unable to state anything about it nor he wants to accept such feelings within him. He therefore unconsciously projects these feelings on to his wife saying that she is unfaithful and that she goes with other men and gets attracted to other men etc*

Rationalization: Giving irrational explanation in a wrong situation

> *Ronak jumps a red light while driving. He justifies this by telling to himself that he was already in the intersection when the light changed to red.*

Displacement: Placing someone's feelings to another person.

> *Seth is angry at his professor for giving him a bad grade. He leaves class and shouts angrily at a passerby who accidentally bumps into him.*

Denial: Deny to accept something which is the true event of one's life.

> *Rashmi has started drinking alcohol which has started to affect her academic performance, her job, and her relationships. However, she insists that she drinks only to relieve stress and that she does not have an alcohol problem.*

Regression: Going back towards earlier stages of development which is inappropriate to the individual's age..

> *When six-year-old Jameel gets less attention from his parents because of a new baby brother, he suddenly starts to wet his bed at night.*

Sublimation: Processing unacceptable things to a socially desirable things..

> *Priya deals with her angry feelings toward her family by writing science fiction stories about battles between civilizations which contains a lot of aggression.*

2.3 Summary

Freud's theory has automatically attracted people in so many ways. His theory has so many facets. His structure of mind gives us the first glimpse of id, ego and super-ego where we can clearly perceive the nature and extent of our mind. His topographical aspects of mind, where he first mentioned the existence of unconscious. His theory was very much moved with the concept of unconscious. In his psycho-sexual development, he mentioned Oedipus complex and penis envy which is very pertinent in the parent child relationship in today's world. His therapeutic concepts in Psychoanalysis was so unique that it gives a path for later therapies for treating the patients. For assessing personality, and its dynamics along with unresolved issues lead to psychoneurosis are framed the base of modern clinical psychology.

2.4 Keywords

Id: The impulsive part of mind

Ego: Based on reality and decides on the basis of social, economical and personal status.

Super Ego: Functions to control the id's impulses.

Sublimation: According to Freud, sublimation is an ego defense mechanism that enables the person adaptively to divert impulse3s so that they may be expressed via socially approved thoughts or actions.

2.5 Self-Assessment

1. The Interpretation of Dreams was published in.

    A. 1900

    B. 1800

    C. 1909

    D. 1965

2. The _____is the original source of personality, present in the new born infant.

    A. Id

    B. Ego

    C. Super-Ego

    D. All

3. Freud compared the human _____to an ice berg.

    A. Body

    B. Mind

    C. Personality

    D. Behaviour

4. The Ego obeys the _____Principle.

    A. Pleasure

    B. Reality

    C. Moral

    D. Perfection

5. Life instincts is also known as

    A. Eros

B. Sex

C. Sleep

D. Food

6. According to Freud, the mind's three components are:

    A. ego, id, superego

    B. unconscious, moral, immoral

    C. oral, anal, phallic

    D. primary, secondary, tertiary

7. Freud was named _____ by his parents.

    A. Sigismund Freud

    B. Schlomo Sigismund Freud

    C. Sigmund Schlomo Freud

    D. Sigismund Schlomo Freud

8. Sigmund Freud is regarded the father of _____in psychology.

    A. Gestalt school

    B. Psychoanalytic school

    C. Behaviouristic school

    D. Functionalistic school

9. According to Freud, the mind's three components are:

    A. ego, id, superego

    B. unconscious, ego, immoral

    C. ego, id, secondary

    D. primary and secondary

10. According to Freud, children pass through six stages of psychosexual development.

    A. True

    B. False

11. Freud argued that dreams have both _____ content and _____ content.

    A. Melatonin, depressant
    B. Depressant, manifest
    C. Manifest, latent
    D. Latent, latent

12. Freud believed that the primary function of dreams was wish fulfillment.

    A. True
    B. False

13. Latency period comes after the phallic stage

    A. True
    B. False

14. Freud developed a technique that he called psychoanalysis

    A. True
    B. False

15. Defense mechanisms are behaviors that protect people from anxiety

    A. True
    B. False

Answers				
01	02	03	04	05
A	A	B	B	A
6	7	8	9	10
A	D	B	A	B
11	12	13	14	15
C	A	A	A	A

2.6 Review Questions

1. DiscussandstatethepsychosexualstagesofdevelopmentbyFreud?

2. Discussthe resultifthereis adisturbanceinthesestages?

3. What are Oedipus and Electra complex?

4. Describe the oral and anal stages of psychosexual development?

Write some of daily life example where we use defense machines?

Further Readings

Pervin, L. (1996). The Science of Personality. New York: Wiley

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UNIT 03: Contemporary Freudians

CONTENTS

Objectives

- Provide an overview of the Contemporary Freudian theories
- Understanding of different fields of psychology like analytical psychology and individual psychology
- Better understanding of various aspects of personality development
- Improved Knowledge of different stages of personality development

Introduction

Contemporary Freudian Psychoanalysis endeavors to respect our past while at the same time developing our present and future by incorporating consistently advancing changes in principle and strategy. Freud's unique hypothesis and practice conceptualized above and beyond a century prior has advanced and keeps on doing as such.

3.1 Carl Jung

Carl Jung was a Neo Freudian psychologist as well as a psychiatrist who belonged to Switzerland and is recognized as the founder of branch of Psychology known as analytic psychology. Jung is known for developing the concepts of types of personality like extraversion and the introversion concept of various types of archetypes, and an important yet conflicting concept of collective

unconscious. He has worked extensively in the field of psychiatry,theology, literature, and other such connected fields.

3.1.1. Theory of Personality

Jung started the conceptualization of personality by putting forth four functions personality. According to him the mixture of these functions with different attitudes results in formation of eight personality types. The four functions are; feeling, thinking, sensation, and intuition. Feeling refers to an individual'scapability to acknowledge and understand the objects in his environment. This understanding of various objects is enabled by the second function known as Thinking. Sensation is being aware of the existence of things. Intuition refers to being aware of the existence of things around but without the knowledge of where that understanding came from.Followingcareful examination, Jung said that individuals not just experience the above mentioned functions but all the individuals on earth has all of these characteristics among themselves. Jung has exhibited this by ranking these functionswhere the one at the top is what exhibits commonly and the one at the lastis what person exhibits the least. The four personality types are described in terms of a compass.This compass consists of four points which are used by people to direct them in life. The individual who attain self-actualization is the one who has all these four traits developed fully within him.

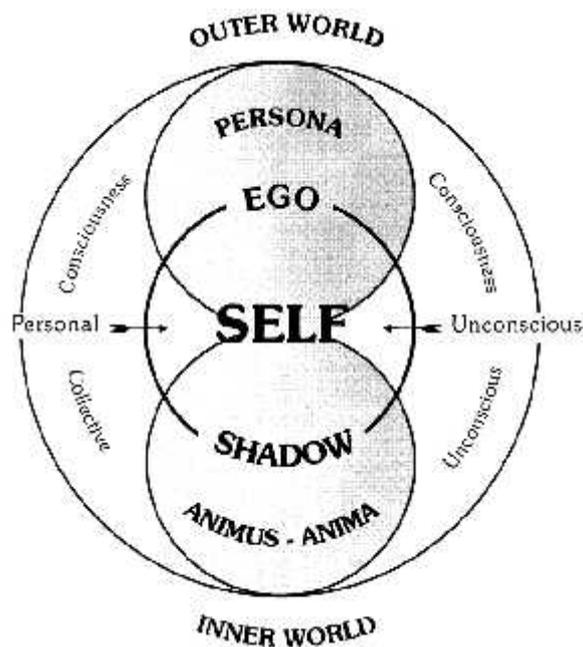> *In 1907, Freud wrote a letter to Jung in which Freud offered high praise:*
>
> *"…I have already acknowledged…above all that your person has filled me with trust in the future, that I now know that I am dispensable like everyone else, and that I wish for no one other or better than you to continue and complete my work." (pg. 136; cited in Wehr, 1989)*

After his extensive research, Jung noticed that all individuals in the world have a psychological type; however, it is very difficult to understand. Jung's psychological types helped people to explore their real internalbeings however most of themwere unable to interpret or have regard for his compositework. It proved to be a vital defect of his research. Particular section of population said that Jung's theory dig a bit too deep. However, Jung maintained that he has propounded this for the ones who want to discover and realize their true selves. His focus was on helping others to define and reach their ultimate goal in life. The attainment of which will fulfill their purpose of life. Individualism, in Jung's thought was the most necessarypart of one's life.

Extroversion-Thinking	Such people are capable of seeing the world in terms of complex and strong ideas. However, these ideas are mostly given to them by other individuals. Such individuals are often employed in areas such as mathematics and science.
Introversion-Thinking	These humans have the ability to appreciate the subjective and creative ways of the world.Their analysiaztion comes from inner knowledge. Such individuals are also often employed in areas science.
Extroversion-Feeling	The judgments of these individuals are based on factual knowledge and information. Their evaluations of the world are based upon social values and beliefs. Such individuals mostly choose business fields and politics as their work area.
Introversion-Feeling	The beliefsof these people are based on emotions and feelings. They often choose to be employed in areas related to different types of arts.
Extroversion-Sensing	These people believe in interpreting reality by carefully looking upon the world around them. They are not dependent upon opinions of others around them. They can be found in work fields such as taste testing or proof reading.

Introversion-Sensing	Such individuals are focused on finding concealed meaning behind things. They do not perceive things have being devoid of meaning or reason.They also often choose to be employed in areas related to different types of arts. .
Extroversion-Intuitive	For these people facts are important than meanings. They avoid their senses. These people are mostly inventors.
Introversion Intuitive	These people judge world around on the basis of their internal desires. They seek warmth inpersonalized ideas. Artists and people such religious gurus belong to this type.

The collective unconscious can be defined as being a universal version of what at individual level is termed as personal unconscious. It holds various types of mental designs or memory traces, which are common for and shared with all other individuals of particular species (Jung, 1928). In relation to collective unconscious, Jung proposed the idea of archetypes. They can be viewed as ancestral memories, and can be recognized by having themes that are universal in nature and are found in various cultures. The expression of these ancestral memories is done in forms of dreams, various types of literature, arts, and dreams.

Archetypes

Archetypes can be defined as those models of personality, behaviors, actions or people that are innate or inborn and play prominent role in determining behavior of humans. Archetypes are part of collective unconscious and consist of various types of patterns and images which are universal in nature. According to Jung, humans acquire these archetypes in the same manner as we acquire other instinctive behavior patterns. Jung said that every archetype influences personality of an individual, howevermost individuals are dominantly affected bysingle specific archetype only. He said that the real manner through which an archetype is demonstrated or revealed is dependent on variousfactors. Out of these factors impact of culture and distinctive personal experiences of an individual are noticeable ones.

Jung maintained that the number of archetypes can be limitless; however, he does recognized four major archetypes. These archetypes cannot be observed directly but their presence can be felt through religion, dreams, art, and literature.

Persona

One of the important archetypes of Jung is Persona which can be literally defined as "a mask" as its Latin source the word "persona" is translated into English as mask. The persona, however, is not a mask but a kind of mask for society or social mask that we put on while inhabiting as memners of various social groups and across social situations. It is the manner in which we present ourselves to others. Persona serves an individual by shielding one's ego from negative imagery. Jun believed that an individual might see the persona in his/her dreams and it can assume various types of forms.

The persona is influenced over development period as a child understands that he/she must behave in a particular manner, so that he/she can fulfill the expectations of the society around and also behave in accordance to the societal norms. The persona contains all of the primitive urges, impulses, and emotions that not accepted by the norms of society.

Shadow

Shadow is one of Jung's archetypes that have its basis in instincts of sex and life. Shadow belongs to the unconscious mind of an individual and consists ofwishes, thoughts, weaknesses, instincts, and short comings that are otherwise repressed.

The formation of shadow is the result of an individual's effort to adjust and adapt in accordance to norms and expectations of the culture around. This archetype is a collection of all those things that are objectionable for the society and also unacceptable to an individual's own morals, ethics and values. It can be a storehouse for feelings like those of aggression, greed, hate, envy etc.

Jung said that shadow is expressed in one's dreams, visions or other such forms.It can be visible in form ofa snake, a dragon, a demon, a monster, or some other dark, wild, or exotic figure.

Anima & Animus

These archetypes refer to feminine and masculine images. The anima is representation of femininity in the male psyche, and the animus represents image of a male in the female psyche. These two are prime sources of having transmission with collective unconscious. The anima and animus are representations' of an individual's "true self" and not the projected image that one shows to others.

Jung held the belief that biological changes along with influences from societycontributes to the development of sex roles and gender identities. He also maintained that the archetypes of anima and animus also play an influential role in this process.

The archetypal images are result of everything that is present in personal as well as collective unconscious. As the collective unconscious of a manmay have stored convictions about how women are supposed to behave while one to one experience with member of female gender in shape of wives, girlfriends, sisters, and mothers will help him in creating a more personal opinion of women.

Self

The self is another archetype described by Jung. It refers to a unification of unconsciousness and consciousness of an individual. This archetype is mostly depicted in the form of a circle, square, or mandala.

Individuation is the process through which the self is developed. It refers to integration of different aspects of personality. If there is friction among the conscious and the unconscious aspect of mind, it can result in various kinds of psychological issues. Thus, it is very important that these issues are bought in awareness and their resolution is achieved. Individuation leads to the achievement of this resolution.

Jung described two separate centers of personality:

➢ The ego is at the center of consciousness;however the center of personality is made up by the self.

➢ Consciousness is not the sole aspect of Personality. It also includes ego as well as the unconscious aspect of mind.

> https://sites.google.com/site/psychologyofpersonalityperiod1/home/psychodyn
> amic-theories/adler-s-personality-theory

3.2 Critical Evaluation

The ideas of Jung's do not hold as much popularity as of his predecessor Freud's. This can be due to various reasons such as his language of explaining the ideas was not such that even layman could understand them easily. Moreover, his theories and notions were not as widely distributed as of Freud. Another reason can be the mysticism and obscurity of his ideas. His ideas lacked experimental investigation as well as functional clarity.

Largely, modern psychologists have not evaluated Jung's ideas kindly. They believe that by his focus on concepts like archetypes and collective unconscious that are difficult to be proven empirically, Jung shifted his focus towards pseudo-philosophy and never shifted from that aspect to scientific ideas. Most of his theories are more closely related to mysticism than to psychological principles.

But, even though Jung's interest and work onancient myths and legends and his work on the field of astrology along with his enchantment with Eastern religion can be viewed as being full of mysticism and unscientific, one should not forget that the archetypes he was talking about in his research does have strong hold on the functioning of human mind and psyche.

Moreover, Jung himself said that the persistentreappearance of symbols from mythology in personal psycho-therapy and in the fantasies of patients suffering from psychosis aid the notion of an inborn collective cultural leftover. In compliance with evolutionary theory it is possible that Jung's archetypes reflect predispositions which at some point in history had important for survival of human.

Jung said that reaction of humans to archetypes is same as animals have towards instinctual responses. This leads to another criticism for Jung's ideas as researchers have not found any evidenceof the assumption that archetypes have their basis in biological make up of humans or have any resemblance to animal instincts (Roesler, 2012).

Researchers such as Young-Eisendrath, (1995) have found that instead of being viewed as purely biological, archetypes are results of individual's own experiences and mirror our linguistic and cultural attributes.

Nevertheless, Jung's ideas have contributed to mainstream psychology in at least one important respect. He was the first psychologist to put forth a distinction between two major attitudes or orientations of personality – extroversion and introversion. He also enriched the area of personality psychology by proposing four basic functions (thinking, feeling, sensing, and intuiting) which result in eight personality types that have significant impact on the way an individual feels and behaves.

3.3 Alfred Adler

Alfred Adler is one of the important figures in Psychology post Freud period. He held the view that the birth order is an important aspect of determining the personality of individuals and greatly impacts the organization of personality characteristics and inferiority feelings. Human beings have an inherit need to strive for superiority which motivates all of their behaviors and made them oriented towards a goal. However, there are individual differences in the way people achieve the goals set by them and goals also differ from one individual to another. Adler believed that the individuals have a complex which he termed as inferiority complex and they react to this complex in the form of compensation which is an inherit and healthy way to deal with inferiority.

With the research of Alfred Adler's which resulted in the emergence of individual psychology an abyss was created in psychology, which was previously dominated by Freud's ideas about personality and his school of psychoanalysis. Freud's belief that an individuals' personality is affected by his internal processes of which sexual conflicts were mist important was challenged by Adler as he believed that if psychologists want to understand an individual in his totality, other factors from his external and external world are equally necessary. For this reason he named his ideas as school of individual psychology.

3.3.1 Psychological types

Adler's belief in uniqueness of every individual, lead him to negate the idea of personality types. He said that such a term shows apathy towards the unique characteristics of all individuals which should be focus of personality theorists.

However, he put forth the concept of unique patterns that are results of development in childhood and prove to be helpful in treatment of patients that falls under those patterns. He termed these patterns as styles of life. He differentiated between four styles of life and give detailed description to them.

Ruling Type: - This style of life consists of people who for the sake of gaining superiority do not shy away from pushing other people out of their path. They are full of energy which makes them to behave in this manner.

*Learning Type: -*The people who fall under this category are emotional and create n armor around them so that people don't take advantage of their sensitivity.They are low in terms of energy levels and so remain dependent upon people around them to help them with the difficulties they may face in life. These individuals are prone to psychological problems like anxiety, OCD and phobias etc.

Avoiding Type: - For individuals falling under this category avoiding the issues in life are the best way to survive.They are the ones who are at the bottom of energy levels. They mostly choose to live in their own reality and have higher chanced of suffering from psychosis related problems.

*Socially Useful Type: -*Adler considered these individuals to be healthy ones. They have enough energy and are interested in people around them.

3.3.2. Compensation, Overcompensation, and Complexes

According to Adler, feelings of inferiority and inadequacy starts to take shape as early as in infancy, around the time an infant starts to get acquainted with the world around him/her.

The different types of experiences gained during this stage of life has a deep impact on a child's unconsciousness and guides the goals he/she will set for his life. These experiences include things like need for attention from caregiver or parent etc. These needs provide the infant with a necessity to work in the direction of finding remedy to the feelings of inferiority i.e. an urge to compensate this feeling of inferiority by focusing on development of other strengths.

A child can encounter various numbers of outcomes on his journey towards compensation of inferiority. Under normal circumstances, where the child has access to required care, love and support he can easily accept the challenges posed to him and also learn that hard work will make these challenges go away from his life. Such a child will have normal development and has the strength to strive for perfection.

But, at times, the process of compensating might go wrong. One such instance may be the times when feelings of inferiority are so strong that the child starts to believe that he exerts no power on his surroundings and life situations. In this situation, he will go after compensation very vigorously and might reach a point where compensation stops leading to satisfactory results.

This situation leads to the state of overcompensation. It refers to the point where the child's need to realize and fulfill his goals becomes excessive and detrimental. Adler (1917) put forth the example of an ancient Greek figure known as Demosthenes, to explain this process. Demosthenes became one of the greatest known Orators of his time even though he had suffered from stutter.Here, Demostheneshad feelings of inferiority due to the stuttering problem he was suffering from, he dealt with the problem not only by dealing with the problem but overcompensated by choosing to have a career in public speaking, something that is almost impossible for someone suffering from the problem he had.

However, over compensation may result in the development of an inferiority complex. This may be result of lower self-esteem as the individual cannot correct his inferior feelings. Thus, overcompensation does actually show the presence of inferiority.

Adler said that one can recognize inferiority complex in someone when that individual is always focusing on trying to look for circumstances in which he/she can shine in or succeed in. The reason for this desire is their feelings of inferiority which becomes formidable for them.

Adler differentiated two elements of feelings of inferiority namely primary inferiority feelings and secondary inferiority feelings. The feelings that can be termed as being original and normal feelings of inferiority and are visible in infants are primary feelings. Primary feelings are high-yielding and work as motivator for the child to grow in to striving adults

Secondary inferiority is an element of inferiority that is present in the adults as a result of having excessive feelings of inferiority during the childhood. Secondary feelings can prove to be detrimental for the adult and they lead towards development of inferiority complex.

3.3.3. Birth Order

Alfred Adler along with his research on psychological types and concepts of inferiority and superiority, focused extensively on the influence of birth order on an individual's personality. He based on his extensive research concluded that birth order can have a significant impact on the way a child develops. Although he did not only recognize the importance of birth order in personality development but also maintained that the role of environment is also crucial in this regard.

First Born Children

According to Adler a family always showers the first born child with unmatchable attention. But, this huge quantity of attention is only available to the first born until the arrival of the second born. With the birth of the second child, the invisible throne on the first born child's head is displaced. For which Adler used the term being 'dethroned'. The first born child may react in one of these ways to the loss of unmatchable attention he was accustomed to: -

  ➢ First born child can behave in a manner of securing him/her from this change in situation

  ➢ First born child can become insecure or highly rigid

  ➢ First born can start behaving like an aid to the parent when second child is born

Second Born and Middle Children

According to Alfred Adler, the second child or the middle child in some cases has to share the amount of attention that is being given to him/her by the parents/ caregivers with the first born child of the family. Due to this sharing in initial years of their development, second born children are high on the behavior of cooperation. Second born child grows while having an example (first born) that can be followed. Second born children always try to model their behavior in accordance to their elder sibling as they act as role models for them. According to Adler, it is the second born children who are well adjusted in their lives when compared to children of other birth orders.

Last Born: The Baby

Adler believed that the last born child does not feel the sense of being 'dethroned' by his/her siblings. The child at this birth order cannot enjoy being the role model for older siblings, and so can be bit unsympathetic towards them. The last born child to whom Adler termed as 'the baby' gets the most attention from family members as during his growing up years the other children of house have already reached the stage of development in their life where they have become somewhat independent and do not need the help and attention of parents as much as they did in earlier stages of development.

Just as its predecessors, the various psychodynamic perspectives to personality, Adler's perspective i.e. individual psychology has not been free from criticism. Most critics have termed it as unscientific as it is not easy to prove his theories empirically. Especially, Adler's focus on unconscious fictious goals such as striving for superiority makes his theory of personality falsifiable.

3.4 Erik Erickson

Erik Erikson is one of the pioneers of stage theory of personality development. He took forward Freud's theory of psycho-sexual stages of personality development, and developed his own theory of personality defining eight stages of development which extend till old age of the individual. Erickson's stages are characterized by conflict at each stage that works as a defining feature of that age. A smooth development of an individual into a confident and fully functions part of the scoeity depends upon the resolution of the conflict present during each stage.The non-resolution of these conflicts results in an individual feeling inadequate about him/her. The eight stages as defined by Erickson are as following trust vs. mistrust, autonomy vs. shame/doubt, initiative vs. guilt, industry vs. inferiority, identity vs. role confusion, intimacy vs. isolation, generatively vs.

stagnation, and integrity vs. despair.In addition to expanding the personality development well into old age as compared to Freud's stages that extends only up to adolescence, Erikson focused on understanding the role played by cultural norms in personality development of an individual. Cultures might differ in the ways they teach their members to deal with the conflicts of every stage. These teachings might be affected by the survival needs of the cultures.

Erik Erikson is known as an ego psychologist who differed majorly from Freud in two ways. One, he believed that ego is not just a connecting force that mediated between needs of id and super ego rather it plays much more important role in development of human personality. It acts as a driving force in form of ego strengths that vary according to stage of development. Secondly, he placed huge importance on the impact of social reality of an individual on the development of his/her personality. Erikson was keen to understand the role people's interaction with their social world and interpersonal relationships play in their growth and development.

3.4.1. Conflict during Each Stage

Every stage in Erikson's psychosocial theory of developmentsets up on the previous stages and creates a path for next age/period of personality development. According to Erikson, every stage is characterized by a conflict that works as a crucial juncture in development. Erikson believed that, the conflict at every stage isfocused on development of psychological quality or failure of any such development. This means that at every stage the chances for personal growth are high but at the same time chances for failure is also high.The individuals who are able to handle these conflicts in the right way develop necessary psychological strengths which help them to move in a positive direction, their whole life. However, if people are unable to handle these conflicts in an efficient manner, it might lead to development of skills that are necessary to have robust sense of self.

Erikson's Stages of Psychosocial Development

Approximate Age	Psychosocial Crisis/Task	Virtue Developed
Infant - 18 months	Trust vs Mistrust	Hope
18 months - 3 years	Autonomy vs Shame/Doubt	Will
3 – 5 years	Initiative vs Guilt	Purpose
5 - 13 years	Industry vs Inferiority	Competency
13 - 21 years	Identity vs Confusion	Fidelity
21 - 39 years	Intimacy vs Isolation	Love
40 - 65 years	Generativity vs Stagnation	Care
65 and older	Integrity vs Despair	Wisdom

Mastery during a stage results in Ego Strength

According to Erikson, the actions and behaviors of individuals are motivated by a feeling of competence. The focus of each stage of Erickson's psychosocial theory is to attain competency in life.

If an individual is able to handle the stage correctly, he/she will experience a sense of mastery, to which Erickson referred as ego strength or ego quality. However, if the individual is not able to successfully manage the stage, he/she might develop the feelings of inadequacy in that particular are of development.

) **Stage 1:- Trust vs. Mistrust:** It is the first stage of psychosocial development and spans around form time of birth to the age of 1 year, as being the first stage it is the foundational stage for development. The main conflict of the state falls between developing trust or mistrust. As an infant is hugely dependent upon others for fulfillment of all the needs like basic needs i.e. food or social needs such as warmth, nurturance the development of trust towards caregiver becomes very important for smooth growth.

Outcomes

If child receives required love and warmth from caregivers, they will develop a trust on others for lifetime. If the development of trust is successful, the result will be a safe and secure child who trusts the world around him/her. Is the caregiver is Caregivers who are unpredictable, not available emotionally, or reject the child, leads the child dependent on their care towards feelings of mistrust. Such a child will not be able to nurture trust in the world around him/her and will believe that the world is also inconsistent.

Stage 2:- Autonomy vs. Shame and Doubt: Psychosocial development theory of personality by Erikson has placed autonomy vs. shame and guilt as second stage of personality development. It happens in early childhood with a focus on development of control of parents/caregiver on the child.

Importance of Independence

During this stage, child begins to attain independence although in tiny amount. They began to do fundamental tasks by themselves and learn to make decisions about what they like. The important role that parents/caregivers can play at this stage is to let the child attain feeling of autonomy by letting them make choices on their own and getting some control on their decisions.

Potty Training

The second stage of Erikson's theory revolves around the need for a child to have a power over physical skills and to attain some independence in dealing with the needs that require those physical skills. Potty training is an essential part of developing this sense of control.

Erikson agreed with Freud on this point that toilet training is an essential part of developing feelings of autonomy on self and surroundings. Even though the reasons for this belief was not same. For Erikson learning how to have power over the functioning of one's own body results in having sense of control and independence. This stage is also marked by other essential milestones like having control on what to eat, what to play with or selecting one's own clothes.

Outcomes

Those children who have to struggle to gain personal bodily autonomy and those who might be ridiculed for their mistakes may never be able to develop healthy feelings of self-control. If this stage's conflict ends successfully, it is marked by development of sense of autonomy while the failure in resolution of the conflict leads to development of sense of shame and doubt in the child.

Stage 3: Initiative vs. Guilt: This the third stage of Erikson's theory and it happens during the years of pre-school.In this stage the child learns to use power and to have control on their surroundings. The ways to exert this control is learned through play and interacting with people around the child.

The successful resolution of conflict at this stage of development leads the child to have belief in his/her capabilities and his ability to be a leader in life. However, unsuccessful conflict resolution leads to prevalent feelings of guilt, self-doubt and shortage of taking initiative in different situations throughout life.

Outcomes

This stage revolves around the issue of developing competence of asserting power and control towards the circumstances around oneself. The successful resolution of conflict here results in developing a sense of purpose while a child who employs too much strength may have to go through the feelings of disapproval leading to high levels of guilt.

Stage 4: Industry vs. Inferiority: This stage lasts between 5 to 11 years of age i.e. around the time of early school years. The focus of this stage is social communication by the use of which child starts to build feelings of pride for their capabilities and achievements.

During this stage child learns to deal with fresh and increased demands of social as well as academic environment. Successful resolution of conflict here develops the feelings of being competent while unsuccessful resolution leads towards feeling inferior.

Outcomes

The development of feelings of being competent and having self-belief in their capabilities is a result of encouragement and praise by parents and teachers. However, lack of these two reactions from teachers, parents and friends will lead towards self-doubt on one's abilities and skills.

Stage 5: Identity vs. Confusion: The stage of development happens at the time of adolescence which is marked by turbulence in the lives of all individuals. The stage is very crucial in the development of self-identity which keeps on affecting the way an individual will behave through the rest of their life. It is important for adolescents to have their own unique self and personal identity.

Outcomes

Successful resolution of conflicts at this stage teaches an individual to remain true to his/her self. However, if the conflict is not resolved successfully it leads to confusion regarding one's role in life and results in a weak self-development.

This is the time for adolescents to explore their selves and independence in order to develop a proper self-identity. Encouragement from parents, teachers, peers and other important individuals during this stage results in development of robust sense of self and sense of control and independence among themselves. Those who do not receive this encouragement may never able to develop a strong self and may stay skeptical of their wishes, desires, abilities and have feelings of insecurity and confusion about their own self and about future.

Stage 6: Intimacy vs. Isolation: It is the stage that covers the young adult life of an individual and is marked by the desire to have intimate and loving**.** Young adults need to form intimate, loving associations with others.

Outcomes

Successful resolution of conflicts leads to have robust connections with others while unsuccessful resolution results in being lonely and isolated. It is the time to explore associations and connections at personal level. For Erikson having tight and committed connections with others is a vital aspect of having a good life. Individuals at this stage are successful if they are able to have safe, secure and lasting relationships with others.

Stage 7: Generativity vs. Stagnation: This stage is during the middle adulthood phase of psychosocial development. It is marked by the need to leave behind one's legacy i.e. to have things that will outlive an individual's lifetime. This is generally attained by having kids or by bringing in change to the lives of other people in a positive manner.

Outcomes

Success during this stage leads to have a sense of usefulness feelings of being accomplished something important in life. However, unsuccessful resolution of conflict at this stage leads to wards superficial interests in the world. It also leads to have feelings of being unproductive.

Stage 8: Integrity vs. Despair: The last stage of Erickson's psychosocialdevelopment of personality. It takes place when an individual has entered the old age. It is marked by having feelings of reflection about the gone by life years. During this stage people like to evaluate their lives in order to assess if their life was happy and satisfactory or they have regret and feelings of unhappiness about the things they wished they had done in their lives.

Outcomes

The ones who feel that they have leaded a successful and happy life approach their end with sense of tranquility and fulfillment. They are high on sense of wisdom and gratitude. On the other end, the people who have regrets and feelings of unhappiness towards life are scared of their end. This fear is the result of thoughts of leaving this world without accomplishing what one intended to for this life. These individuals have strong feelings of sourness and hopelessness and wasting their life in vain.

Highlight the Jung perception from the standpoint of scientific psychology

3.4.2. Strengths and weaknesses of Erikson's theory

The uniqueness of Erikson's theory lies in the fact that he did not exclude any people of any age from the stages of development. According to him development of personality beginning in infancy lasts well into the old age. This particular factors differs Erikson from Freud and his other Neo-Freudian contemporaries such as Adler and Jung.

Erikson's theory of personality development forms a strong base for deliberations on not only social but also emotional development that too during the whole lifespan of individuals. However, an crucial noticeable point in this regard is that that stages and the associated crises can take place than one time and also during different ages in one's lifetime. For example, an individual might have to fight his sense of mistrust even after infancy has ended. However, Erikson's viewpoint on personality development has received criticism for its heavy and intense focus on stages and for his assumption that the successful accomplishment of one stage is necessary to the onset of another crisis for development. Erickson also heavily relied on importance of expectations of social environment on development of personality which is more potent in some cultures, but is not a universal phenomenon. For example, the notion that teen agers must search for their self and identity can seen to be more evident only in middle-class culture of the United States, albeit not in the societies where the transformation into being an adult co-exist with puberty and adults have far lesser choices to build their lives in the way they want and desire.

To a great extent, Erikson's notion that development keeps on happening throughout the lifespan is very important and has been widely accepted. But just like Freud, he has received criticism for having vagueness in his theory that made it hard to have proper scientific testing of the theory.

3.5 Summary:

The unit focuses on some of the most important figures in Psychology termed as Neo-Freudians and the crucial theories of personality development given by them. They all contributed by carrying forward the ideas propounded by Freud, in some instances by agreeing with him, while at other times disagreeing and criticizing him. Nevertheless, they contribute largely into the understanding humans had regarding the development of personality. Whether it was Jung with his ideas of collective unconscious and archetypes or Adler with his views on psychological types and the importance of birth order in determine the personality of individuals or it was Erickson with his unique idea of seeing personality development as a lifelong process, these ideas have immensely contributed and made the area of personality research richer.

3.6 Keywords:

The Persona: It is the way in which we present ourselves to the world.

The Shadow: It is that part of our unconscious mind which is composed of repressed ideas, weaknesses, desires, instincts, and short comings.

Archetypes: Archetypes are universal, innate models of people, behaviors, or personalities that play a role in influencing human behavior. The archetypes represent universal patterns and images that are part of the collective unconscious.

3.7 Self-Assessment

Q. No.1- These people bases their feelings on emotional feelings and beliefs. Which personality type they belong to?

    A.   Extroverted Thinking
    B.   Introverted Feeling
    C.   Introverted Thinking
    D.   Extroverted Thinking

Q. No.2- Which aspect of family Adler believed plays a significant role in personality development?

    A.   Age of parents when child is born
    B.   Size of extended family
    C.   Birth Order
    D.   Gender of Siblings

Q. No.3- Which of these is not an archetype?

   A. Primus
   B. Anima
   C. Animus
   D. Persona

Q. No.4- Adler's which personality type is reflected in following characterstics; sensitive and build a shell around themselves, dependent on others to help them with life difficulties?

   A. Ruling Type
   B. Avoiding Type
   C. Socially Useful Type
   D. Learning Type

Q. No.5- Which of the following conflicts arise during pre-school stage of development

   A. Shame vs. Doubt
   B. Trust vs. Mistrust
   C. Industry vs. Inferiority
   D. Autonomy vs. Shame

Q. No.6- What is the virtue of Initiative vs. Guilt stage of Erickson?

   A. Purpose
   B. Fidelity
   C. Love
   D. Care

Q. No.7- When the child's focus on meeting his goal is exaggerated and becomes pathological, it results in

   A. Compensation
   B. Overcompensation
   C. Inferiority Complex
   D. Superiority Complex

Q. No.8- What is the correct sequence of virtues according to Erickson's stages of development?

   A. Hope, Will, Purpose, Competence, Fidelty, Love, Care, Wisdom
   B. Hope, Will, Competence, Fidelty, Care, Wisdom, Love, Purpose
   C. Hope, Fidelty, Competence, Will, Care, Wisdom, Love, Purpose
   D. Hope, Will, Purpose, Fidelty, Care, Wisdom, Love, Competence

Q. No.9- Which personality theorist believed that all human behavior is goal orientated and motivated by striving for superiority?

   A. Alfred Adler
   B. Erick Erickson
   C. Sigmund Freud
   D. Carl Jung

Q. No.10- The shadow is an archetype that consists of the _____.

   A. Sex and life instincts
   B. Death and life instincts
   C. Love and life instincts
   D. Sex and death instincts

Q. No.11-Carl Jung was a _____psychologist.

   A.   French
   B.   Swiss
   C.   Spanish
   D.   None of them

Q. No.12- Which of the following is not a function in Jung's theory?

   A.   Sensation
   B.   Perception
   C.   Intuition
   D.   Feeling

Q. No.13- Which of the following is the first stage in Erikson's theory of development?

   A.   autonomy vs. shame and doubt
   B.   initiative vs. guilt
   C.   industry vs. inferiority
   D.   trust vs. mistrust

Q. No.14- At what time of life does Erikson stage Industry vs. Inferiority occur?

   A.   old age
   B.   adolescence
   C.   infancy
   D.   school age

Q. No.15- An 'idiographic' approach to personality maintains that …

   A.   personality psychology should seek generalizations about people
   B.   a standard set of descriptive concepts can be applied to all people
   C.   people should be investigated as unique individuals
   D.   personality research should study large samples of people

---

Answers

1-   Introverted Feeling
2-   Birth Order
3-   Primus
4-   Learning Type
5-   Autonomy Vs. Shame
6-   Purpose
7-   Overcompensation
8-   Hope, Will, Purpose, Competence, Fidelty, Love, Care, Wisdom
9-   Alfred Adler
10- Sex And Life Instincts
11- Swiss
12- Perception
13- Autonomy Vs. Shame And Doubt
14- School Age
15- People Should Be Investigated As Unique Individuals

3.8 <u>Review Questions</u>

Q. No.1- Describe Erickson's stages of personality development in detail?

Q. No.2- What effects doe's birth order has on an individual's personality development?

Q. No.3- Write a note on different types of archetypes.

Q. No.4- Critically evaluates Jung's theory of personality.

Further Readings

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Unit 4 Neo Freudians

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Objectives

- To understand the difference between Freudian and neo Freudian psychology
- Lean the personality theories of neo Freudian
- Discuss the work of Karen Horney
- Explain Harry Stack Sullivan theory of personality

Introduction

Neo-Freudian are those psychologists who agreed with many of the fundamental tenets of Freud's psychoanalytic theory but changed and adapted the approach to incorporate their own beliefs, ideas, and opinions. "A somewhat imprecise term embracing those analysts who follow Freud but who depart in one or other way from classic analytic theory. Jung and Adler founded their own schools of psychoanalysis and may or may not be regarded as Neo-Freudians; in general Neo-Freudians are represented by Karen Horney, Erich Fromm and Harry Stack Sullivan together with their followers. They place great emphasis on the reaction of the individual to his current environment, anxiety the patient doctor relationship. There is less emphasis on sexuality and the analysis of infantile sexual experiences" Campbell's Psychiatric Dictionary, 2009

4.1 Erich Fromm

Erich Fromm was a German social psychologist and psychoanalyst who was associated with the Frankfurt School of critical theory. He was known for giving the concept that freedom was a basic part of human nature and for challenging the theories of Sigmund Freud.

Fromm was a lone kid brought into the world to Orthodox Jewish guardians in Frankfurt on March 23, 1900. He is associated with numerous reasons: as the author of "The Art of Loving and To Have Or to Be!"; "as a social psychologist and explorer of the authoritarian character; as a humanist, psychologist of religion, and "student of the nature of aggression"; and also as a member of the

Frankfurt School, he is one of the few psychologists who seriously engaged himself with theorizing the problems of freedom in his works especially in "The Fear of Freedom" or "The Escape of Freedom."

"The Fear of Freedom" or "The Escape of Freedom", undoubtedly summons a discrete idea of individual opportunity and that there is a reasonable association among "autonomous" and "singular" opportunity for him. To see how actually opportunity for him connects to a few phases of opportunity in his works, in any case, we need to discover what idea of opportunity is inferred by his origination of human opportunity. Does it interface with positive or negative opportunity, or even pre-opportunity?

Pre freedom

It would not be feasible to discuss 'negative freedom' or 'positive freedom' in Fromm's ideas without alluding to a phase which the author calls "pre-freedom", on the grounds that in Fromm's theory of opportunity, the negative freedom and positive freedom are the stages after pre-freedom, as follows

In pre-freedom an individual is aware of himself just as an individual from local area, race, party, organization, and so on For this situation, the individual's activity did not depend on self acknowledgment, self recognizable proof, etc. All in all, the individual is as yet identified with the world by essential ties. He/she doesn't yet think about him/herself as a person besides thanks to his/her social job.

"In the middle Ages both sides of human consciousness - that which was turned within as that which was turned without - lay dreaming or half awake beneath a common veil. The veil was woven of faith, illusion, and childish pre- possession, through which the world and history were seen clad in strange hues. Man was conscious of himself only as member of a race, community, party, family, or corporation - only through some general category".

	https://www.newworldencyclopedia.org/entry/Erich_Fromm

Negative Freedom

It is essential to clarify that Fromm's theory of negative freedom does not unite Berlin's theory of negative freedom or Hobbes an analysis of freedom; his analysis of negative freedom is absolutely different from Berlin's theory of negative freedom, just as "Thomas Hobbes's theory of freedom, which is absence of oppositions or obstacle. In other words, the concept of negative freedom that Fromm invokes in his works can best be understood as different from Berlin's theory of negative freedom and also Hobbes's theory of freedom. According to these two theories, Fromm's theory of negative freedom and Berlin's theory of negative freedom, the difference is in their understanding of what counts as a constraint on or hurdle of negative freedom".

According to Skinner, for the classical liberals, only direct interference (physically or by coercing our will) counts as such, whereas the republicans believe that the mere possibility of interference resulting from one's being 'within the power of another' makes man unfree, or a slave.

Fromm's theory of negative freedom has a twofold meaning: "(however, Berlin's theory of negative freedom dose not) the first is that a person is free from things such as traditional bonds, society, religion, and so on. Meanwhile, the person who feels alone, as Fromm said according to human history":

"It showed that freedom from the traditional bonds of medieval society, though giving the individual a new feeling of independence, at the same time made him feel alone and isolated, filled him with doubt and anxiety, and drove him into new submission and into a compulsive and irrational activity".

He believed that "human is free in this circumstance, but this freedom is not satisfactory because the person gives up the security that he/she had in pre-freedom stage; in other words, human being will be deprived of the security that he had enjoyed, of the unquestionable feeling of belonging, and he is torn loose from the world which had satisfied his quest for security, both materially and spiritually".

Positive Freedom

The main focus of this part is the main concept of ""Positive freedom" in Fromm's theory of freedom like any other issue; this issue cannot be studied from just one aspect and in a single framework". Rather, "if it is intended to study realization of freedom in a realistic and scientific form, all aspects and causes of the issue should be sufficiently scrutinized; for this reason, it can be understood that Fromm's theory of positive freedom refers to a stage of the process of growing freedom, as it was already mentioned, the pre-freedom as the first stage, the negative freedom as the second stage and the positive freedom as the last stage."

> *Fromm said: "The process of growing freedom does not constitute a vicious cycle, and that man can be free and yet not alone, critical and yet not filled with doubts, independent and yet an integral part of mankind. This freedom man can attain by the realization of his self, by being himself".*

It seems that for Fromm the self realization and self identification are necessary pre conditions for positive freedom, but not sufficient by themselves. As he says:

"Positive freedom is identical with the full realization of the individual's potentialities, together with his ability to live actively and spontaneously".

Similar to Fromm, Berlin also believe "that although the self realization and self identification are only necessary pre conditions for positive freedom, they are not enough. As he believes that the positive liberty is the congruence between one's will or true self and the ability to exercise their full capacities".

Osho states "It has been said that the individual is only a part of the collective; that is not true. The individual is not just a part of the collective; the collective is only a symbolic word for individuals meeting together. They are not parts of anything; they remain independent. They remain organically independent; they don't become parts of a collective".

> *Write some of daily life example where we use defense machines?*

4.2 <u>Karen Horney</u>

Karen Horney was born on 16 September 1885 in Hamburg, Germany. Horney's career began at the Institute for Psychoanalysis in Berlin, where she taught from 1920 to 1932. "Karl Abraham worked with her and regarded her as one of his most gifted analysts. Karen's first American job was as the Associate Director of the Chicago Institute for Psychoanalysis, a position she held for two years. The family eventually settled in what was then thought of as the intellectual capital of the world, Brooklyn. There, Karen became colleagues with distinguished men as Erich Fromm and Harry Stack Sullivan. She also had the opportunity to develop her own theories on neurosis, based on her experiences as a psychotherapist.

In addition, she taught at the New York Psychoanalytic Institute. By 1941, Horney established and became Dean of the American Institute for Psychoanalysis, a training institute for those interested in her own Association for the Advancement of Psychoanalysis, a program that resulted from her dissatisfaction with the orthodox approach to psychoanalysis; the negativity surrounding her for deviating from Freud had forced her to resign, she also founded the American Journal of Psychoanalysis. Shortly after, she began teaching at the New York Medical College. Karen practiced, taught, and wrote up until her death in 1952.

Horney often criticized the work of Sigmund Freud. For instance, she opposed Freud's notion of penis envy, claiming that what Freud was really detecting was women's justified envy of men's power in the world. While penis envy might occur occasionally in neurotic women, she said, womb envy occurs just as much in men. Horney felt that men were envious of a woman's ability to bear children. The degree to which men are driven to succeed and to have their names live on, she said, is mere compensation for their inability to more directly extend themselves into the future by means of carrying, nurturing, and bearing children".

She didn't comprehend why analysts discovered the need to put a lot of accentuation on men's sexual mechanical assembly. Moreover, Horney desexualized Freud's oedipal complex, guaranteeing that the sticking to one parent and desire of the different was basically the consequence of uneasiness brought about by an aggravation in the parent-kid relationship. Horney was likewise a pioneer in the order of female psychiatry. As one of the primary female therapists, she was the first of her sexual orientation to introduce a paper in regards to ladylike psychiatry. The fourteen papers she composed somewhere in the range of 1922 and 1937 were amalgamated into a solitary volume named Ladylike Brain research.

In her personality theory, Horney reformulated Freudian thought and presented a holistic, humanistic perspective that emphasized cultural and social influences, human growth, and the achievement of self-actualisation.

1. Basic Anxiety

Basic anxiety is a significant hypothetical idea in the "Horney's hypothesis of character. Horney expressed that kids experience tension, vulnerability. Without appropriate direction to assist kids with learning adapt to the dangers forced by the nature and society, they may build up the fundamental uneasiness. As per Horney fundamental tension alludes to the inclination a youngster has of being disconnected and vulnerable in a possibly threatening world. A wide assortment of antagonistic components in the climate can deliver this weakness in a youngster.

2. Neurotic Needs

From her clinical experience, Horney discerned ten particular patterns of neurotic needs. They are based on things that we all need, but they have become distorted in several ways by the difficulties of some people's lives:

"Let's take the first need, for affection and approval, as an example. We all need affection, so what makes such a need neurotic? First, the need is unrealistic, unreasonable, and indiscriminate. For example, we all need affection, but we don't expect it from everyone we meet. We don't expect great outpourings of affection from even our close friends and relations. We don't expect our loved ones to show affection at all times, in all circumstances and, we realise that there may be times in our lives where we have to be self-sufficient".

Second, the neurotic's need is much more intense, and the person will encounter extraordinary nervousness if the need isn't met, or in the event that it even creates the impression that it may not be met later on. It is this, obviously, that prompts the ridiculous idea of the need. Love, to proceed with the model, must be shown obviously consistently, in all conditions, by all individuals, or the frenzy sets in. The hypochondriac has made the need to vital to their reality.

> *Karen Horney first listed these 10 "neurotic needs" in Self-Analysis,*

As Horney investigated these neurotic needs, she began to recognize that they can be clustered into three broad coping strategies:

The principal methodology is consistence, otherwise called the advancing toward technique or oneself destroying arrangement. Most kids confronting parental impassion utilize this technique. They frequently have a dread of powerlessness and deserting, or what Horney alluded to as fundamental tension. This methodology incorporates the initial three requirements: the requirement for love and endorsement, which is the unpredictable need to both please others and be preferred by them; the psychotic requirement for an accomplice, for another person to assume control over one's life, enveloping the possibility that adoration will tackle the entirety of one's issues; and the hypochondriac need to confine one's life into limited guests, including being undemanding, happy with little, unnoticeable.

> *https://sites.google.com/site/ubmichellebadillo/theories-of personality/karen-horney-psychoanalytic-social-theory*

Horney's second broad "coping strategy is aggression, also called the moving against and the expansive solution. Here, children's first reaction to parental indifference is anger, or basic hostility. Needs four through eight falls under this category. The fourth need is for power, for control over

others, and for a facade of omnipotence. Fifth is the neurotic need to exploit others and to get the better of them. Another need is for social recognition and prestige, with the need for personal admiration falling along the same lines. The eighth neurotic need is for personal achievement.

The final coping strategy is withdrawal, often labeled the moving-away-from or resigning solution. When neither aggression nor compliance eliminates the parental indifference, Horney recognized that children attempt to solve the problem by becoming self- sufficient. This includes the neurotic needs for self- sufficiency and independence and those for perfection and unassailability.

While it is human for everyone to have these needs to some extent, the neurotic's need is much more intense. Horney explained that the person will experience great anxiety if the need is not met or if it appears that the need will not be met in the future. The neurotic, therefore, makes the need to central to their existence. Horney's ideas of neurotic needs mirrored those of Adler in many ways. Together, Adler and Horney make up an unofficial school of psychiatry and they are often referred to as neo- Freudians or Social Psychologists".

4.3 <u>Sullivan's Theory</u>

Harry Stack Sullivan (1892-1949) was an American psychiatrist. He was born in upstate New York, into an Irish Catholic home. Sullivan was known mostly for his theory of interpersonal relations. The key figures in this movement were Harry Stack Sullivan, Erich Fromm, Karen Horney, Clara Thompson & Frieda Fromm-Reichmann.

Sullivan, on the other hand, placed a lot of focus on both the social aspects of personality and cognitive representations. "Sullivan called his approach an interpersonal theory of psychiatry For Sullivan, relationships are primary. Personality is a hypothetical entity that cannot be observed or studied apart from interpersonal situations wherein it is made manifest. The only way personality can be known is through the medium of interpersonal interactions. Therefore, the unit of study is not the individual person, but the interpersonal situation. Sullivan's theory can be explained under three main headings: dynamics of personality, enduring aspect of personality, and developmental epochs. Sullivan conceptualized personality as an energy system, with energy existing either as tension (potentiality for action) or as energy transformations (the actions themselves). He further divided tensions into needs and anxiety. Sullivan called anxiety the chief disruptive force in interpersonal relations. Sullivan recognized three levels of cognition, or ways of perceiving things prototaxic, parataxic and syntaxic. Prototaxic level contain the primitive experience of infants. Experiences that are prelogical and nearly impossible to accurately communicate to others are called parataxic. Experiences that can be accurately communicated to others are called syntaxic. Sullivan, in his theory of personality, emphasized those aspects of personality which are enduring in nature. These are dynamism, self-system, and personification. In Sullivan's theory dynamism is a term which is considered equivalent to traits. The most inclusive of all dynamisms is the self-system, or that pattern of behaviours that protects us against anxiety and maintains our interpersonal security. Through social interactions and our selective attention or inattention, we develop what Sullivan called Personifications of ourselves and others. The personifications are mental images that allow us to better understand ourselves and the world. There are three basic ways we see ourselves that Sullivan called the bad-me, the good-me and the not-me. Like Freud, Sullivan also believed that we pass through several developmental stages in a particular order. He called the stages in his developmental theory Epochs. Seven developmental epochs have been described Sullivan".

Personality was conceptualized as an energy framework with energy existing as a nervousness between two broad categories of needs "i.e. needs for satisfaction and needs for security" or as energy transformations "i.e. a person's behaviour that addresses our needs". Balance between needs for fulfillment and requirements for security are proposed to be a critical determinant of one's passionate prosperity. Two wide requirements are as per the following:

This comprehensive process brings us to Sullivan's "self" concept which involves organisation of experiences within the personality. Self is constructed from the reflected appraisals of oneself that forms a body of beliefs to the person's personality. It is also considered as a complex organisation of experiences for avoiding anxiety; it develops from associating one's behaviours with the mother's affective state. Sullivan discriminated between three forms of self based on experiences and behaviours that induce anxiety in the mother:

(i) "Good-me," (ii) "bad-me" and (iii) "not-me"

) "Good-me" developed with experiences and behaviours that meet with mother's approval bringing about tenderness and little anxiety; associated with a sense of security and relaxation

) Bad-me" developed with experiences and behaviours that induces more anxiety in mother; linked with increasing anxiety

) "Not-me" developed with experiences and behaviours that evoke intense anxiety in the mother which is so horrible that the child obliterates from his awareness; associated with intense anxiety.

https://www.britannica.com/biography/Harry-Stack-Sullivan

4.4. Key Note: Basic Anxiety**,** Neurotic Needs**,** anxiety**,** The Prototaxic mode

4.4. Summary: Fromm was an only child born to Orthodox Jewish parents in Frankfurt on March 23, 1900. He is remembered for many reasons: as the author of "The Art of Loving and To Have Or to Be!"; as a social psychologist and explorer of the authoritarian character; as a humanist, psychologist of religion, and "student of the nature of aggression"; Moreover, he is one of the few psychologists who seriously engaged himself with theorizing the problems of freedom in his works especially in "The Fear of Freedom" or "The Escape of Freedom."

Sullivan, then again, put a great deal of spotlight on both the social parts of character and intellectual portrayals. Sullivan considered his methodology a relational hypothesis of psychiatry For Sullivan, connections are essential. Character is a speculative element that can't be noticed or concentrated separated from relational circumstances wherein it is made show. The solitary way character can be known is with the help of relational collaborations. In this way, the unit of study isn't the distinct individual, yet the relational circumstance. Sullivan's hypothesis can be clarified under three fundamental headings: elements of character, suffering part of character, and formative ages,

Sullivan saw psychopathology not regarding sickness "substances" but rather as far as "disorder," trademark examples of coordinating relations with others, "cycles of living." He accepted that 'an individual is the thing that he does' and everything practices can be discernible through relational field. Sullivan expressed that the treatment cycle needs the dynamic cooperation of the specialist who is known as a member eyewitness. Parataxic method of believing should be explained during the treatment and new examples of conduct will be carried out. At last, the people need to see themselves who they truly are, as opposed to their opinion or what they need others to think about themselves".

4.5 Self-Assessment

Q. No 1. Horney stated that children experience_____

    A. Anxiety

    B. Helplessness

    C. Both A & B

    D. None of them

Q. No 2. The id operates on the _____ principle.

    A. Reality

    B. Pleasure

    C. Instant gratification

    D. Guilt

Q. No 3. According to _____" basic anxiety refers to the feeling a child has of being isolated and helpless in a potentially hostile world".

    A. Horney

B. Erich Fromm

C. Freud

D. William James

Q. No 4. Horney's theory can be explained under the following three main headings:

A. Basic Anxiety

B. Neurotic Needs

C. Measures to cope with anxiety

D. All of them

Q. No 5. Which of the following is NOT a projective test?

A. MMPI

B. Rorschach Inkblot Test

C. TAT

D. Rotter Incomplete Sentence Blank (RISB)

Q. No 6. In which year Horney established the American Institute for Psychoanalysis.

A. 1941

B. 1951

C. 1895

D. 1965

Q. No 7. In which year Horney became Dean of the American Institute for Psychoanalysis.

A. 1951

B. 1895

C. 1941

D. 1965

Q. No 8. Karen Horney was born on 16 September in

A. 1951

B. 1895

C. 1885

D. 1965

Q. No 9. Horney's career began at the Institute for Psychoanalysis in _____.

A. Sri Lanka

B. Berlin

C. Canada

D. China

Q. No 10. According to _____ "Positive freedom is identical with the full realization of the individual's potentialities, together with his ability to live actively and spontaneously".

A. Horney

B. Erich Fromm

C. Freud

D. William James

Q. No 11. Horney desexualized Freud's

A. Oedipal Complex

    B. Concept of Id
    C. Concept of Libido
    D. Concept of Ego

Q. No 12. Fromm was born on 23 March ____.

    A. 1900
    B. 1905
    C. 1958
    D. 1800

Q. No 13. The total configuration of personality traits is known as the self-system, which develops in   various stages. Sullivan called it as_____

    A. Developmental epochs
    A. Developmental stage
    B. Developmental age
    C. Developmental period

Q. N0. 14. Harry Stack Sullivan was born in the small farming town of ____.

Q. N0. 15. Malevolence is the disjunctive dynamism of evil and _____.

Answers						
1	2	3	4	5	6	7
B	B	A	D	D	A	C
8	9	10	8	11	12	13
C	B	B	C	A	A	A

4.6 Review Questions

1. Discuss the concepts of Basic Anxiety Neurotic Needs

2. Discuss the importance of neurotic needs in the formulation of Horney's theory of personality.

3. Pen down the interpersonal theory of psychiatry

Further Readings

Pervin, L. (1996). The Science of Personality. New York: WileyCattell, R. B.

https://www.ocf.berkeley.edu/~jfkihlstrom/PersonalityWeb/Ch7NeoFreudian.htm

UNIT 5-Type Approaches

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Objectives

After going through this unit, you will be able to:

Understand the psychoanalytic theory of Sigmund Freud

Define the vibrant interaction between the id, ego, superego and the outside world

Describedifferent types of defense mechanisms

Explain Freud's psychosexual stages of development

Introduction

Hippocrates a Greek Physician (400 BC), made the initial attempt to define categories of personality. Hecategorized people on the basis of body elements like as pitt (bile), vata(wind) and kufa (mucus) and noticeable personality elementsrelated with them However, 'type' theorists and 'trait' theories of personality focus on people's personal characteristics. In this unit we are going to discuss type personality theory.

5.1 Herbert Sheldon

The most recent and ambitious, attempt at a systematic typology is that of an American, William Herbert Sheldon, and his initial research work was carried out at the University of Chicago, where he was a Professor of Psychology. In the 1940's, William Herbert Sheldon related body types with human temperament types. He acknowledges that a body type could be connected with the

personality of that individual. According to him individual with large bone structure tends to be friendlier and more relaxed while as more muscular body-typeare more active and aggressive. A thin or slim individual with thin muscles is generally portrayed as calm or weak. He split up these body types into three classes called somatotype.

Basically Sheldon's typology is similar, to The Kretschmer'sbut it is moredetailed and systematic, and makes greater use of modern statistical methods. He began his investigation with the study of photographs. Four thousand male students (both Kretschmer and Sheldon have worked almost entirely with men) were photographed, with the minimum of clothing, from the front, back and side positions, and Sheldon then arranged the photographsin series, to see whether definite physical types could be distinguished.

He found, as did Kretschmer, that there was a continuous scale rather than apparent clear--a cut type discontinuous, round and soft categories, in which. But the digestive three extreme system types predominated; a type, sturdy and muscular, in which the muscular system predominated; and a type, slight and fragile, in which the nervous system predominated. These types Sheldon called endomorphs, mesomorphs and ectomorphs. These rather formidable terms are derived from the three layers of the embryo -- the endoderm, which develops into the viscera and digestive system, the mesoderm, which develops into the bones and muscular system, and the ectoderm, which develops into the skin and nervous system.
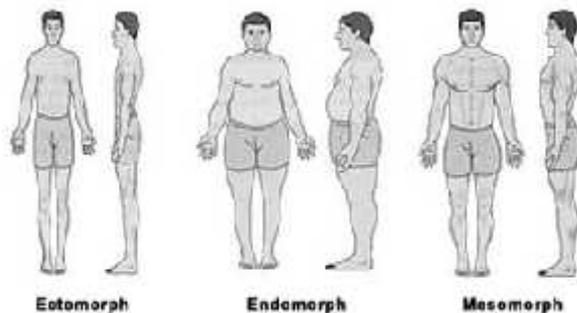
But Sheldon is careful to avoid the suggestion that everyone is a clear cut example of one or other of these three types. For this reason, he uses the term "dimension" or "component" in preference to " type". All three components enter in some degree into everyone's make-up, but the proportions differ for different people.

Having distinguished the dimensions provisionally by inspection, Sheldon went on to establish more objective criteria. The most important of these were, in his own words, "measurements of certain diameters" -chest, waist, neck, arms and legs etc.-expressed as a ratio of height. He found that these measurements could be taken just as satisfactorily with needle-point dividers from carefully posed photographs, as they could from the person himself.

Body Type	Body Characteristics	Personality Characteristics
Endomorphy Viscerotonia	No muscle development etc. prominent stomach	Takes everything easy, sociable and affectionate
Mesomorphy Somatotonia	Balance between development of stomach and bones	Likes to work, interested in adventurous activities
Ectomorphy Cerebrotonia	Weak, tall, thin	Pessimist, unsociable and alone

Endomorphic

An Endomorphic somatotype also called a viscerotonic;people with this body type are having lot of fat, muscle and gain weight easily. These people are relaxed, tolerant, comfortable and sociable; they are fun loving, good humored and food loving. According to Colby "Football lineman tends to be endomorphs-they're heavier and rounder individuals".

Ectomorph   Endomorph   Mesomorph

Ectomorphic

People with ectomorphic body type are having narrow shoulders, thin legs and arms, narrow face, and narrow chest. They are more self-conscious, socially anxious, artistic, thoughtful, and quiet. Sheldon called them "cerebrotonia".

Mesomorphs

Mesomorphs are having muscular type, they are athletic, solid and strong, their muscles and bones are quite well developed and well shaped. According to Colby "They're not overweight and not underweight,". They are risk takers, assertive and aggressive.

> https://sites.google.com/site/psychologyofpersonalityperiod8/home/type-and-trait-theories/sheldon-s-personality-theory]

Sheldon has devised a useful notation by which a person's physical make up can be expressed. The individual is rated on a seven-point scale (i.e. from seven " very high" to one " very low") in respect of each component, and the resulting three figures compose his physical rating or " somatotype" Thus an extreme endomorph has a rating of 711; an extreme mesomorph of 171; and extreme ectomorphic of 117, but such " pure" cases are rare. Many people get a rating near the average, which is around 444; but usually one of the three components is stronger than the others, so that the person can be said to be predominantly endomorphic, mesomorphic, or ectomorphic in physique, though the other two tendencies are present in some degree, Sheldon has now devised a machine, which can be used for somatotyping males aged between sixteen end, twenty one: a minimum comes of seventeen measurements other males are fed in at one and end, and the somatotype comes out at the other.

The three types have obviously much in common with Kretschmer'spyknics, athletics and asthenics. But Kretschmer and Sheldon do not draw their lines of division in quite the same places; for example, many short, stocky individuals (like John Bull) would be classified by Kretschmer as pyknics and by Sheldon as mesomorphs; and Kretschmer's athletics are not pure mesomorphs, but mesomorphs with a strong ectomorphic component.

A question obviously arises - does the somatotype not depend to a considerable extent on the person's state of nutrition? Sheldon answers this question with a firm "no". The somatotype, he says, depends mainly on skeletal structure, and factors like nutrition and exercise do not affect it to any appreciable degree. An endomorph become just is an emaciated, but this will not turn him into an ectomorphic he will just be an emaciated endomorph! If his measurements are fed into the machine it will not give a false somatotype, but will indicate an unusual aberration from the normal pattern. Sheldon is not, perhaps, wholly convincing on this point, and it is one on which his critics have tended to fasten.

5.2 Ernst Kretschmer

Kretschmer a psychiatrist from Germany classified people into four types. His classification was based upon his observations of his patients. For classifying individuals into four distinct types, he took help of physical constitution and temperament of individuals.His types are as follows (i) Pyknik type (ii)Asthenic type (iii)Athletic type (iv) Dysplastic type. Pyknic Type – These individualshave short height and heavily built body. Their neck is short and thick. In terms of temperament, they displayfeatures of being social and cheerful. They are happy-go-lucky types and enjoy eating and sleeping. Kretschmerdescribed them by the term"cycloid" because they have large chances developing manic-depressive type of psychopathology. Asthenic Type – These individuals aretall and thin and their muscles are underdeveloped. They are also underweight. Such individuals areshort-tempered and try to evade responsibility. They often day dream and live in their own fantasy land. In terms of temperament they are called as "schizoid" and are prone to schizophrenia. Athletic Type – Such individuals have well-built muscles. They neither are short in height nor tall. They have steady and peaceful nature and adjust well with any change in their surroundings. Dyspalstic Type – These are the people who do not belong to any of the above mentioned types. They have mixed characteristics of all other types.

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

5.3 Friedman &Rosenman

Sir William Osler who was a medical academician, about hundred years agosaid that there exists a connection between who face stressful events regularly and the development of coronary heart disease. Karl and William Menninger (1936) also pointed out that heart disease is common among those individuals who have repressed aggressive inclinations. However, such inexplicitsuggestions could not be methodically and thoroughlyverified until 1950's, when two cardiologists, Meyer Friedman and Ray Rosenman (1974) suggested the notion of the Type A behavior pattern.

5.3.1 Type A behavior pattern

They said that type A people, are in an endlessfight to do additional work in a lesser amount oftime. This tendency releases their nervous system in ways that canharm their hearts due tounnecessary arousal of the sympathetic nervous system. These people arespeedy, exasperated, imprudent, hyperalert, possiblyaggressive and very tense. They are at times referred to as "workaholics". This idea has enthusednumerousyears of rigorous research on the notion of coronary-prone personality.

According to the American Psychological Association, Type A personality refers to "a complex pattern of behaviours and emotions that includes an excessive emphasis on competition, aggression, impatience, and hostility."

Characteristics of Type A individuals:

1. *Time urgency and being impatient:* This aspect is demonstrated by people who get annoyed while waiting in line, will interrupt if some one is speaking, walk and speak rapidly. They are always worried about the time and how less of it they have.

2. *Hostility and Aggression:*Individuals with type A personality have free floating feelings of aggression. It is visible in their behaviour such as being rude to others, getting upset about trivial matters, having short temper.

3. *Competition:*These individuals are very high on competitiveness. They need to win at anything and everything. Even in activities that are otherwise not competitive such as interpersonal relationships.

4. *Strong Achievement Motivation:*Their sense of self-worth, feeling of self-esteem is related to what they can achieve. Achievement is of utmost importance to them

Physical Characteristics
Having a Type A behavior along with the stress that it causes, can lead to changes in physical characteristics, such as:

- Facial stiffness (stiff lips, clasped jaw etc.)
- Tongue snapping or grinding of teeth
- Under eye dark circles
- Sweating of face (on temple or upper lip)

Negative Effects of Type A Personality

1. *Health issues arising from stress:*Type Aindividuals generallyengage inchallenging jobs or take jobs ingreatly competitive areas. In some instances, demanding jobs leads to Type A behaviour.

2. *Hypertension:*High blood pressure can be caused by various factors, but individuals with Type A personality have higher chances of suffering from this disease.

3. *Social Seclusion:*Individuals who are perceived as impolite, hostile, and irritated finds it difficult to build relationships. They spend most of their time on jobs and ignore people around them, leading to alienation.

Handling Type A Personalities

1. Negative traits are a fact of life

Recognise and realize that everybody has negative traits. In the case of persons with Type A personality, seemingly negative behaviour is mostly not done on purpoise.

2. Keep communication going

Persons with Type A personality have a controlling attitude. They believe that wealth will lead them to happiness rather than being with family and friends. They may difficulties in expressing themselves; therefore people around them should talk to them and ensure them that they are not alone when in need.

3. They run away fromsituations which arousestheir hostile characteristics.

Type A colleagues or managers, must encounter less and less circumstances that can annoy them. As they cannot control their emotions, it is best to not put them in situations where they get irritated.

Personality type forms from a combination of factors, including:

) Innate genetically characteristics
) Spontaneous characteristics from the very beginning of their lives.
) Surroundings and people in it

5.3.2 Type B Personality Traits

Type-B personality people are very adjustive and downtrodden. They are quiet, easy-going, balanced in emotion, firm, sociable and prone towards their drawbacks and they do not show any aggressiveness.

They do not have the characteristics of type -A personality. It is also known as non-type-A which has been reflected in the continuum of type-A or non-type-A. Non-type-A is referred to as type-B.

It is expressed in the findings that type-B has lesser stress proneness. These persons can work confidently and they relish their accomplishment, and they are not showing discomfort or distress when they fail to perform. During competition, they project themselves less of gaining or defeating compare to type-A, they take pleasure in participation of games. They sometimes concentrate on their unique creation compare to type-A, they become writers, counsellors, therapist, actor or actress. Characteristically, they take pleasure on creative ideas and concepts.

They show more patience compare to type-A. For that, they are placed in higher management position. They can"...see things from a global perspective, encourage teamwork, and exercise patience in decision making..."

Efforts to discover the psychological influence to the growth of heart disease started with thedocumentation of the Type A behaviour Pattern. It is categorised by extreme competitiveness, greatobligation to work, intolerance to time earnestness and hostility. Early discoveriesproposed that Type A behaviour in otherwise fit men between 35-59 years was related with a dualenlargedthreat of suffering from a heart attack over the time period 8.5 years follow up (Rosenman,1975). A successive major study known as Friedman Heart Study confirmed the findings of the previousstudies but stretched them to women also. However, as the explorationof theconcept has continued, it has been discovered thataggression component of the Type A personality (including irritation, disrespect, ridicule, pessimism and suspicion.) that is hugely correlated with Coronary artery deterioration (Chida& Steptoe,2009)

Stress, Other Health Risks and Type A Personality

The idea of Type-A personality or behavior pattern is mostly believed in our hard driving,goal-oriented culture. Actually, some early studies supported the concept of Type A behaviour. As

putting people at the susceptibility of CHD (Friedman, & Rosenman,1974) & individual elements of the Type A personality, such as anger, continue to emerge as presenting increased cardiovascular risk (Chida& Steptoe,1989).

Benefits of Having a Type A Personality

⌐ Type-A personality has some positive effects on our physical and mental health.

⌐ A person can be able to find himself at the top of his assessment.

⌐ In one finding, Type- A women were 46% more to get mammograms compare to other types of personalities.

⌐ Better care can be taken fore their own by this type or it may be said, they anticipate healthy outcomes.

⌐ From research findings, it also has proved that they do not die at an early stage in diabetes.

⌐ Women in this type have more mood swings during involutional stages, accompanied with other affective symptoms but they take hormonal treatment for those complaints more compare to other personality types.

5.3.3 Interactions between Type A and Type B

It has been evident that type-A persons show more competitiveness and hostility in their expressions and communication compare to other types. While participating in a competition, type-A shows more rigidity towards other type-A or type-B persons. They want to harm to their opponents more compare to type-Type-A persons show more jealousy, negative feelings which are expressed in their communications- those include more hostile behaviour, not ready to make settlements, abusive languages, threats and fighting.

Substance abuse

Type-B persons are more prone to substance abuse compare to type-A (Bell et.al.1998). Another study suggests that, type-B persons are more prone to personality disorders compare to type-A on the diagnostic criteria on personality in DSM-V.

In another experiment with alcohol, cocaine and opiate abusers, type-type-A persons show more agreeableness, cooperation and self-direction, on the other hand, type-B showed more neuroticism, seeking uniqueness and avoidance to risk. These are highly correlated with mental disorders and drug intake. Moreover, these differences remain in antisocial personality and psychiatric symptoms.

Criticism

An experiment was done on myocardial infraction patients, where the role of diet and other compounds have been eliminated (Friedman et.al.1986) where one group received counselling on cardiac problems and type-A personality characteristics. Other group received nothing of this kind. From results, it has been observed that type-A behaviour is very prone to the susceptibility of hypertension and coronary problems. Another important aspect came out that type-A person's behaviour pattern can be controlled through proper counselling.

Some researchers suggest that type-A characteristics not always direct coronary heart disease. Redford Williams suggested that only the aggressive characteristics are responsible for coronary heart disease, not the other factors of type-A personality that creates the damage.

On research finding proved that relation between type-A and heart disease, number of questions were asked which proved false positive probabilities. Another study confirmed that there is no relation between type-A personality and coronary heart disease.

5.4 MBTI (The Myers-Briggs Personality Type Indicator)

This test has been framed to know a person's type of personality, features and preferences. It is framed in such a way that a person can report it by his own. This inventory was proposed by Isabel Myers and her mother Katherine Briggs which has termed as MBTI. It has been prepared on the basis of Jung's type of personality. At present, MBTI is the most accepted psychological testing throughout the world.

The Development of Myers-Briggs Test:-

Both the authors were much influenced by the type theory of Jung and thought that it can be replicated all over the world. They started working during second world war to comprehend the utility of individual discrepancies for making a questionnaire.

To help individuals and to comprehend themselves, Myers & Briggs had a firm belief that the type of personality is best fitted in their health and happiness.

Myers made first pen-and-pencil form of this test during 1940's, and they started to assess their friends and family members. After two decades, they made the full questionnaire.

An Overview of the Test: -

When the respondents are giving the answers in this inventory, they find themselves as possessing one of 16 personality types of personality. The aim of MBTI is to give space to the respondents to find their own personality type-which contains their liking, disliking, strengths, weaknesses, career options and mixing with others.

The test is prepared with four scales:-

1. Extroversion€-Introversion (I)
2. Sensing (S)-Intuiting (N).
3. Thinking (T)- Feeling(F)
4. Judging (J)- Perceiving(P)

According to the authors- all types are same &has same value. By combining these four scales- 16 personality types can be made, like ISTJ,ISFJ,INFJ,INTJ,ISTP,ISFP,INFP,INTP,ESTP,ESFP,ENFP,ENTP,ESTJ,ESFJ,ENFJ,ENTJ.

How MBTI differs from other instruments: -

MBTI is not a traditional type of test. There is no discrimination by making right or wrong responses, not a single type is better compare to others.The objective of the test administrator is not to make any comments on mental health or sort of diagnosing them. There is no comparison and checking the results with norms, only thing is that a person can evaluate his personality by his own response.

The MBTI Today

For its simplicity in assessment, MBTI has got immense popularity throughout the world. Many versions are accessible in internet for the better availability to the respondents.

The original MBTI should be given by a trained administrator. That online accession may be interpreted by the professionals to get proper results. The present edition of MBTI has 93 questions for North America & 88 questions for European population. In every question, two alternatives have given, from them the subject has to select one.

5.5 Summary:-This unit present the clear picture of different types of personality and their characteristics, detailed description of Sheldon personality theory in light of endomorphs, mesomorphs and ectomorphs and Kretschmerpersonality types (i) Pyknik type (ii)Asthenic type (iii)Athletic type (iv) Dysplastic type were discussed further uses and importance of MBTI in present days were also mentioned in the unit

5.6 Key words:-Type A Personality. Type B Personality,Domineering, Hypertension, Cognitive Behaviour Therapy, Substance Abuse, Coronary Heart Disease, Extroversion-Introversion.

5.7 Self-Assessment/Evaluation: -

1.The Type-A behaviour Pattern was proposed by

   a. Friedman &Rosenman
   b. Karl & William Menninger
   c. Myers & Briggs
   d. None of the above

2. MBTI was developed by

a. Friedman &Rosenman

b. Karl & William Menninger

c. Myers & Briggs

d. None of the above

3. MBTI has ----------- subtypes.

4. Myers created the first pen-and-pencil version of MBTI during

a. 1940s

b. 1950s

c. 1960s

d. 1970s

5. MBTI includes ----- forced choice questions in the North American Version.

6. Hypertension is related to Type-A Personality. T/F

7. Type-B Personalities are not relaxed. T/F

8. COPD refers to Chronic Obstructive Pulmonary Disease. T/F

9. Type-A women in menopause have less mood change. T/F

10. MBTI is a self-report inventory. T/F

Answer Key: -1=a, 2=c, 3=16, 4=a, 5= 93, 6=T, 7=F, 8=T, 9=F, 10=T

5.8 Review Questions: -

1. Briefly describe the Type-A Behaviour Pattern.
2. Briefly describe the Type-B behaviour Pattern
3. What are the criticisms of Friedman &Rosenman Model?
4. Explain different types of MBTI.

Further Readings

Friedman. H. S, Schustack. M.W. Personality. Classic Theories and Modern Research. Second edition. Pearson.2004.

Butcher .J .N., Hooley. J. M. Mineka. S. Abnormal Psychology.Pearson.2019

UNIT 06: Trait Approaches

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Objectives

- To understand the concepts of trait theories
- To discuss Cattell and Allport trait theory of personality
- To explain the Hans Eysenck, Costa and McCrae personality theories

Introduction

Trait approach assumes that behavior is determined by relatively stable traits which are the fundamental units of one's personality. Traits incline one to act in a unique way, regardless of the situation. It is assumed that people vary in their attributes because of hereditary contrasts.

6.1 Factor Analytic Trait Theory

The founder of Factor analytic trait theory was Raymond Bernard Cattell. He was born in Hilltop, a village on the outskirts of Birmingham, England, on 20 March 1905. He published more than 500 articles and 43 books. He was also the author or coauthor of numerous personality tests, including the "Culture Fair Intelligence Tests, the Eight State Questionnaire, the Motivation Analysis Test, the Object- Analytic (O-A) Personality Test Battery, the Institute for Personality and Ability Testing (IPAT), Anxiety Scale Questionnaire, the Clinical Analysis Questionnaire (CAQ), and the popular Sixteen Personality Factor Questionnaire (16 PF)".

He made exceptional contributions in many areas and made significant advances to the study of personality. He was honored by the Wenner Gren Prize from the New York Academy of Sciences. Just 6 months before his death, American Psychological Foundation awarded him by Gold Medal Award for Life Achievement in Psychological Science. Raymond Cattell died at the age of 92 from cancer at his home in Honolulu, Hawaii, on February 2, 1998.

According to Cattell "personality is an imaginary construct that permits us to explain and predict behavior. The scientific constructs of a personality theory tie together the empirical findings of that theory and suggest new relationships that will hold true under certain conditions".
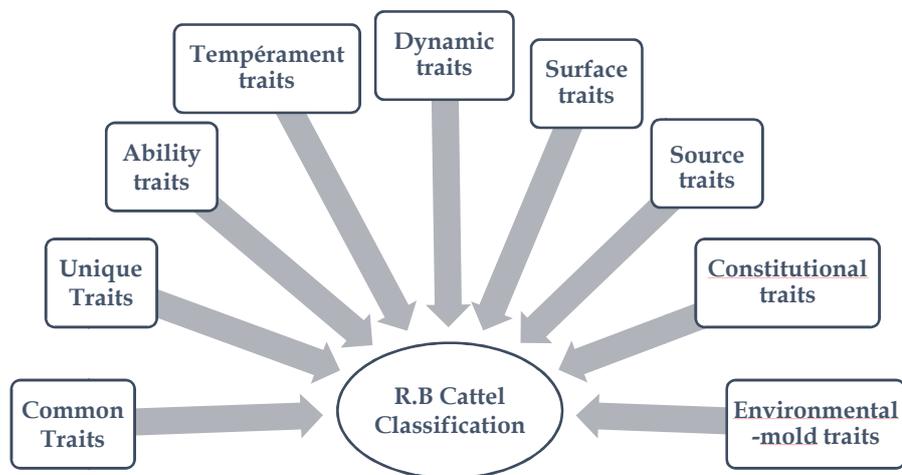
> Raymond B. Cattell was born in England in 1905 and grew up in a seaside Devonshire town

He defines personality as "that which permits a prediction of what a person will do in a given situation

Then presented the definition as a formula R = f (P, S)

In other words, the behavioral response (R) of a person is a function (f) of the situation (S) confronted and the individual's personality (P)".

His theory of personality is also knows as trait theory of personality he defined traits as relatively permanent and broad reaction tendencies and serve as the building blocks of personality. He classified traits as:-

Common traits

Common traits are those traits which are common to everyone to some degree Intelligence, emotion; gregariousness, extraversion, and belongingness are some common traits. Everyone has these traits, but some people have them to a greater extent than others.

Unique traits

Unique traits are traits possessed by one or a few persons. Unique traits are particularly apparent in our interests and attitudes.

Ability traits

Ability traits allude to the individual's ability in managing the intricacy of a given circumstance. These traits are concerned with the style and achievement of our activities how we do what we do, and how well.

Temperament traits

Temperament traits define emotional style of behavior. They portray the overall style and emotional tone of our behaviour, for instance, how emphatic, accommodating, moody, striking or irritable we are. These traits influence the ways in which we act and respond to situations.

Dynamic traits

Dynamic traits are the driving forces of behavior. They characterize our inspirations, interests, and aspirations. These characteristics decide why we do what we do. Dynamic traits incorporate ergs (the energy source for all behavior) and sentiments (learned patterns of attitudes).

Surface traits

Surface traits are personality characteristics that connect with each other however don't constitute a factor because they are not dictated by a solitary source. For instance, several behavioral elements like anxiety, indecision, and irrational fear combine to form the surface trait labeled neuroticism. Thus, neuroticism does not derive from a single source. Surface traits are the epiphenomena of the source traits. They are the observable cluster of variables that correspond to an underlying factor.

Source traits

According to Cattell (1950) source traits are "the structural influences underlying personality, which it is necessary for us to deal with in developmental problems, psychosomatics & problems of dynamic integration". Source traits may have their origin in heredity or the environment. Cattell identified sixteen basic source traits that he considered the "building blocks" of personality and can be assessed by the Sixteen Personality Factor Questionnaire (16PF). Sixteen basic source traits are

Constitutional traits

Constitutional traits instigate in biological conditions but are not of necessity innate.

Environmental-mold traits

Environmental-mold traits get from impacts in our social and physical environments. These traits are learned characteristics and behaviors that inflict a pattern on the personality.

	Which was dominant trait of Mother Teresa

6.1.1 The Big Five Personality Traits

Cattell provided the theoretical groundwork for much of the current research in the measurement of personality. That work has culminated in the emergence of five factors that form a potential basic model for delineating the structure of personality. Some have even suggested that a consensus on the factors now exists, popularly known as the Big Five. The Big Five traits describe aspects of personality that are remarkably consistent, especially among adults. An acronym for remembering these factors can be formed by rearranging the first letters of each factor to form the word OCEAN

➢ Neuroticism
➢ Extraversion
➢ Openness

> ➢ Agreeableness
>
> ➢ Conscientiousness

> https://www.truity.com/test/big-five-personality-test

6.1.2 Stages of Personality Development

1. Infancy stage (Birth–6 years)
2. Childhood stage (6- 14 years)
3. Adolescence stage (14-23 years)
4. Maturity stage (23-50 years)
5. Late maturity stage (50–65 years)
6. Old age (65 years +)

Infancy stage (Birth–6 years)

The first stage of Cattell's personality development is infancy stage which starts from birth and continues up to age of 6 years. It is the major formative period for personality. In this stage of life the child is influenced by parents and siblings and by the experiences of weaning and toilet training.

Childhood stage (6- 14 years)

The second stage of Cattell's personality development is childhood stage. This stage starts from age of 6 and ends at 14. During childhood stage of personality the child face various psychological problems.

Adolescence stage (14-23 years)

The childhood stage is followed by a more troublesome and stressful stage known as adolescence. The adolescence period begins at the age of 14 and continuous till 23 years. It is the crucial period of life in which an adolescent experience various emotional problems conflicts, delinquency, self-assertion, and sexual desires.

Maturity stage (23-50 years)

The fourth stage of personality development is maturity, lasts from approximately age 23 to age 50. It is generally a productive satisfying time in terms of career, marriage, and family situations. During this stage individual personality becomes less flexible, compared with earlier stages and thus emotional stability increases. Cattell found little change in interests and attitudes during this period.

Late maturity stage (50–65 years)

The late maturity stage involves individual's personality developments in response to physical, social, and psychological changes. Health, vigor, and physical attractiveness may decline and the end of life may be in view.

Old age (65 years +)

The final and last stage of personality development according to R. B Cattell is an old age period; this stage involves adjustments to different kinds of losses like the death of spouses, relatives, and friends; a career lost to retirement; loss of status in a culture that worships youth; and a pervasive sense of loneliness and insecurity.

Cattell's theory of personality is based on highly objective and precise scientific techniques. At its height it generated more empirical research than any other personality theory (Wiggins, 1984), although Cattell's findings were not always replicated. Cattell's theory presaged the current emphasis on quantitative methods and empirical data. Cattell's theory is a meritorious example of a scientific approach to personality
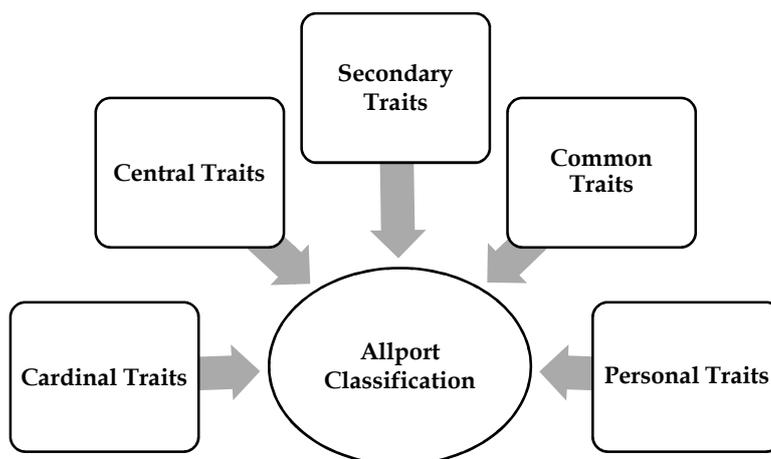
Factors		Low range descriptors		High range descriptors
A	Warmth	Reserved		Outgoing
B	Reasoning	Less intelligent		More intelligent
C	Emotional stability	Affected by Feelings		Emotionally stable
E	Dominance	Humble		Assertive
F	Liveliness	Sober		Happy-go-lucky
G	Rule-consciousness	Expedient		Conscientious
H	Social Boldness	Shy		Venturesome
I	Sensitiveness	Tough-minded		Tender-minded
L	Vigilance	Trusting		Suspicious
M	Abstractedness	Practical		Imaginative
N	Privateness	Straightforward		Shrewd
O	Apprehension	Self-assured		Apprehensive
Q1	Openness to change	Conservative		Experimenting
Q2	Self-reliance	Group-dependent		Self-sufficient
Q3	Perfectionism	Self-conflict		Self-control
Q4	Tension	Relaxed		Tense

6.2 **Allports Trait Theory**

Gordon Willard Allport was one of the great personality theorists of the 20th century. His work was a blend of individual personality traits and the traditional psychology of William James. As a humanistic psychologist, he went disparate both behavioral and psychoanalytical theories of psychology. Most importantly, Allport believed in the uniqueness of the individual.

> ⚠ "So many tangles in life are ultimately hopeless that we have no appropriate sword other than laughter." — Gordon W. Allport

Allport was born on 11th November 1897 in Montezuma, Indiana. He was shy and studious boy, he was teased quite a bit and lived a fairly isolated childhood. On 9th October 1967, Allport, a heavy smoker, died of lung cancer in Cambridge Massachusetts. Allport classified traits as cardinal traits central traits, secondary traits, common traits and personal traits

Cardinal traits

Cardinal traits are so inescapable and persuasive that they touch nearly every aspect of an individual's life. Allport described them as a "ruling passion," a powerful force that dominate behavior. These are ace thought processes, administering interests, famous attributes. They are so obvious that they cannot be hidden; nearly every action in a person's life revolves around this one

cardinal disposition. Most people do not have a ruling passion, but those who do may have not display it in every situation. Blessed, sadism, chauvinism, quixotic, narcissistic etc are some cardinal traits

Central traits

Central traits are outstanding traits that describe a person's behavior. They have less control on person's behavior but are nevertheless important and are highly characteristic tendencies of an individual. Allport believed that everyone has several central traits, which include the 5 to 10 most outstanding characteristics around which a person's life focuses. Allport (1961) described central traits as "those that would be listed in an accurate letter of recommendation written by someone who knew the person quite well". Intelligent, sensitive, responsible, independent, caring are central traits.

Secondary Traits

Secondary traits are more specific, more explicit, centered propensities that are frequently situational in character and less essential to the character structure. Everybody has numerous secondary traits that are not central to the character yet happen with some consistency and are liable for much of one's specific behaviors.

Common traits

Common traits are general characteristics held in common by many people. Common traits provide the means by which people within a given culture can be compared to one another. Common traits are categories for classifying groups of people on a particular dimension.

Personal traits

A personal trait is a unique trait of an individual. They are just like Chattel's unique traits. Personal traits are general determining characteristic, but it is unique to the individual who has it. Ever person has a unique trait like one individual has drawing and another have singing.

> "It is here that we encounter the central theme of existentialism: to live is to suffer, to survive is to find meaning in the suffering. If there is a purpose in life at all, there must be a purpose in suffering and in dying. But no man can tell another what this purpose is. Each must find out for himself, and must accept the responsibility that his answer prescribes." — **Gordon W. Allport**

Functional Autonomy

Allport's concept of functional autonomy suggests that the thought motives mature, emotionally strong are not practically associated with the prior experiences in which they initially appeared. Forces that motivated us from the get-go in life become self-sufficient, of their unique conditions. Additionally, when we mature, we become autonomous of our parents. In spite of the fact that we stay identified with them, we are no longer functionally dependent on them and they should no longer control or guide our life.

Allport proposed two degrees of functional autonomy (1) perseverative functional autonomy and (2) propriate functional autonomy.

Perseverative functional autonomy

Perseverative functional autonomy refers to acts or behaviors that are repeated even though they may have lost their original function; they are not controlled by the proprium and have no genuine connection with it. Perseverative functional autonomy is found in animals as well as humans & is based on simple neurological principles.

Propriate functional autonomy

Propriate functional autonomy refers to those self-sustaining motives like values, interests, attitudes, intentions, and life-styles that are related to the proprium. This type of functional autonomy is more important than perseverative functional autonomy and is essential to the understanding of adult motivation.

Allport's personality theory is a highly creative one. Although many of his ideas are reminiscent of other theories, he combined others' insights with his own to develop a truly unique approach. His

original concepts, such as personal dispositions, the proprium, & functional autonomy, are highly controversial and extremely stimulating.

6.3 Eysenck Personality Theory

Eysenck was from Berlin, Germany and later moved to England in 1934. He took degree in Psychology and published almost 79 books and more than 1000 articles. He also developed several Personality assessment devices such as Eysenck Personality Inventory, Maudsley Medical Questionnaire, Maudsley Personality Inventory. His work supported the inheritance role in personality.

Eysenck was very much agreed with Cattell that personality consists of traits or factors. By intense hard work and collaboration with his wife, Sybil, they developed an Inventory called Eysenck Personality Inventory with the help of factor analysis.

The Dimensions of Personality

As a result of his intensive hard work and research, he came up with three dimensions of Personality. The acronym is PEN

P- Psychoticism versus impulse control or superego functioning

E- Extraversion versus introversion

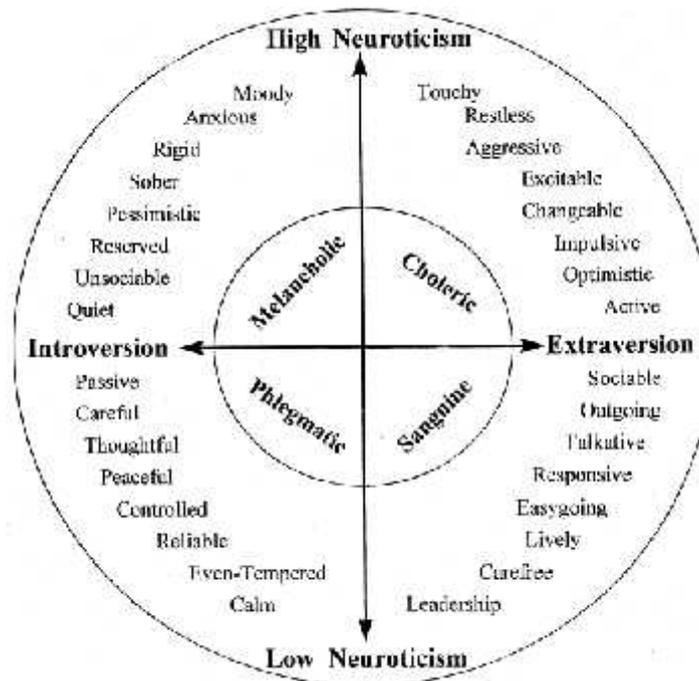N- Neuroticism versus emotional stability

Since the time of the ancient Greek philosophers, both extraversion and Neuroticism are recognized as the basic elements of Personality. Further researchers have shown that all the traits proposed by Eysenck and their dimensions tend to remain stable despite of differences in social and environmental experiences. For example an introvert will remain introvert in most of the situations and throughout his/her life.

Characteristics of a PEN personality

Psychoticism	Extraversion	Neuroticism
Aggressive	Sociable	Anxious
Assertive	Irresponsible	Depressed
Egocentric	Dominant	Guity feelings
Unsympathetic	No reflection	Low self esteem
Manipulative	Sensation seeker	Tense
Achievement	Impulsive	Moody
Dogmatic	Risk taking	Hypochondriac
Masculine	Expressive	Low autonomy
Tough minded	Active	Obsessive

CHARACTERISTICS THAT DEFINE THE THREE PERSONALITY TRAITS OF THE PEN MODEL.

Extroversion	Neuroticism	Psychoticism
Sociable	Irrational	Aggressive
Dominant	Inhibited	Cold
Assertive	Taciturn	Egocentric
Active	Emotional	Impersonal
Lively	Tense	Impulsive
Boastful	Anxious	Antisocial
Daring	Depressed	Creative
Carefree	Feeling guilt	Unfeeling
Adventurous	Low self esteem	Harsh

Extraversion- these people are more oriented towards outside world. They tend to be more outgoing, friendly, talkative, adventurous, always prefer other company, very sociable they are, and dominant personalities. Further studies revealed that those who scored more on extraversion on Eysenck Personality Inventory were having more positive emotions as contrast with introverts. Eysenck was much interested to know the biological differences and found that extraverts had low cortisol arousal as compared to introverts.

Neuroticism- these are anxious, sad, depressed, moody, and have low self-esteem. According to Eysenck, neuroticism is inherited.It is related to genetic more rather than experience. Researches revealed that people who were low on neuroticism were more satisfied from their work and work environment and having good social relationships.
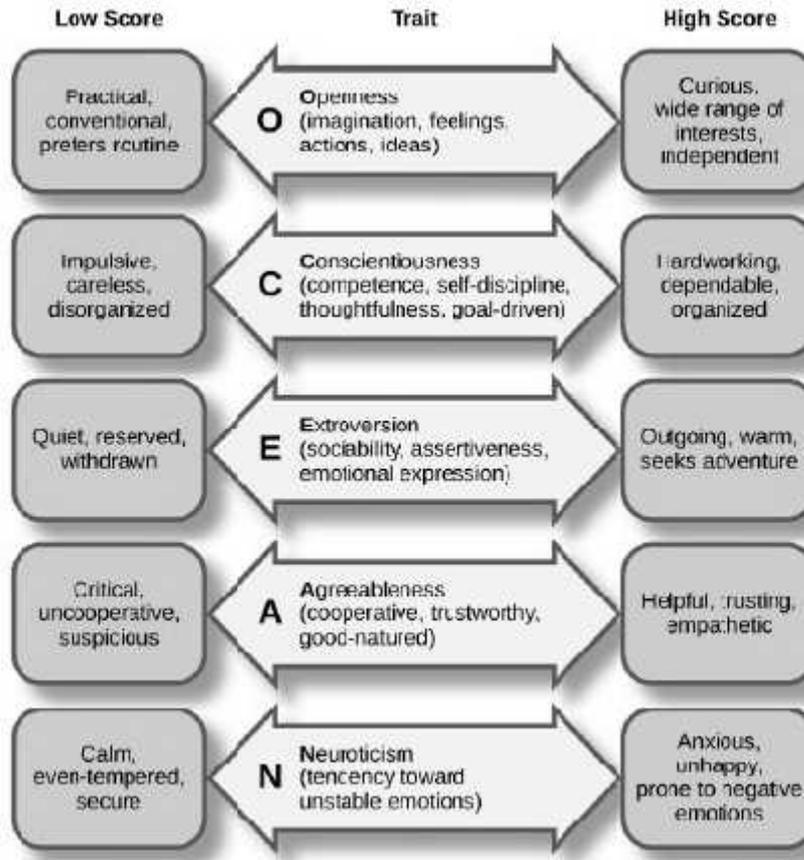
Psychoticism- these people are more aggressive, self-centered, egoist, anti-social. They are mostly insensitive towards the needs and emotions of others. Here parenting also plays an important role, because studies revealed that children who were high on psychoticism their parents were more authoritative and controlling as compared to those who were low on psychoticism.

Role of Heredity

According to Eysenck, heredity plays a significant role in traits and its dimensions. Showed strong genetic component in extraversion and neuroticism traits. He didn't negate the role of family and environmental factors, but put more emphasis to heredity component in traits.

6.4 Costa and McCrae

The Big Five Personality theory, also known as the OCEAN model is a trait theory of personality. The theory is culmination of long history of trait theories of personality that has major names in Psychology contributing towards it. Psychologists like Allport, cattell, Goldberg have all contributed in their own ways by recognising different traits that make up an individual's personality. Every Big Five personality traits characterises particularly extensive groupings which cover various personality-related terms. Every trait incorporates a multitude of additional aspects like "the trait of Extraversion is a category that contains labels such as "Gregariousness (sociable), Assertiveness (forceful), Activity (energetic), Excitement-seeking (adventurous), Positive emotions (enthusiastic), and Warmth (outgoing)". Hence, the Big Five while not totally comprehensive cover almost all personality-related terms. Another significant feature of the Big Five Model is its method to assessing personality

Low Score	Trait	High Score
Practical, conventional, prefers routine	**O** Openness (imagination, feelings, actions, ideas)	Curious, wide range of interests, independent
Impulsive, careless, disorganized	**C** Conscientiousness (competence, self-discipline, thoughtfulness, goal-driven)	Hardworking, dependable, organized
Quiet, reserved, withdrawn	**E** Extroversion (sociability, assertiveness, emotional expression)	Outgoing, warm, seeks adventure
Critical, uncooperative, suspicious	**A** Agreeableness (cooperative, trustworthy, good-natured)	Helpful, trusting, empathetic
Calm, even-tempered, secure	**N** Neuroticism (tendency toward unstable emotions)	Anxious, unhappy, prone to negative emotions

Conscientiousness

Conscientiousness defines an individual's capacity to control their desires in order to engross in aim specific behaviors. It assesses essentials such as control, inhibition, and persistency of behavior. Facets of conscientiousness contain "Competence, Organized, Dutifulness, Achievement striving, Self-disciplined, Deliberation for those who are high on trait and the opposite of these for those who are low on this trait".

Agreeableness

Agreeableness states in what way individuals incline in their treatment of relationships with others. Contrasting extraversion which comprises of the quest for relationships, agreeableness emphases on individual's orientation and connections with others (Ackerman, 2017). Following are the different aspects of this trait:Trustworthy, Truthfulness, Helpful, complaint, modest, humble, compassionate on one end and Doubtful, Challenging, Persistent, Boaster, unsympathetic on the other hand.

Extraversion

Extraversion refers to the propensity and strength to which somebody pursues contact with their atmosphere, mainly social environment. It includes the ease and firmness intensities of individuals in social circumstances. Moreover, it also refers to the sources through which people draws energy in their lives. On one end are the people who are outgoing, thrilled by societal interaction, sensation seekers, outgoing, on the other end are individuals who are introvert and prefer being reserved, picks solitude over company, do not like to be centre of attention.

Openness to Experience

Openness to experience refers to an individual's inclination towards trying out novel activities and also engaging in creative and scholarly activities. It comprises the aptitude to "think outside of the box." People who are high on this dimension are generally inquisitive, creative, always ready to engage in new activities, non-traditional and those who are low tend to be predictable, Eccentric, do not like changes, are conventional.

Neuroticism

Neuroticism describes the stability in an individual's emotional lives and how it relates to their perceptions of the world around. It focuses on the aspect of how probable a being is to construe events as intimidating or tough. It also comprises one's inclination to experience undesirable emotions.

Individuals high on this trait are Nervous, Annoyed, mostly stressful, cautious, Helpless, have dramatic mood shifts. On the other end are individuals who are Peaceful, have stable emotional states, Self-assured, Tough, seldom faces sadness or depression.

6.5 <u>Summary:</u> Trait approach to personality was pioneered by early psychologists, including Allport, Cattell, Eysenck and Costa and McCrae and their research helped produce the Five-Factor (Big Five) Model of Personality. The Big Five dimensions are cross-culturally valid and accurately predict behaviour. The Big Five factors are also increasingly being used to help researchers understand the dimensions of psychological disorders.A difficulty of the trait approach to personality is that there is often only a low correlation between the traits that a person expresses in one situation and those that he or she expresses in other situations. However, psychologists have also found that personality predicts behavior better when the behaviors are averaged across different situations.

6.6 <u>Keywords :</u> Traits, Neuroticism, emotional stability, Psychoticism, Big Five dimensions

6.7 <u>Self-Assessment:</u>

1. What is Traits according to Allport:

    A. the basic class of individual's personality

    B. the basic unit of individual's personality

    C. the basic type of individual's personality

    D. the basic system of individual's personality

2. Which Trait reflects social values and social mores.

    A. common trait

    B. Secondary traits

    C. Cardinal traits

    D. Personal traits

3. Which of the following is not a group of personal traits:

    A. cardinal traits

    B. central traits

    C. common trait

    D. Secondary traits.

4. How many groups categorized the personal dispositions According to Allport

    A. 2

    B. 3

    C. 4

    D. none of these

5. If Mohan sees a child begging, he will offer her some eatable or money. this example which types of traits :

    A. Cardinal Traits

    B. Central Traits

    C. Common Trait

    D. Secondary Traits.

6. Proprium is the highest in the personality structure which consists of all aspects of personality which bring about inward unity and consistency in the personality of the individual is defined by..

    A. Cattell

    B. Watson

    C. Murray

    D. Allport

7. Which Psychologist devlop this Questionnaire (EPQ-R).

    A. Sigmund Freud,

    B. Alfred Adler,

    C. Gordon Allport,

    D. Hans Eysenck

8. When Cattell came to the US to work with ..

    A. Alfred Adler,

    B. Gordon Allport,

    C. E.L.Thorndike

    D. Hathway and McKineley

9. Which psychologist used factor for define personality.

    A. E.L.Thorndike

    B. Hathway and McKineley

    C. Cattell

    D. Eric Erickson

10. Who developed a scale of 16 PF

    A. Hathway and McKineley

    B. Allport

    C. Eric Erickson

    D. Cattell

11 . 16 PF which was designed to assess 16 different source ......associated with normal behaviour.

    A. traits

    B. type

    C. system

    D. Drive

12. Cattell describe to....... display graphically his theoretical analysis of the relationship between the mind's instinctive driving forces and their overlying semantic and attitudinal superstructure.

    A. Source

    B. ergs

    C. System

    D. Dynamic lattice

13. Big Five has developed by---------

    A. Costa and McCrae

    B. Allport

    C. Cattell

    D. None of the above

14. What is full name of BFI.

    A.   Beck Five Inventory

    B.   Big Five Inventory

    C.   Binet Five Inventory

    D.   none of the above

15. What is full name of OCEAN?

    A.   openness, conscientiousness, extraversion, agreeableness and neuroticism

    B.   open, conscientiousness, extraversion, agreeableness and neuroticism

    C.   conscientiousness, extraversion, agreeableness, neuroticism and open

    D.   all of the above

Answers-1. b 2.a 3.c 4. b 5. a 6. d 7. d8. c9. c10. d11. a 12. d 13. a 14. b 15. a

6.8 Review Questions

    1.   What are my strongest personality traits? Give examples

    2.   What do the Big 5 personality traits reflect? Give examples

    3.   What are five personality traits that are affected by culture? Give examples

    4.   What are common traits? Give examples

    5.   What are examples of traits? Give examples

Further Readings

Allport, G. W. (1961). Pattern and growth in personality. New York, NY: Holt, Rinehart and Winston.

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Unit 7 Humanistic Approaches

Contents

Objectives

This unit will enable you to:

Get an understanding of Maslow and Roger's Humanistic approach;

Explain the Maslow and Rogers' theories;

Describe the important aspects of Maslow's theory of personality;

Have an understanding ofconcept of self-actualized

Introduction

Humanistic, or Person-centered or Organismic approach to personality takes the whole individual into account and maintains the view that there is inherit goodness among individuals with persons are inherently good with eccentriccharacteristics for attaining greatness.This unit will focus on explaining the various important attributes of humanistic theories, followed by explanations of characteristic and then we will come across to explain the distinctive properties of Abraham

Maslow's Humanistic Theory of Personality. Lastly, the discussion will revolve around the Person-Centered Theory of Personality given by Carl Rogers.

7.1 <u>Humanistic Approach of Personality</u>

The beginnings of Humanistic Approach of Psychology can be traced back to the concerns that many therapists had about the various weaknesses of Psychodynamic theories, particularly psychoanalysis. Psychoanalysts like Carl Rogers and Abraham Maslow was of the view that prevalent theories of the time such as psychodynamic theories has not been able to address the various crucial issues like the meaning of behaviour, and the nature of healthy growth in the right way. However, they did not just come up with fresh variations to psychodynamic theory, but developed a new approachaltogether.Humanistic Approach differs from other approaches in variety of ways. These differences are evident by their focus on subjective meaning of well-being, a refusal to accept the validity of determinism, and focusing on positive growth instead of pathology.

Although one might say that certain psychodynamic theories also offer a vision of healthy growth (including Jung's concept of individuation),stillthere are some characteristics that differentiates the Humanistic Approach from all other approaches to Psychology.

Most of the psychologists are of the view that it is only possible to understand behaviourfrom an objective point of view (by an unbiasedonlooker), but the humanists said that this would mean that an individual does not has the capacity to understand his/her own behaviour—a view which for them was paradoxical as well as hazardous to well- being.

In the place of this thought, humanists like Rogers believed that the meaning of behaviour is basicallysubjective and idiosyncratic; they also said that the acceptance of this thought will not make the theory unscientific, aseventually all human beings are subjective: Scientists being purelt objective is not what contributes to reliability of science, but it is the fact that different observers can reach on a Conesus regarding the observed events.Rogers termed this procedure as inter subjective verification.

The focus of humanistic school of Psychology was on improving well-being along with enhancing an individual's as well as society's overall quality of life. To realize this aim it provided different ideas and ways that can stimulate learning and develop at individual as well as societal level. Maslow came up with the term "the Third Force" for defining the difference between the Humanistic Approach, and previously popular perspectives in Psychology namely Psychodynamic and Behaviorist.

The major idea of humanistic psychology is the need to reach self-actualization by recognizing one's full potential. Other central ideas are personal growth, openness to experience, focusing on present, personal responsibility, and inherent goodness of people. Humanists believed that perceived reality is the only way of analyzing humans.

The most important figure in Humanism is Abraham Maslow and he differs from other psychologists of the same school like Carl Rogers or Erich Fromm in the way he focuses on observing real individuals instead of focusing on some ideal situations. He put forth a theory whose focus was to define the behavior of happy, healthy, well-functioning individual.

Maslow gavean unpretentious and naturally alluring theory of motivation that describes how a "self-actualizing" personality can be achieved. Parallel to the systems theory, Maslow criticizedexcessive reductionism in building psychological models, and gave a different yet comprehensive approach of personality research.

In immediate past, various initiatives have emerged which, while largely being affected by humanistic ideas and theories;lead the psychological research towards new arenas. Possibly the positive psychology, a term coined by Dr. Martin Seligman in 2000 while being the President of the American Psychological Association is the most significant of them all. Following the footsteps of Humanistic Approach, Positive psychology, stresses on enhancing human potential, while using the surveys and group data methods for research which remained ignored by the humanists.

Coaching Psychology is yet another field that had huge influence of humanistic approach on it. Even though the origin of the term i.e. "personal coaching" came from the field of sports, it actually refers to an emphasis on improving the potential of an individual. Slowly, the field has become a separate entity within many psychology associations.

7.2 <u>Abraham Maslow</u>

Abraham Maslow, commonly regarded as one of the initiators of the Humanistic Approach, took birth in the city of Brooklyn in New York on April 1 in year 1908. He earned his graduation degree 1930, and did post-graduation in 1931, and in the year 1934, he attained his doctorate degree. His major for all the degrees was psychology, and he studied for all at University of Wisconsin. Following his graduation, he came back to New York to work with E. L. Thorndike at Columbia. It was during this time that he got absorbed with the research in the field of human sexuality. Later, he also worked as the head of the psychology department at Brandeis from 1951 to 1969. It was in this institution that he became acquainted with Kurt Goldstein, who had come up with the idea of self-actualization in his prominentbook; The Organism (1934).It was also here that he originated his campaign for a humanistic psychology, which was essential to his views than his own theories of the time.

Maslow advanced a theory of personality that has left its impact not only in the field of Psychology but various other fields. This extensiveeffectis somewhat a result ofgreat level of practicality in his theory. The theory correctlydefinesnumeroustruths about personal experiences. Humanists do not agree with the notion that humans are pushed and pulled by mechanical forces.

7.2.1. Maslow's view on Motivation

Maslow's theory is based on varioussimple assumptions about the concept of motivation. Primarily, Maslow (1970) assumed a holistic style towards motivation: which means, the whole individual and not just one part or function, is motivated. Next, motivation is generallymultifaceted, which means that an individual's behavior can be a result of numerousdistinct motives. Another assumption says thathumans are constantly motivated by one or some other need at every given moment. The satisfaction of a particular need leads to it losing its motivational power and its place is taken by some other need.

Maslow's theory also holds the assumption that same basic needs motivate every individual. The way by which individuals in diverse cultures acquire food, form shelters, express in relationship, and so on may differextensively, but the essentialnecessities for food, safety, and relationships are common to the whole species. Another major assumption about motivation is that various needs of individuals can be organized in a hierarchical formation.

> *In 1951, Maslow took a position as chairman of the psychology department at the recently established Brandeis University in Waltham, Massachusetts.*
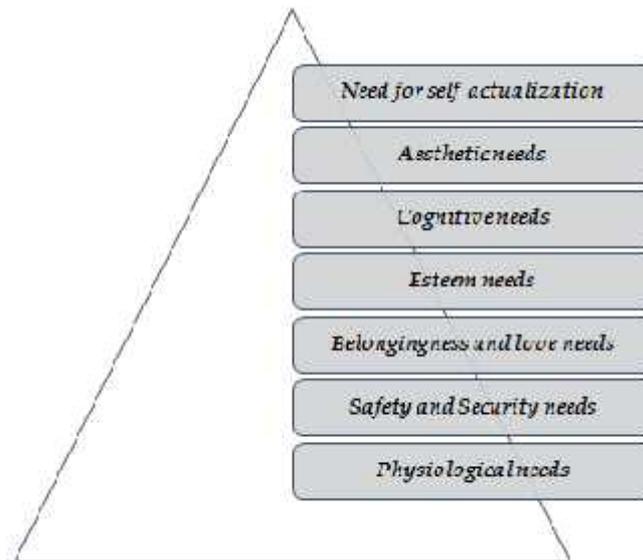
7.2.2. Maslow's Hierarchical Theory

The instinct, drive, incentive and arousal theories of motivation are of the view that humans and lower animals are motivated in the same way. According to Abraham Maslow (1954, 1970) these theories are very limited. They deal with basicbiological needs for instance hunger and thirst, or with anxiety avoidance need. However these theories generally overlookseveralcrucial needs connected with personal growth.

Maslow's hierarchy of needs was proposed by Abraham Maslow in his paper "A theory of human motivation" in 1943. Maslow's hierarchy of needs concept assumes that for higher level needs to become 'motivators' it is imperative that lower level needs arefirst satisfied or at least relatively satisfied.

Maslow hypothesized that certain motivational forces are markedly human. In endorsing his ideas he became one of the founding father of the humanistic school of psychology, the central theme of which isthe uniqueness of humans in animal kingdom. He said that motivating nature of human behaviour is due to the presence ofopposing needs, which he arranged into a need hierarchy in which deficiency needs or survival needs (needs whose satisfaction is necessary for survival) were lowest. And personal growth needs or growth needs (needs that boost the psychological functioning) were highest in terms of priority.

Deficiency needs includes psychological needs, safety needs, belongingness and love needs and esteem needs. Growth needs includes cognitive needs. Aesthetic needs and need for self actualization.

Maslow believed that satisfaction of lower needs in the hierarchy allowed humans to function at a higher level.

1. ***Physiological needs:*** Physiological needs are the basic needs for survival these needs include, food, water shelter, sex and sleep. These needs are at the bottom level of hierarchy when these needs are fulfilled the next level of needs (safety needs) come before. If anyone physiological need is not met, it will completely dominate the individual's life.

2. ***Safety and Security needs:*** Safety needs are at the next level of the hierarchy, and include the need for security, freedom from fear, for protection, and for structure and order. The satisfaction of the safety needs assures individual that they are living in an environment free from danger. When this level of needs met the next level of needs come before to the individual.

3. ***Belongingness and love needs:*** At the next level are social needs, the need for belongingness and the need for love. These needs are essential for one's life as man is a social animal, he has to live in a society, he/she needs love from his/her family, relatives, friends etc. Failure to satisfy these needs can lead to feelings of loneliness and isolation. Maslow argued that there are two types of loves D-love and B-love. D-love is based on deficiency, and is selfish, in that it involves taking rather than giving. B-love is unselfish and is based on a growth need rather than on deficiency. When the social needs met another level of needs come before.

4. ***Esteem needs:*** Esteem needs includes the needs for self-esteem and the need for maintain esteem in others' eyes. Self-esteemrefers to the desire/need to preserve a self-perception as being alargelycapable, resilient, independent person. The need to have esteem in other people's eyesrefers to a desire of havinga good reputation and to attainappreciation and status in society. There are two aspects to the need for esteem (1) the need for admiration and respect and (2) the need to regard oneself as competent and successful. Failing to attain satisfaction of esteem needs can make on feel incompetent, hapless and inferior. When the individual is satisfied from esteem needs the next level of needs comes.

5. ***Cognitive needs:*** The next level of needs is cognitive needs. These needs are for understanding and knowledge. If the needs at this level are satisfied, the individual will move to next level of needs.

6. ***Aesthetic needs:***Order and beauty is dominant motivator of these needs. If these needs are satisfied, individual will move to advanced state of psychological functioning. In the process, he becomes more efficient individual. When these needs met the next and highest level of needs come before know as need for self-actualization.

7. ***Need for self-actualization:*** The top level of Maslow hierarchy is need for self-actualization. It is each individual need realize all her capacities, fulfill her potentials, and

became the best person she can be. More ever it is an innate drive that is part of the psychological makeup of the individual. He/she must strive to full fill it once the other needs are classified. The self-actualization person, referred to by Maslow as the fully human person, is constantly striving to achieve higher and higher levels of personal growth, self-actualized individuals acceptable of their own selves. Freedom, the need for privacy, confrontation to cultural influences, empathy, deeppersonal relationships etc. are certain characteristics of these individuals.

> *The key notion of self actualization was described by Maslow as "A musician must make music, an artist must paint, a poet must write, if he (sic) is to be ultimately at peace with himself. What a man can be, he must be, this need we may call self actualization".*

Maslow identified Abraham Lincoln and Albert Einstein as famous people who were self actualized. To major self actualization Maslow focused on Peak experiences, in which the world is experienced totally or what it is, and there are feelings of euphoria, wonder, and awe. Peak experiences occurs most often during sexual inter course or when listening to music and sometimes when doing both at the same time. Maslow found self-actualized person. Reported more peak experiences than other people. It is also possible to assess self actualization by means of self report questionnaires.

The key notion of self actualization was described by Maslow as "A musician must make music, an artist must paint, a poet must write, if he (sic) is to be ultimately at peace with himself. What a man can be, he must be, this need we may call self actualization".

7.2.3. Characteristics of Self-actualizers

Maslow put forth the following characteristics of self actualizers

1. They are focused on reality i.e. they can understand the difference between fakeness/dishonesty and reality/genuineness.
2. They focus on finding solution to life's problems.
3. Have unique idea about means and ends where means are important in comparison to ends.
4. They are very serious about interpersonal relationships and believe in having less but strong and genuine associations.
5. They believe in leading autonomous life. The one that is relatively freefrom physical as well as social needs.
6. They are away from the pressures to "fit in" in the society.
7. Their sense of humor is not hostile to others in any way.
8. They also accept others for who they are.
9. They fully accept themselves with their strengths and weaknesses.
10. They always have a focus on their weaknesses that can be changed to strengths.

> *Draw Maslow's model of needs*

7.3 Carl Roger's Theory of Personality

Carl Rogers after having an eye for theology chose clinical and educational psychology as his work area. His doctoral dissertation was an extensive work on children's personality adjustment. All over the 1930s, his major subject area remained child psychology. He accepted to work as a professor of psychology at Ohio State University in the year 1940. During his time at the university he started to work on theories and methodology which made him renowned in the coming years. The major

thrust areas of Rogers's therapeutic approach first made an appearance in the book titled Counseling and Psychotherapy which was published in 1942. Few years from this publication he put forward his ideas about self being the unifying element of an individual's personality and principles of what is known today as Roger's client-centered therapy.

Carl Rogers not only was the 'founding member' of the 'third force' in Psychology but also was one of the most prominent therapists of the twentieth century. Rogers's conceptualization of an individual was phenomenological in nature, as it strongly focused onan individual's experiences, feelings, emotions, values, and everything else that can be included in the expression "inner life". Roger's theory is also sometimes referred to as self-theory and person-centered theory. His theory was a result of his self-experiences with individual clientsthe therapeutic relationship.

His theory has two central themes that are worth mentioning. First, he focused on healthy development and maintained that the most important aspect of it is the way individuals perceived themselves. The individuals whose understanding of who they are i.e. selfis congruent with and who they think they should be i.e. ideal self) are healthy individuals. He also said that there is no individual who will have this perfect congruence all the time, but the comparable degree of congruence is an important health indicator.

The second basic thought is his ideas about the situations that can lead to healthy growth, and the way a therapist can help inpromoting the healthy growth. Rogers said that therapist can promote this growth through a therapy that he termed as person-centered therapy. The therapy is based on three fundamental principles i.e. empathy, openness, and unconditional positive regard. Rogersnamedthismethod nondirective therapy, constructed on the notion that the psychotherapist is merely a "mirror" who echoes the thoughts and feelings of clients.

7.3.1. Main concept's of Rogers's Theory

1. Persistent personality aspects

2. Self-actualization

3. Development of self

7.3.1.1. Persistent Personality Aspects

Rogers' theory of personality grewfrom of his work as a clinical psychologist and progressed as abranch of his client-centered (also known as personcentered) therapy. As the chiefgoal of his theory is to elucidate the progression and growth that takes place within an individual, due to this his theory does not seem to giveconsiderableimportance on personality development, insteadchoseto dedicate his focus to concepts that are fundamentally important for his theory. These concepts are: (i) the organism (ii) the self.

1. *The Organism*

Rogers approach to understand individuals can be termed as phenomenological and idiographic. He was of the view that human behaviour is "intricately rational". Additionally, he believed that: "at the core, every individual isbasically positive" and is a "dependable organism".

He said that the organism is the center of all understanding, including all that ispossiblyaccessible to consciousness, at any given time. The wholeness of this understanding makes up the phenomenal field. It refers to an individual's frame of reference and is accessible only to the individual himself/herself. No other individual can become aware of it, except by having empathetic experience and even then cannot understand it perfectly.

Rogers stressedon the fact that the way an individualwill behave in the phenomenal field (subjective reality) is dependent upon and not upon the stimulating situations (external reality). At any given point, the phenomenal field is built up of conscious as well as unconscious experiences. The individual is in habit of checking his/her experiences alongside the reality. This testing gives the individualreliableinformation of the world which aids him/her to behave in a realistic manner. In maximum number of instancesan individual accepts his/her experiences as accuratedepiction of reality, while this may not be the case.Subsequently, the individual may growmisapprehensions about himself/herself as well as about the outside world.

2. *The Self (Real and Ideal)*

Rogers established one of the bestand organized models of self, in regard to functioning of personality. The self or self-concept is the dominant conception of his theory, which is widely

known as the self-theory of personality. According to Rogers self is ansystematized, reliable, abstract gestalt made up of perceptions of the features of the "I" or "me", and the perception of the "I" or "me" to numerous aspects of life, along with the various values attached to these perceptions.

In a nutshell, self is a unitary mage of an individual. Furthermore, Rogers differentiates two features or subsystems of self: Real and Ideal self. Real self refers to "you" that, if all goes well, a person will become, ideal self, on the other hand, refers to what an individual will like to become.

Whilereferring to ideal, Rogers is signifying something not real, something that is beyond an individual's reach, the standard one is unable to attain. The real self, is established and shaped through the actualizing tendency, it is that aspect of self which on actually attains in life. However, burdens that a society puts on individualsat times are at loggerheads withactualizing tendency and individual has to live in the situations that do not gel in with his/her tendency. The ideal self, on the other hand, is an ideal shapedby society's demands. Rogers says it is not something to strive for (that is the real self) but an ideal imposed on people that they can never fully attain. For Rogers when all aspects of a person's life, atmospheres and views are in agreement then the ideal state of congruence is achieved (Pervin& Oliver 1997).

3. *Congruity and Incongruity*

The significance of the notion of organism and self, in Rogersphilosophy becomes strong when onescrutinize the notion of congruence and incongruence between the perception of self, and its actual experience by the organism. When the signified experiences that establish the self, authenticallyreflect the experiences of the organism, the self and organism becomes congruent, which means that the individual becomes well adjusted, mature and fully functioning individual. Else, one may experience incongruence. Rogers said that, maximum ways of behaving that the organism adopts are those that are consistent with his/her concept of self. In certaincases, behaviour can get affectedbyanimate experiences and desires which do not getrepresented. Such behaviour may be incongruent with the construction of the self, however in such cases the behaviour is not "possessed" by the individual.

According to Rogers, the incongruent individual who is continuously on the self-justifying mode and is not open to all experiences is not fully functioning and can be termed as a malfunctioning individual. They try very strongly to maintain/protect their self- concept. As they do not lead authentic lives, this maintenance and protection becomes difficult for them and they have a sense of continuousdanger. They rely on defense mechanisms to accomplish this. He defines two major mechanisms in this regard: distortion and denial.

Distortion happens when the individual identifies a riskto their self - concept. They engage in distortion of perception until it becomes congruent with their self- concept. This cautiousbehaviourdiminishes the awareness of the risk but the risk in itself is not diminished. Then, as the risks increase, the effort of shielding the self -concept becomes extrahard and the individual turn out to beextracautious and inflexible in their self- structure.

The immoderate incongruence of this process may lead the individual to a position which canbetermed as being neurotic. Their working becomes dangerous and psychologically susceptible. If the conditiondeteriorates it is likely that the defenses stops functioning altogether and the individual becomesconscious of the incongruence of their condition. They might experience personality disorganization and bizarreness along with exhibiting;unreasonablebehaviour, related with previouslyrepudiatedfeatures of self.

Therefore, it may be established that psychological adjustment happens when the concept of the self is such that all the bodily and instinctive experiences of the organism are, or may be, integrated on a representative level into a dependableassociation with the concept of self. Psychological neurosis exists when the organism refutesto be aware of substantialbodily and instinctive experiences, which subsequently are not represented and systematized into the gestalt of the self - structure.

Under such circumstances, there is a rudimentary or probable psychological tension. Any experience which is unpredictable with the association of the structure of the self may be viewed as an alleged threat, and more of such insights there are, the more strictly the self- structure is systematized to uphold itself.

7.3.1.2. Self-Actualisation

Rogers said that, the actualizing tendency is the only motive that compels human beings to act. Rogers (1959) upholdsthe notion that the human "organism" has anfundamental "actualizing tendency", whosetarget is to grow all abilities in such a manner that preserve or augment the organism and move it in the direction attaining autonomy. This predisposition is directional, productive and exists in all living things.

The actualizing tendency can be repressed but is indestructibleuntilthedevastation of the organism itself (Rogers, 1977). The notion of the actualizing tendency is the soledrive force in this theory. It incorporates all motivation be it tension, need, or drive reductions; and original as well as pleasure-seeking propensities (Rogers, 1959).

Solely, the organism as a whole has this inclination;fragments of it (such as the self) do not have this tedency. Maddi (1996) defines it as a "biological pressure to fulfill the genetic blueprint'. Every person hence has an essentialobligation to satisfy one's potential. This inclination is selective, and is focused on only those aspects of the environment which moves the individual beneficially, towards thecontentment and completeness. Hence, asbeen stated earlier, the soledriving force is 'the self-actualization drive' and solitary goal of human life is 'to attainself-actualization'

7.3.1.3. The Development of Self

Diverging from his predecessors like Sullivan, Erikson, Freud; Rogers, did not put forth any stage theory of personality development. Instead, he stressedupon the significance of congruence between the self and the experiences in personality development.

Adjustment and mental well being have also been elucidated in relation to realistic self-concept that is congruent with self. Rogers upheldthe belief that if we are communicatedwith in an inappropriate way by the one's for whom we look up to for love;the self-concept will be in line with experiences.

If an individual is told to have a self-concept that is not in line with his/her experiences, one will face difficulties. For instance, one might acquirethe idea that good people at no time get annoyed and then catch oneself in a statewhere he/she isdisrespected; the self-concept will not let the individual to perceive the feelings of anger inside them in a correct way.

According to Rogers, if an individual experiences huge self-experience incongruity, and if there is no tactic available to evade all of the appropriate experiences, the self-protective system may be powerless in handling anxiety; it may collapse and resulting in personality disorganization.

In our earlier years, we all have uninterrupted experience with pleasure and pain; for instance, all individuals acquire the sense that it is worthy to eat and bad remain hungry, appropriate to have mother's touch and harmful to touch a hot stove etc. Outside these modestbodilyresponses, there is a necessity to receive positive regard. This means we all have desire, to be loved and respected as individuals. Parents, initially are the primary source of love and affection, and it is greatlysignificant to uphold their good will.

Children want to receive praise from them, want them to hear saying that they are good children, and express encouraging feelings for them. When parents register their dislike for some actions and the child gets to know it, thisknowledge is agonizing. In such situation child would try to modify his/herbehaviour to become good inn their eyes again.

The criticalissuehappens when the views, morals, and observations of parents does not gel in with the child's understandings and outlooks. This process can be illustrated with an example. A four-year-old girl is upset when her mother births a second child. She now has to share love and attention with the new baby, adjust to remain silent when the baby is sleeping and so forth. From the girl'sviewpoint, the conditionincludes rejection and damagetopreviously enjoyed status: she will not only feel depressed but may also hone hostile feelings. The understandable target of this hostility will be the new baby. One day the mother discovers her pinching the baby's leg to make him cry. What would be the mother's reaction? Her choicein this situationis stated by Rogers as animportant one in the development of the self-concept by the girl. The typicalreaction of the mother will be to penalize the girl and reject her due to her hostility and make her to love the baby forcefully. The conflict for the girl is clearly visible. Since mother's love is extremelysignificant, so she may change her self-concept to adapt to whatever the mother desires. Here, the mother's response might help to provide this child a self-concept, incongruent with her experiences.

Rogers recognized the three criticalfacts for the parents to preserve in awareness.

1) First, they must recognize and accept the child's feelings.
2) Second, the mother mustnot threaten the child with the most intimidatingreprimation i.e. loss of love.
3) Third, the aggressivebehaviour must be definitelydisallowed and prevented.

7.3.2. Evaluation

Roger's client/person-centered approach, due to being the exceptionalin terms of understanding personality and human relationships, has been widely accepted and appliedacross several domains like psychotherapy and counseling, institutions/organizations, and in other group settings. Rogers's most importantinfluence may lies in his encouragement of ahumanitarian and principled treatment towards persons, making psychology as a human science instead of only a natural science.

However, Rogers's approach has been criticized on numerous grounds. The greatest being the charge that several psychologists incline to enforce their opinionson the basis ofimmature phenomenology. For example, Rogers acknowledged client's declaration to be always correct and consistent, even though self-reports usually lack reliability.

Rogers has also receivedcriticism for overlooking unconscious causes of behaviour, proven by psycho- analytic investigators byextensiveresearches.He is also critiqued on the basis that the theory focuses only on apparent issues and does not explore profounder areas.

7.4 <u>Summary</u>

The dominantsubjectmatterin humanistic and self-theories is the determination towards achieving self-actualisation, i.e. to realize one's full potential. Other notions include personal growth, openness to experience, living in the present, personal responsibility, and inherent goodness of people.

Probably the best-known proponent of this approach is Abraham Maslow. Maslow's theory of human motivation includes an important aspect known as hierarchy of needs. The needs place on the lower level in the hierarchy are more dominating. Which means, when numerous needs are energetic, the lowest need will be supremely captivating. The higher order need develop only after the satisfaction of lower-level needs.

Another major figure in Humanistic Psychology is Carl Rogers. Rogers's theoryputs a robuststress on the experience of the person, their state of mind, their ethics, and which is summed up by the expression "inner life". His theory is the result of his own understandingof the patients he works with.

Organism and the self are ultimatein Rogers's theory. According to Rogers the organism lays at the center of all life experiences, comprisingofeverything that is possiblyaccessible to awareness, at any given time. The entirety of experience institutes the phenomenal field.

Rogers did not try to propose a stage theory of personality development like his predecessors, Freud, Erikson and Sullivan. For personality development, he said thatan essential aspect is the congruence between an individual's self and his experiences. He also explained adjustment and mental health in relation to realistic self-conceptwhich is in congruence with the self.

> *A recent study conducted by Krems et al. (2017) explored how non-psychologists viewed self-actualization. The authors found that "lay perceptions of realizing one's full potential are linked to the fundamental motive of achieving status and esteem."*

7.5 <u>Key Words</u>

Safety Needs: Needfor protection, security, order, law, limits, and stability

Physiological needs: Physiological needs are the basic needs for survival these needs include, food, water shelter, sex and sleep.

Organism: Organism is the locus of all experience, including everything potentially available to awareness, at any given moment.

7.6 <u>Self-Assessment</u>

1. Which psychologist explain the distinctive features of ....Humanistic Theoryof Personality.

    A.   Abraham Maslow

    B.   Carl Rogers

    C.   Hippocrates

    D.   Sigmund Freud

2. How many Hierarchy of Needs involved in Abraham Maslow theory of personality

    A.   4

    B.   5

    C.   6

    D.   3

3.   Which psychologist explains the Person-Centered Theory of Personality?

    A.   Abraham Maslow

    B.   Carl Rogers

    C.   Hippocrates

    D.   Sigmund Freud

4. Which psychologist focuses on the nature of healthy growth of person

    A.   Abraham Maslow

    B.   Carl Rogers

    C.   Hippocrates

    D.   A and B

5. Abraham Maslow was born on...

    A.   August, 1908 in Brooklyn, New York.

    B.   April , 1908 in Brooklyn, New York.

    C.   June 1908 in Brooklyn, New York.

    D.   July , 1908 in Brooklyn, New York.

6. Who purposed the deprivation needs ("D-needs")

    A.   Abraham Maslow

    B.   Carl Rogers

    C.   Hippocrates

    D.   Sigmund Freud

7. According to Abraham Maslow The lower a need in the hierarchy the more proponent or dominating.

    A.   True

    B.   False

8. Lack of satisfaction causes a deficiency that motivates people to meet these needs defines to.

    A.   Belongingness Needs

    B.   Esteem Needs

    C.   Physiological Needs

    D.   Deprivation Needs

9. Which types the need in the hierarchy recognition from others, confidence, achievement, and self-esteem.

    A. Belongingness Needs

    B. Esteem Needs

    C. Physiological Needs

    D. Deprivation needs

10. Which types the need in the hierarchy obtaining love and intimate relationships or close friendships, become important?

    A. Belongingness Needs

    B. Esteem Needs

    C. Physiological Needs

    D. Deprivation Needs

11. Which is the lowest level in the Maslow's hierarchy is...

    A. Self-Actualisation

    B. Physiological Needs

    C. Belongingness Needs

    D. Esteem Needs

12. Which needs related to homeostasis?

    A. Esteem Needs

    B. Physiological Needs

    C. Deficiency Needs

    D. All Of The Above

13. Growth Needs also called...

    A. Deficiency Needs

    B. Belongingness needs

    C. Being needs

    D. self-actualization needs

14. Who developed one of the most systematic models of self, in relation to the personality-functioning?

    A. Maslow

    B. Rogers

    C. Hippocrates

    D. Sigmund Freud

15. Develop all capacities in ways that maintain or enhance the organism and move it toward autonomy defines to...

    A. Ideal self

    B. The Development of Self

    C. Actualising tendency

    D. Congruence

Answers				
01	02	03	04	05
A	B	B	D	B
6	7	8	9	10

A	A	D	B	A
11	12	13	14	15
B	C	C	B	C

7.7 Review Questions

1. Discus the characteristic features of Humanistic approach to personality.
2. What are the main features of Maslow's theory that makes it applicable in organization?
3. Critically evaluate the main tenets of Maslow's theory of personality.
4. What do you mean by need hierarchy?
5. Discuss the importance of deficiency needs and growth needs in the development of personality
6. What are the main characteristics of self-actualizing person? Discuss it in detail.
7. On what ground does Maslow's theory differ from Rogers's theory of personality?
8. Critically evaluate Rogers's theory of personality.
9. Discuss the importance of self in Rogers's theory of personality.
10. In the light of Roger's theory explain the development of personality

Write a case report how movies motivate adolescents to accept challenges?

Further Readings

Hall, C.S., Lindzey, G. and Campbell, J.B. (2004).Theories of Personality (Fourth Edition). New York: Wiley

Farber, Barry A.(1998). The psychotherapy of Carl Rogers: Cases and Commentary. Guilford Press.

Thorne, Brian. (1992). Carl Rogers - Key Figures in Counselling and Psychotherapy Series. Sage publications.

UNIT 8: Cognitive Approach

Objectives

- After studying this Unit, you will be able to:
- Will be aware of Rollo May's life and existential therapy.
- Describe concept and mode of therapy;

- Understand Rotters' Theory
- Discuss Mischel's Personality System
- Explain George Alexander Kelly
- Brief the Existential Psychotherapy

Introduction

Rollo May was conceived April 21, 1909, in Ada, Ohio, in the U.S.A. He kicked the bucket in San Francisco, in 1994. He has a place with a working class family and in the midst of with against scholarly Climate. His family was broken and his parents got separated from when he was very youthful. May's sister was experienced mental illness (Psychotic Breakdown) along these lines, May had halted his examination to deal with his sister and get back to home.

In light of every one of these encounters May likewise experienced significant sadness ordinarily in his life. In the wake of dealing with every one of the issues then likewise he acquired his Bachler degree from Oberlin in Ohio. When he finished his degree he went to Greece, where he procured profound way of thinking of the spirit. After graduation, he went to Greece, where he showed English at Anatolia School for a very long time. During this period, he additionally invested energy as a vagrant craftsman and surprisingly concentrated momentarily with Alfred Adler.

Subsequent to finishing their degree, he gets back to the USA and Turned into an individual from the Association Philosophical Theological College. Where he met to Paul Tillich. He was affected by him significantly. Lamentably, he had determined to have Tuberculosis and was hospitalized for a very long time in Sanatorium. He spent his extra hours in a perusing of Freud's work. He respects Freud's analysis; he came to at the thought that existentialism communicated what individual experienced during tough situations all the more appropriately.

> *"Life comes from actual endurance, yet Great Life comes from what we care about"* ROLLO MAY

8.1 New Existence of Rollo May

He defeated his infection (tuberculosis), he became in a renewed individual. In 1938, He get back to New York to complete his philosophical examinations. He additionally acquired a Ph.D. degree in Clinical brain research from Colombia College (New York). He was the first who got this degree from this college. In 1958, He likewise intrigued by Humanistic in brain science.

Whatever he read and impression, he had the option to characterize what existential brain science comprised of, it has four columns. a) People have an adversarial constrain it main thrust of human existence (.b) Implying that every individual provides for their life is reflects in their choices and responsibilities(c). The individual doesn't need to be some. Everybody is, becomes, and makes themselves. (d) Psychotherapy assists with looking past the self-evident and decipher the signs that show up in a person's life.

Subsequent to getting his Ph.D. degree, he instructed in many top schools. He additionally altered a few books of Ernst Heavenly messengers and Henri Ellenberger, the book presence, where he acquainted Existential hypothesis with the USA. He spent the remainder of his life in Tiburon, California, till he passed on in1994.

8.1.1 Outline of Existential hypothesis by Rollo May

Since he was an existential clinician existence and freedom were the focal topics of Rollo May's examinations. He accepted that individuals continually confronted the issue of being an object and a subject simultaneously. People are objects on the grounds that others' activities influence them, but on the other hand they're dynamic specialists of their own individual real factors.

He thinks about that contention is the actual embodiment of life. The simple reality of existing as of now raises a progression of contentions that human never gets to completely resolve. he said that contention isn't outside however they are generally within us. Notwithstanding, they are not negative however they are simply states of presence itself.

Idea of hypothesis:

Philosophy is the investigation of being. Inside existentialism, ontological investigation is aimed at understanding the pith of people by and large and of a person specifically.

Dasein- being on the planet; the accentuation is on a person's presence at a specific season of conditions. May Three Methods of Presence

Umwelt: it is collaboration with the actual world,

Midwelt, is the communication with a person

While Eigen welt is communication with oneself.

Alienation is the point at which an individual is antagonized from the part of the nature, which brings about feeling loneliness, void, and depression this happens on the grounds that the three methods of presence are alienation from nature and from others.

Mays describe freedom, which a person can be free to choose the meaning of their own existence. Since an individual is allowed to pick what type an individual they become, they must be answerable for what they become, someone else situation of their destiny can be commended or censured for the idea of their reality, since we are liable for ourselves

Phenomenology is the investigation of cognizant experience as it exists for the individual with no endeavors to diminish, separate or compartmentalize it in any capacity.

Authenticity,, if individuals carry on with their lives underestimates that are openly picked, they are carrying on with true lives, assuming notwithstanding, if individuals adjust to values set up by others, they have not practiced their individual flexibility and are along these lines carrying on with inauthentic lives, inauthentic is causally identified with hypochondriac tension and blame and the sensation of forlornness, ineffectualness, self-estrangement, and hopelessness.

https://webspace.ship.edu/cgboer/may.html

8.1.2 Phases of development

May utilizes some conventional existential terms somewhat uniquely in contrast to other people, and imagines new words for a portion of existentialism's old thoughts.

Destiny, for instance, is generally equivalent to thrownness joined with fallenness. It is that piece of our lives that is resolved for us, our crude materials, in the event that you like, for the undertaking of making our lives. Another model is the word boldness, which he utilizes more regularly than the conventional term "Authenticity,, " to mean confronting one's uneasiness and raising it up.

He is additionally the solitary existential analyst who talks about specific "stages" (not in the exacting Freudian sense, obviously of advancement:

Innocence - the pre-egoic, pre-unsure phase of the newborn child. The honest are premolar, for example is neither terrible nor great. Like a wild creature who murders to eat, the honest is just doing what the person in question should do. In any case, an honest has a level of will in the feeling of a drive to satisfy their requirements!

Rebellion - the youth and juvenile phase of building up one's conscience or hesitance using appear differently in relation to grown-ups, from the "no" of the two-year-old to the "no chance to get" of the youngster. The defiant individual needs opportunity yet has at this point no full comprehension of the duty that goes with it. The young person might need to spend their remittance in any capacity they pick - yet they actually anticipate that the parent should give the cash, and will grumble about injustice on the off chance that they don't get it!

Ordinary - the typical grown-up self image, customary and somewhat exhausting, may be they have learned duty, however discover it excessively requesting, thus look for shelter in similarity and customary qualities.

Creative - the credible grown-up, the existential stage, past conscience and self-completing. This is the individual who, tolerating fate, faces tension with fortitude!

These are not organizing in the customary sense. A kid may surely be guiltless, customary, or imaginative on occasion; a grown-up might be insubordinate. The lone connection to particular ages is as far as notability: Insubordination hangs out in the two-year-old and the high school.

Then again, he is less interested in anxiety than any existentialist. His first book, The Meaning of Anxiety, was, depended on his doctoral thesis, which thus depended on his perusing of Kierkegaard. His meaning of anxiety is "the apprehension cued off by a threat to some value which the individual holds essential to his existence as a self" (1967, p. 72). While not "unadulterated" existentialism, it does clearly incorporate dread of death or "nothingness." Later, he cites Kierkegaard: Anxiety is the dizziness of freedom

8.1.3 Anxiety

May believed anxiety to be the hidden cause of every crisis, regardless of whether homegrown, proficient, financial, or political. He portrayed the world we live in as a period of anxiety. Despite the fact that May published The Meaning of Anxiety in 1950, it is protected to say that his interests are significantly more applicable today, especially with the approach of the depersonalization of our reality because of the computer age (Reeves, 1977).

May believed that the psychological patterns resulting in the incapability to cope have their origin in childhood, particularly due to bad early relations between the child and its primary caregivers, since an baby'sprerequisite values arise from the security patterns established between the infant and its caregivers

8.1.4 Culture, Nervousness, and Antagonism

May likewise tended with the impacts of culture on anxiety and the nearby interrelationship among nervousness and aggression. Culture influences both the sorts and the amounts of nervousness experienced by people. Past the fundamental connection among new-born child and guardian, the determinants of character that every one of us consider vital for our reality as a character are generally social. Without a doubt, even the idea of the baby/parental figure relationship is dependent upon social impact. The measure of tension the vast majority are probably going to encounter is resolved, to some extent, by the security of the way of life. For instance, if a culture is moderately steady and brought together, there will be less tension all through that culture (May 1950). Today, be that as it may, numerous social orders are in sensational transition, to a great extent because of the amazing pattern toward globalization.

The association among apprehension and enmity, as shown by May, incorporates a perpetual circle. Pressure prompts animosity, and hostility achieves extended anxiety. However, what begins things out? May acknowledged that it was pressure that underlies opposition, and the evidence can be found in clinical cases including stifled hostility.

8.1.5 Love and Will

Large numbers of May's remarkable thoughts can be found in the book, his best, Love and Will. In his efforts at according Freud and the existentialists. He turned towards motivations. His basic motivational construct is the daimonic, thedaimonic is the entire system of motives, different for each individual. It consists of a collection of specific motives called daimons..

The daimonic is the whole arrangement of thought processes, distinctive for every person. It is made out of an assortment of explicit intentions called daimons.

The word daemon is from Greek and means little god. It comes to us like an evil presence, with an exceptionally negative undertone. In any case, initially, a daemon could be awful or acceptable. Daimons incorporate lower needs, like food and sex, just as higher necessities, like love. Fundamentally, he says, a daimon is whatever can assume control over the individual, a circumstance he alludes to as daemonic ownership. It is at that point, when the equilibrium among daemons is upset, that they ought to be considered "evil" - as the expression infers! This thought is like actually topics for Binswanger, or Horney's concept of adapting techniques.

For May, perhaps the main daemons is eros. Eros is love (not sex), and in Greek folklore was a minor god envisioned as a young fellow. (See the account of Eros and Mind) Later, Eros would be changed into that irritating little vermin, Cupid. May comprehended love as the need we need to "become one" with someone else, and alludes to an antiquated Greek story by Aristophanes: Individuals were initially four-legged, four-outfitted, two-headed animals. At the point when we turned into excessively prideful, the divine beings split us in two, male and female, and reviled us with the ceaseless longing to recuperate our missing half! At any rate, similar to any daimon, eros is something worth being thankful for until it assumes control over the character, until we become fixated on it.

Another significant idea for May is will: The capacity to arrange oneself to accomplish one's objectives. This causes will to generally inseparable from inner self and reality-testing, yet with its own store of energy, as in personality brain research. I speculate he got the idea from Otto Rank, who uses will similarly. May hints that will, as well, is a daemon that can conceivably assume control over the individual.

May (1969b) identified four kinds of love in Western tradition "sex, eros, philia, and agape".

Sex: Sex is a natural need that can be fulfilled through sexual intercourse or other sexual practices. "it still remains the power of procreation, the drive which perpetuates the race, the source at once of the human being's most intense pleasure and his [or her] most pervasive anxiety".

Ero: Sex is a physiological need that looks for satisfaction through the arrival of strain. Eros is a mental longing that looks for reproduction or creation through a suffering association with a friend or family member. Eros is having intercourse; sex is controlling organs. Eros is the wish to build up an enduring association; sex is the craving to encounter a joy. Eros "takes wings from human creative mind and is always rising above all strategies, giving the giggle to all the 'how to' books by merrily swinging into space over our mechanical principles".

Philia: Eros, the salvation of sex, is based on the establishment of philia, that is, a personal nonsexual companionship between two individuals. Philia can't be surged; it takes effort to develop, to create, to sink its underlying foundations. Instances of philia would be the gradually developing affection between kin or between long lasting companions. "Philia doesn't need that we do anything for the dearest aside from tolerating him, be with him, and appreciate him. It is kinship in the least complex, most direct terms".

Agape: Similarly as eros relies upon philia, so philia needs agape. May (1969b) characterized agape as "regard for the other, the worry for the other's government assistance past any addition that one can receive in return; uninvolved love, regularly, the adoration for God for man". Agape is charitable love. It is a sort of otherworldly love that conveys with it the danger of playing God. It doesn't rely upon any practices or qualities of the other individual. In this sense, it is inappropriate and genuine.

8.1.7 Myths (the cry of Myth)

May's last book was The Sob for Fantasy. He called attention to that a major issue in the 20th century was our deficiency of qualities. Every one of the various qualities around us lead us to question all qualities. As Nietzsche brought up, if God is dead (for example absolutes are gone), at that point anything is allowed!

We should have an illustration of a Kathak artist who committed as long as she can remember to dominate the particular strategies on which Kathak is worked around. We should envision in a young lady moving outside in her nursery. The Kathak is arranged to a particular melodic score and recounts a story. The young lady moving in the nursery is allowed to pick any dance move and apply it to the music that she has in the psyche as she moves.

8.1.8 Existential Psychotherapy

Like this illustration of an artist, Existential treatment is more a perspective, than a clear characterized Model or set of strategies. It is the philosophical methodology of treatment, which expects that we are allowed to pick and are answerable for our decisions.

There are two fundamental figures capable to proposed the Existential treatment, one is Viktor Frankl and Rollo May. Both were vivaciously affected by existential way of thinking. They accepted that there is significance to everything throughout everyday life.

Peak experiences are the encounters in our lives that help us acquire mindfulness that we can be more than we are at the present time. These encounters cause us to seek after this more profound importance in our lives. These encounters help us see that we are not casualties of situation. All things considered, we are what we decide to be.

8.1.9 Conclusion:

As indicated by May a methodology of the examination on human instinct, ought not cut down the collection of propensities, mind capacities, acquired characteristics, early encounters, or natural occasions, everything necessary for the study of people that are based on the ontological credits of people and that science should mull over of human opportunity and the estimation of their

phenomenological experience, the utilization of images and legends and the capacity of the past, present and future in settling on choices should needs the cycle.

8.2 George Alexander Kelly

George Alexander Kelly was born in April 28, 1905 to Theodore and Elfleda Kelly. They lived on a farm near Perth, Kansas and he was their only child. His father was originally a Presbyterian minister and his mother was a former school teacher. As a youth he was talented but he was not sure what he really wanted to peruse. Because of the diverse nature of his interest, he studied physics, sociology, taught public speaking and even coached drama before arriving at psychology. During the great depression, he developed his theory and clinical techniques. Kelly served as an aviation psychologist with the Navy in World War II, followed by a stint at the University of Maryland. He is a well-known American psychologist, therapist, educator and personality theorist and is considered the father of cognitive clinical psychology. He is best known for his "theory of personality, personal construct psychology".

8.2.1 Origin and development of the Personal Construct Theory

Even though his clients accepted his explanations, Kelly became unsure about the standard Freudian explanations. He found that these explanations were not quite appropriate to the lives of Kansan farm families and were becoming increasingly unorthodox. This lead him to began "making up" explanations, which was also accepted by his clients and showed the same slow but steady pace of improvement. At this point he realized what truly mattered to these people was that they had an explanation of their difficulties which facilitated a way of understanding what they were experiencing. He discovered that, while just about any order and understanding that came from an authority was accepted gladly because it brought order and understanding to their own lives. This lead to the development of his theory and philosophy which was known as constructive Alternativism

> *"A person's processes are psychologically channelized by the way in which he anticipates events".*

This means that, while there is only one true reality, reality is always experienced from one or another perspective, or alternative construction. Everyone has a construction but every one's construction is unique and different from the other. Some of these constructions can be better than others but each perspective or construction has some value to that person in that time and place. And hence no-one's perspective is ever to be completely ignored. Constructive Alternativism assumes that each individual is capable of changing or replacing his or her present interpretation of events by replacing them with an acceptable alternative. Kelly believed that there are an infinite number of alternative constructions one may take towards the world, and if ours is not doing a very good job, we can take another.

> *http://www.pcp-net.org/encyclopaedia/pc-theory.html*

8.2.2 Personal Construct Theory

Personal Construct Theory abbreviated as PCT represents a coherent, comprehensive psychology of personality. It has unique relevance for psychotherapy however has been reached out to variety of domains like education, organizational development, business, marketing, and cognitive science. Its main focus remains on the study of individuals, families, and social groups, with special emphasis on how people organize and change their views of self and world in the counseling context.
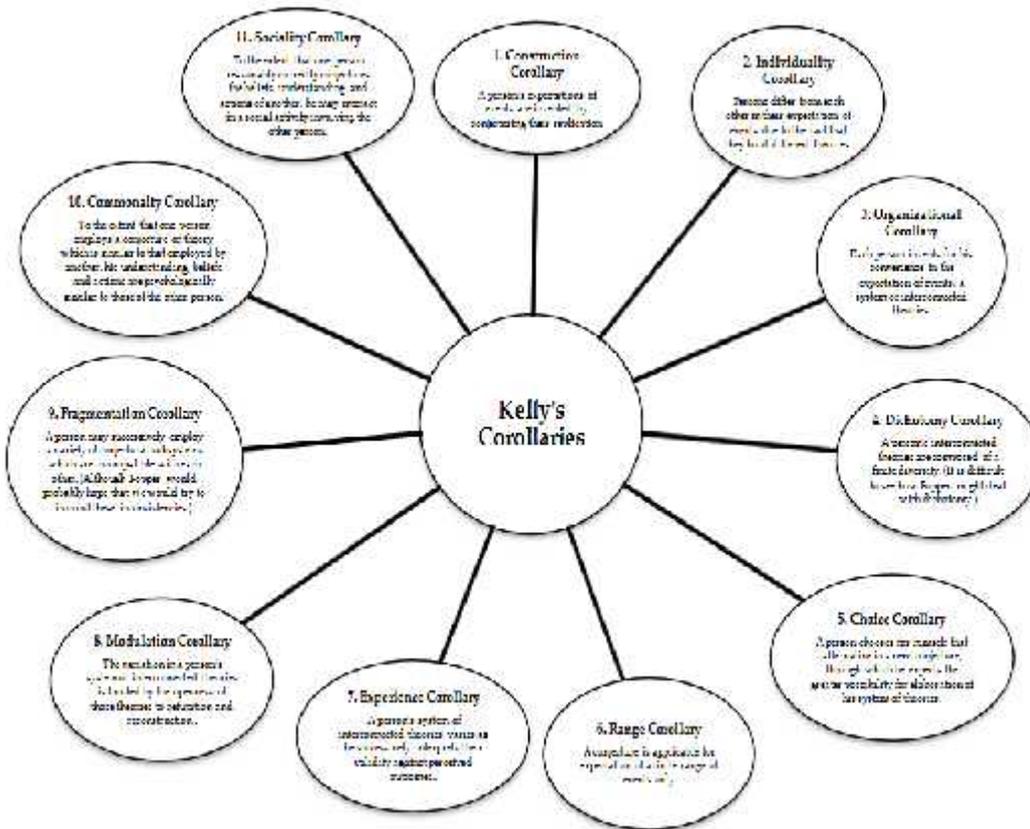
According to Kelly "Every man is, in his own particular way, a scientist", Kelly sees the person as a scientist who is trying to make sense of his/her experiences. It is a view that emphasizes on human capacity for meaning making, agency, and ongoing revision of personal systems of knowing across time. Kelly observes rather ironically, like to think of themselves as scientists, whose ultimate aim is to predict and control. "Yet, curiously enough," Kelly (1955) goes on, "psychologists rarely credit the human subjects in their experiments with having similar aspirations. It is as though the psychologist were saying to himself, 'I, being a psychologist, and therefore a scientist, am...'"

According to Kelly's theory, "every behavior is in fact an instance of testing one's current system of constructs. In most everyday situations, this process is very intuitive and unconscious. Individuals make certain assumptions about reality in an automatic way".

> *"A person's processes are psychologically channelized by the ways in which he anticipates events."*

8.2.3 The 11 Corollaries of Construct Theory

Kelly organized his theory into a fundamental postulate and 11 corollaries. His fundamental postulate says, "A person's processes are psychologically channelized by the ways in which he anticipates events." He refers to our experiences, thoughts, feelings, behaviors as a process.

8.3 Rotters' Theory

Both Julian Rotter and Walter Mischel believe convinced that cognitive factors, more than immediate reinforcements, decide how people will respond to external drive. Both theorists suggest that our assumption of future affairs is major contributors of performance.

8.3.1 Biography of Julian Rotter

Julian Rotter was born in 191 in Brooklyn. He got to know some of the writings of a high school student but he did not do his chemistry, but Freud and Adler did not. Brooklyn College's psychology. He was awarded a PhD in 1941. Indiana University's clinical psychology. The World After Second War, In Ohio, where one of his students was, he took a position. Mischel, Walter. He moved to the University in 1963. He was appointed at Ohio State, Mischel was his student. After working for some time he went to Connecticut and worked their until his retirement.

8.3.2 Rotter's Social Learning Theory

Rotter's theory is constructed on five hypotheses.

1. First, the interactionist theory of Rotter is based on five fundamental assumptions. First, it assumes that people interact with their meaningful environments: human behaviour derives from environmental and personal factors interacting (Rotter).
2. Secondly, it is learned that human personality can be changed or changed so long as people can learn.
3. Thirdly, personality has a fundamental unity; it suggests a certain fundamental stability of personality.
4. Fourth, motivation is aimed
5. Fifth, people can anticipate events and thus change their environment and personalities.

8.3.3 Predicting Specific Behaviors

In order to make accurate predictions in a specific situation, Rotter proposed four variables that must be analyzed. These variables include the potential of behaviour, expectations, reinforcement and psychological situation

A   Behaviour Potential

The potential behaviour is the possibility of a specific response in relation to its likely reinforcement at a given time and place.

B. Expectancy

The expectation of people in any particular situation is the trust that a particular strengthening will be conducted in a particular position or in a certain situation. Expectations may be general or particular, and both general and specific expectations are responsible for the overall likelihood of success.

C. Reinforcement Value

Strengthening is a preference of a person for a particular strengthening compared to other strengthening, if all are equally likely to occur. Internal strengthening is the perception of an event, while external strengthening refers to an event's assessment by society. Strengthening of the sequence suggests that the value of an event depends on one's anticipation that it leads to future improvements.

D. Psychological Situation

It is that part of the external and internal world a person is in a psychological situation. The way people interact with their meaningful environments is a function of behaviour.

E. Basic Prediction Formula

Hypothetically, behaviour in any particular situation can be predicted by the basic prediction formula, which indicates that a behaviour in a given reinforcement situation is potential depending on people's hope that the reinforcement of their behaviour in this situation will be followed by that reinforcement.

Predicting General Behaviors

The basic prediction is too specific to give clues about how a person will generally behave

Generalized Expectancies: In order to make more general behavioural predictions, you should know the general expectations of people or their expectations based on similar past experiences which will strengthen a given behaviour. Generalized expectations include the needs of individuals, i.e. behaviours to achieve an objective.

Needs: Needs relate to behaviour categories functionally related. Rotter listed six broad categories of needs, each relating to behaviour leading to identical or similar strengthening: (1) Recognition refers to the need for excellence, achievement and recognition of one's value by others; 2) dominance is the need to control, control or take over others' behaviour; (3) independence is the need to be uncontrolled by other people's dominance; (4) the need to have others take care of us and protect us from harm is protection-dependence; (5) love and affection must be warmly welcomed by others and held in friendly regard; and (6) physical comfort shall include behaviors designed to safeguard food, good health and physical safety. Three components are needed: (1) the

need for potential or potential events of functional behaviors designed to satisfy similar objectives; (2) free movement or the general expectation of a person that these behaviors can be strengthened and that they are directed at the fulfillment of certain general needs; (3) need value, or to the extent that one set of strengthening is preferred by people to another. Components of need are similar to the more specific concepts of conduct, expectation and enhancement potential.

General Prediction Formula: The general formula predicts that potential must be a function of mobility and value. Two Chapter 18 of the Rotter Mischel and Rotter: Feist, Personality Theories, Cognitive social learning theory the most famous generalized expectations measurement scales are Internal-External Control Scale and the Interpersonal Trust Scale.

Maladaptive Behavior

Rotter has defined maladaptive conduct as any persistent conduct that does not move a person closer to the desired objective. In addition to the low ability to achieve it, it is usually the product of unrealistically high objectives.

8.4 Mischel's Personality System

Mischel believes that cognitive factors, including the expectations, subjective perceptions, values, aims and personal values, are important for the formation of personality, as did Bandura and Rotter. In his early theory, the coherence of the personality was seriously questioned by Mischel but, more recently, he and Yuichi Shoda put forward the idea that behaviour is also based on relatively stable cognitive-affective units.

8.4.1 Walter Mischel Biographical Sketch

The second son of high-middle class parents was Walter Mischel, who was born in 1930 in Vienna. In 1938 his family moved to the U.S. and eventually settled in Brooklyn when the Nazis invade Austria. Mischel received an M.A. from New York City College and a Ph.D. from the State of Ohio where Julian Rotter influenced him. At Columbia University, he is currently a professor.

8.4.2 Background of the Cognitive-Affective Personality System

Initially Mischel thought that human conduct was primarily a result, but more recently he recognized the importance of relatively permanent cognitive-affective units.

However, Mischel's theory still recognizes that some behaviors seem to be icons

A. The Consistency Paradox system

The paradox of consistency refers to observation for both lay and professional persons are quite consistent, research suggests that this is not. Mischel admits that, indeed, certain characteristics are consistent over period of time, but he maintains that there is little evidence to suggest that they are persistent from situation to situation.

B. Person-Situation Interaction

He stated that behavior is best anticipated by knowledge of behavior, situations and interaction with other people. Therefore, behavior is not the consequence of across pacific personality trait, but it is the perspective of an individual for themselves in particular event.

8.4.3 Cognitive-Affective Personality System

However, Mischel does not believe that behavioral incoherence is solely a result of the facts; he acknowledges that incongruous behaviors reflect stable variations in a person. In the following framework, he and Shoda are able to see these stable changes in behavior: if A, then X, but if B, then Y. The pattern of variability of individuals is their behavioral signature and their unique and stable behavior.

A. Behavior Prediction

The basic theoretical position of Mischel in the field of behaviour prediction and explanation is: If personality is a stable system that processes situation information, then people should behave differently, as different situations occur. These situations differ. Those situations differ. Mischel therefore thinks that,

While the behaviour of people may over time reflect some stability,

The situations tend to be different.

Situation Variables

Situation variables include all those stimuli that people attend to in a given situation.

B. Cognitive-Affective Units

All the psychological, social, and physiological aspects of people in cognitive-affective groups allow them to interact with their environment with a certain degree of stability in behaviour.

Five such units have been identified by Mischel. In the first place, they encode or categorise information by individuals that they receive from external stimuli. Secondly, the powers and the strategies for self-regulation. One of the most important competences is intelligence, for which Mischel argues that other traits are apparently coherent. People also use self-regulatory approaches to control their own behaviour through self-written objectives and self-produced consequences. The third cognitive-affective units are expectations and beliefs or the consequences of every possible behaviour. The fourth unit contains the subjective targets and values of people that are quite consistent in behaviour. Mischel's fifth unit includes affective responses and the effects accompanying physiological reactions, emotions, feelings and effect.

8.4.4 Related Research

The theories of the two have generated an abundance of related research. One of the psychologically researched areas in Rotter's control position and the notion of Mischel's delay in gratification and the cognitive and affective personality system of Mischel and Shoda have been widely addressed. Theoretical studies are also widely studied.

A. Locus of Control, Depression, and Suicide

Only half one-half of one per cent of the Nazi population in the six million Nazi genocide helped Jewish neighbours who had lives in peril during the Second World war (Oliner&Oliner 1988) partly because the danger to their lives was equal to the danger to their lives. Elizabeth Midlarsky and colleagues wanted to predict who was a hero of the Holocaust and who was present during World War II by using personalities variables (Midlarsky, Fagin Jones, & Corley, 2005). In the Nazi 6 million people, only half of one in one of the Nazis contributed partly because the danger to their lives was the same as danger to their lives, which led Jewish neighbours living in danger during World War II (Oliner&oliner, 1988). Elizabeth Midlarsky and colleagues wanted to predict who was the Holocaust hero and who was present at World War II with variables of personalities (Midlarsky, Fagin Jones, & Corley, 2005).

The locus of control along with autonomy, risk-taking, social responsibility, authoritarianism, empathy, and moral self-realization were one of the variables selected by them . It was found to be positively linked with the inner control locus Autonomy, risk taking, social sense, tolerance, empathy, and moralising altruism, and less authoritarianism. Statistical analysis reinforced the hypothesis of the investigators that personality predicts who was a hero and who was not, 93%. In this study, heroism was associated with a greater sense of internal control.

8.5 <u>Keywords</u>

Predicting Specific Behaviors, Reinforcement Value, Psychological Situation, Predicting General Behaviors, Generalized Expectancies, Needs, Maladaptive Behavior, The Consistency Paradox system, Person-Situation Interaction, Cognitive-Affective Personality System, Behavior Prediction, Situation Variables, Cognitive-Affective Units, Locus of Control,constructivealternativism.   a fundamental postulate and 11 corollaries, role theory

8.6 <u>Summary:</u>

Kelly was not agree of Freudian explanations and this drive him to search other way to define personality. Thus, he proposed a theory known as Constructive alternative theory. He stated that there is only a reality that could be one or another perspective of alternative constructive. Personal construct theory, theory of personality. He also postulated 11 corollaries. Kelly referred emotions as construct of transition

Rottor and Mischel assume that cognitive factors determine the reaction of people in the light of external drives. Both the authors suggest that an individual's prediction of future is based on their performance.

8.7 Self-Assessment

Q1. Rotor's hypothesized

A. Human has unconscious motives.

B. motivation is goal directed.

C. Behaviour is being determined by innate choice.

D. people are basically forced to dwindle anxiety

Q.2 Which is Not a variables of prediction ,that is given by Rotor's

A. Big five Personality

B. locus of control

C. 16PF

D. reinforcement value

Q3. Which are Rottor 's needs?

A. Biological Needs

B. dominance

C. Self-esteem

D. Affection

Q4 The most famous generalized expectations measurement scales are

A. Internal-External Control Scale and the Interpersonal Trust Scale

B. Locus control scale

C. Happiness scales

D. All of the above

Q.5 Walter Mischel placed more emphasis on what?

A. Intelligence

B. Self-esteem

C. Generalized expectancies.

D. Trust

Q.6 .Mischel's consistency paradox consisted:

A. Human has persistent behavior from beginning to old age.

B. Most people think that human behavior is consistent but actually it is less

C. People regard behavior as relatively variable whereas objective evidence suggests that it is quite persistent.

D. None is correct answer.

Q7 Mischel considers that behavior:

A. It is stable to one to another event.

B. Is it the interaction of situation variables or persons variables.

C. it is result of inherent traits and personal factors.

D. It is shaped by imagination therefore is beyond scientific analysis

Q.8 .Mischel and Shoda's system developed

A. Trait theory of personality

B. Cognitive-affective personality system

C. Type theory of personality

D. None of them

Q.9 Which of these are not the personal variables of Mischel?

    A.   LOC

    B.   Emotional intelligence

    C.   Love

    D.   Encoding strategies

Q.10 Which concept given by George Kelly is similar to repression from psychoanalysis?

    A.   Submerged pole

    B.   Emotional transition

    C.   Denial

    D.   All of them

Q.11. Which assessment is given by George Kelly?

    A.   REP TEST

    B.   Locus of control

    C.   16 pf

    D.   Big five

Q.12. What is the other name for dichotomy corolary?

    A.   Bipolar constructs

    B.   Construction system

    C.   Fundamental postulate

    D.   None of them

Q. 13. In the book of "The Cry of Myth" Rollo May describe the major problem of 21st century.

    A.   Loss of value

    B.   Negative thoughts

    C.   Belief

    D.   Negative attitude.

Q. 14 What is Peak experience is …..

    A.   Gain awareness

    B.   Needs

    C.   Self-actualization

    D.   Security

Q.15 This person often referred to the father of existential psychology

    A.   Sigmund Freud

    B.   Carl Roger

    C.   Abraham Maslow

    D.   Rollo May

Answers							
01	02	03	04	05	06	07	08
C	B	B	A	C	A	D	B
09	10	11	12	13	14	15	

D	B	A	B	A	A	D	

8.8 Review Questions

Q.1 Write the difference between Rotter's concepts of need potential and behavior potential?

Q.2 Define the Rotor's predicting behaviors?

Q.3 Discuss e five cognitive-affective units of Mischel.

Q4. Discuss the Rollo May stages of development and how it sis different to Freud's Developmental stages.

Q.5 Elucidate existential approach in your own words and how it is relevant in the present time?

> *The Meaning of Anxiety(1950) another book o include Man's Search for Himself (1953), and*
>
> *The Discoveryof Being (1983). ,books like Love and Will (1969) and The Cry for Myth (1991).*

UNIT-9 Social Learning Approaches

CONTENTS

Objectives

- To understand the concept of Learning through observation
- Understand behavioural approached in personality
- Apply real life experiences in learning
- Outline & critique the earlier approaches of personal assessment.
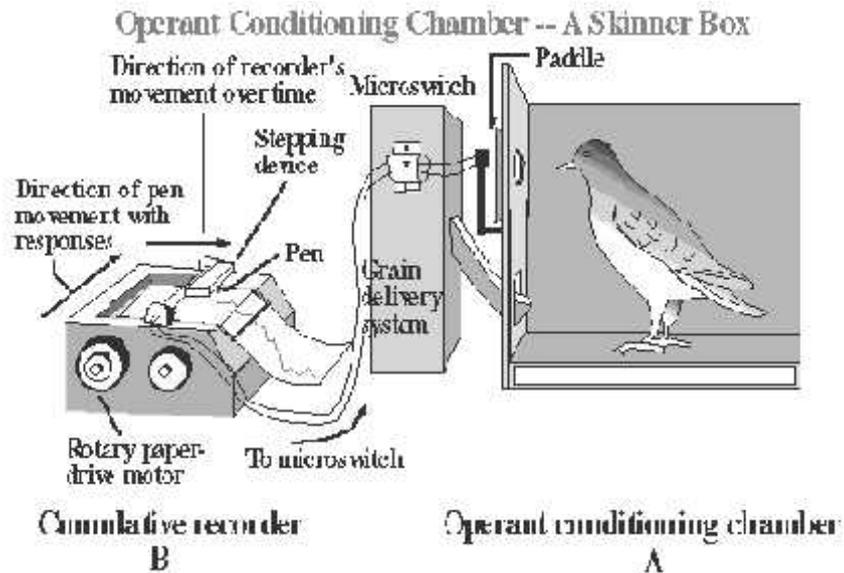
9.1 Operant Conditioning

The term operant conditioning was coined by B.F. Skinner in 1937 in the context to reflex physiology to differentiate what he was interested in- behaviour that affects the environment from the reflex – related subjected matter of the Pavlovian. Operant conditioning is the learning process in which the consequences of an action determine the likelihood that it will be performed in the future. In operant conditioning organisms learn the relationships between certain behaviours and the consequences they produce.

According to B.F. Skinner operant conditioning is an enormous important. Indeed, Skinner believed that what we learn and how we behave in everyday life are both very heavily influenced by the conditioning experience we have had throughout our lives. Operant conditioning is also sometimes known as instrumental conditioning. It is a method of learning that occurs through reward and

punishment for behaviour through operant conditioning, an association is made between behaviour and a consequence for that behaviour.

9.1.1 Skinners Experiment

Skinner studied operant conditioning by conducting experiments using animals, which he placed in a *"Skinner Box"*. One of his experiments is mentioned here.

In a typical experiment, a pigeon is first placed in a skinner box. The box was specially designed chamber in which the pigeon can be systematically reinforced, usually with food pellets, and its responses recorded. The pigeon is typically deprived of food, than placed in the box. The box contains only two items a translucent disk with a light behind it and a hopper fed by a dispenser that contains food pellets. While it is moving and pecking around the box, the pigeon may accidentally pick the key, which is on one wall. In conditioning jargon, the pigeon is said to have *"emitted an operant key pecking response."* The key peck operates the dispenser, giving the pigeon food. As result, the frequency of key pecking increases. In other words the pigeon learn that by pecking the key food is presented. Through the pigeon released that when he peck the key he would get food. So he learns to peck the key more and more by doing so gives him food. The releasing of food by pecking the key is known as reinforce, because it causes the operant behaviour *(pecking the key to increasing).* Food could also be described as a conditioned stimulus because it causes an effect to occur.

> *https://blog.cognifit.com/b-f-skinner-experiments/*

Skinner identified three types of responses or operant that can follow behaviour.

➢ Natural operant's

➢ Reinforces or reinforcement

➢ Punishment

➢ Natural operant's

Natural operants: Natural operants are those responses from the environment that neither increases nor decreases the probability of a behaviour being repeated.

*Reinforces or Reinforcement***:** Reinforces are any event that strengthens or increases the behaviour it follows. The most obvious reinforces are those that are necessary for survival such as food or water. Those that satisfy biological needs are known as primary reinforces and those events or objects that

serve as reinforces but do not satisfy biological needs are referred to as secondary reinforces, these reinforces become established through classical; conditioning.

9.1.2 Kinds of reinforces

1. Positive reinforces

2. Negative reinforces

Positive Reinforces

Positive reinforces are those reinforces that produces pleasure or satisfaction. The positive reinforcement increases the probability of a behaviour being repeated by a administering a pleasurable stimulus. Positive reinforcement often referred to as reward or praise.

Negative Reinforces

Theses reinforce increases behaviour through the removal or an aversive stimulus.

9.1.3 Punishment

Punishment refers to a consequence that follows a response and decreases its probability. It is easy to confuse punishment with negative reinforcement. Just remember that in negative reinforcement the aversive stimulus occurs before the responses and increases its probability, while in punishment it occurs after the response and decreases its probability.

Types of Punishment

1. Positive punishment
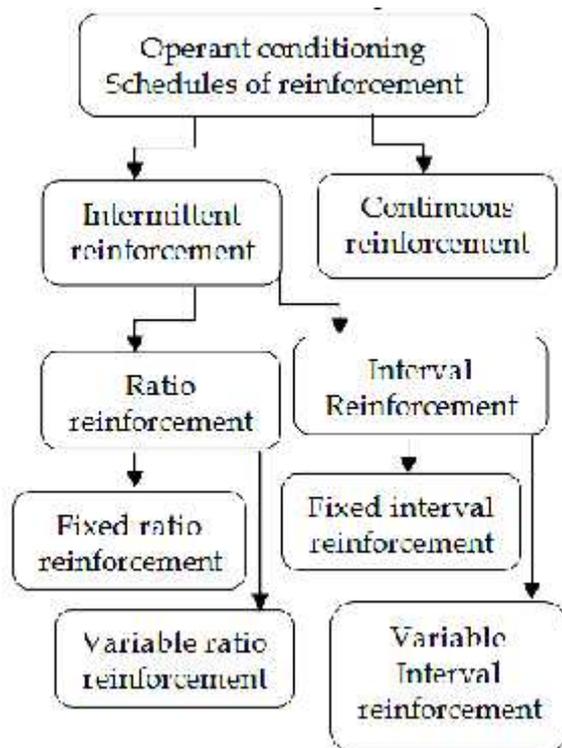
2. Negative punishment

Positive Punishment

Positive punishment sometimes referred to as punishment by applications involves the presentation of an unfavorable events or outcome in order to weaken the response it follows.

Negative Punishment

Negative punishment is also known as punishment by removal, occurs when a favorable event or outcome is removed after behaviour occurs.

Schedules of Reinforcement in Operant Conditioning

Intermittent Reinforcement

Intermittent reinforcement is given only part of the times the animal gives the desired response.

Continuous Reinforcement

Continuous reinforcement is given every time the animal gives the desired response.

Ratio Reinforcement

Ratio reinforcement is that in which a predetermined proportion of responses will be reinforced.

Fixed ratio Reinforcement

Fixed ratio reinforcement is given on a regular ratio, such as every 10th time the desired behaviour is produced.

Verbal ratio Reinforcement

Verbal ratio reinforcement is given for a predetermined proportion of responses by random instead of on a fixed schedule.

Interval Reinforcement

Interval reinforcement is given after predetermined period of time.

Fixed interval Reinforcement

Fixed interval reinforcement is given on a regular schedule, such as every 10th minute.

Variable interval Reinforcement

Variable interval reinforcement is given after random amount of time have passed.

9.2 Applications of Operant Conditioning

1. Following are some important applications of operant conditioning

2. It is used in extensively in the training of circus animals.

3. It is used in the treatment of patients suffering from various mental disorders.

4. It is also used for the treatment of high blood pressure and migraine.

5. It is useful in group formation.

6. It is useful in modifying student behaviour.

7. It will help students to learn new things.

8. It is useful in problem solving.

9.3 Dollar and Miller- Frustration Aggression Hypothesis

Dollar and Miller's theory is known as frustration aggression hypothesis. The theory tells us how there is a link between frustration and aggression. Dollar and Miller both believed that there is a relationship between frustration and aggression. So, it is important to understand first what is frustration? - it is a negative emotion and it comes when an individual wants to reach a particular goal and there are hindrances in between, that negative feeling is called frustration. And aggression is the result of frustration according to Dollar and Miller's theory. Aggression after initial frustration is not always active; many times it is passive as well, because of experienced delay in attaining a goal or specific object or reaching a target.

So, this theory states that aggression is a result of some kind of blocking or frustration in reaching a particular goal object.

Goal to be reached-----→obstacles in reaching goals---→feeling frustration----→aggression as a result

9.4 Social Learning Theory

The observational learning, otherwise called social learning theory of Bandura underlines the significance of observation and modeling the behaviors, attitudes, and emotional reactions of others. Bandura, similar to Skinner believes that much learning takes place as a result of reinforcement. He additionally focuses on that all forms of behaviour can be learned without

directly experiencing any reinforcement. Bandura's learning approach clarifies human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural and environmental influences.

Bandura (1977) states: "Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action."

According to Bandura, we learn by observing others. He criticized operant and Instrumental learning. His viewpoint was, not all the time we learn through associations or all the time reinforcement is present while learning. We simple learn by observing other as well. He took the case of children, and did very famous experiment on observational learning called Bobo Doll's experiment. In this experiment, he showed one video to group of children. In that video the model was very aggressive towards the doll Bobo (in India we call it Hit Me Doll) like model was hitting, kicking the doll. And after showing this aggressive video to children, he left the same kids in the room with Bobo Dolls and watched the behavior of kids through camera. As a result, it was very clear that observation do play as important role in learning. Children had showed that time almost same kind of behavior towards the Bobo Doll. They were kicking, hitting the doll like the model. This experiment proved that children learn through observations, so does adults.

In his well known Bobo doll explores, Bandura demonstrated that children's learn and impersonate observed behavior. Bandura identified three basic models of observational learning "(1) live model, which involves an actual individual demonstrating or acting out a behavior, (2) verbal instructional model, which involves descriptions and explanations of a behavior and (3) symbolic model, which involves real or fictional characters displaying behaviors in books, films, television programs, or online media."

https://educationaltechnology.net/social-learning-theory-albert-bandura/

As per social learning hypothesis, individuals learn by:

1. Observing what others do

2. Considering the evident outcomes experienced by those individuals

3. Rehearsing (at first mentally) what may occur in their own lives if they followed others behaviour

4. Taking actions by attempting the behavior themselves

5. Comparing their experiences with what happened to the others

6. Confirming their confidence in the new behaviour

9.4.1 Processes of Observational Learning

He further noticed that all the observed behaviours are learned properly. There are certain steps to be followed for an effective observational learning.
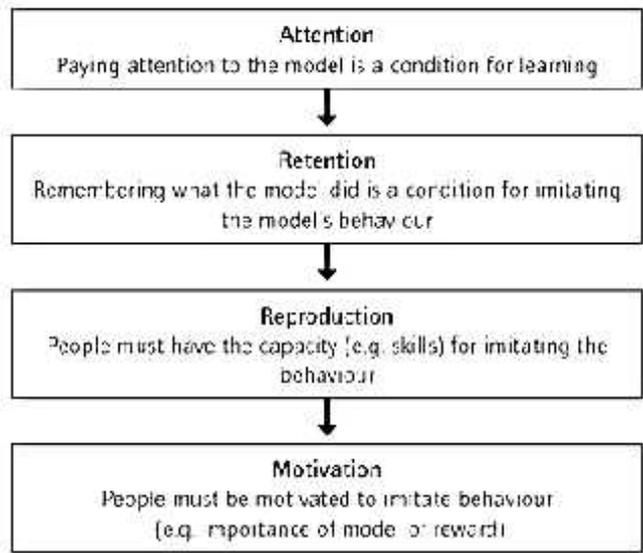
Bandura gave 4 processes in observational learning- Attention, Retention, Reproduction and Motivation.

1. Attention- it is very much essential to first give proper attention to the stimulus/object. It helps in understanding what is going on and how it is going on. For example, watching dance steps very carefully.

2. Retention- if we pay attention, only then we would be able to retain it. Storing in mind is second essential process. Example- storing the dance steps in memory for later to perform.

3. Reproduction- this is the third step, here after retention, is the time to actually perform the observed behaviour. Example now the individual who was watching the dance steps and was able to retain it, now performs. But one more thing here is the task itself and the skill of the observer. If the task is not that difficult and the person is also having bit skills to perform, only then it will result in the action.

> *Who knows bit how to dance ca able to perform that moves.*

4. Motivation- Last is motivation factor. If person is motivated only then in near future he/she will show or perform that observed behaviour otherwise that will remain dormant.

Four important factors in social learning (observational learning)

Attention
Paying attention to the model is a condition for learning

Retention
Remembering what the model did is a condition for imitating the model's behaviour

Reproduction
People must have the capacity (e.g. skills) for imitating the behaviour

Motivation
People must be motivated to imitate behaviour (e.g. importance of model or reward)

In 1990, Bandura gave the process of Reciprocal Determinism. In this context, our cognitive processes and behaviour all interact each other. One time context is influencing other two, context mean environment and its rewards and punishments, anther time cognitive processes influence other two, like our personality, attitudes, beliefs etc and other times our behaviour influences other two, our actions or performances.

> *Based on your understanding of Social learning how would you analyze your learning pattern?*
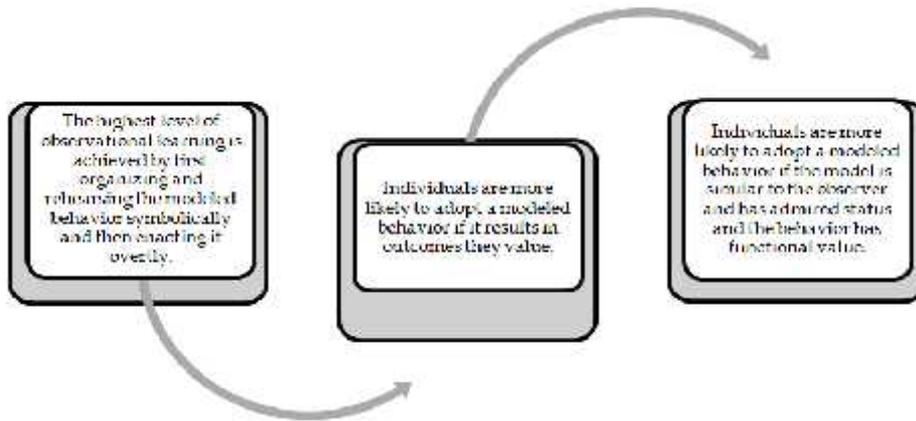
9.4.2 Self-Efficacy

Bandura also talked about Self-efficacy in observational learning. Self-efficacy is how we are viewing our capabilities with respect to the task or observed learning. This is our confidence in our abilities. Self-efficacy plays a very major role in learning and in later production of observed behaviour. People who are high on self-efficacy can able to apply the learning and those who are low on self-efficacy will not be or less able to produce the observed learned behaviour.

As per social learning hypothesis, individuals learn by:

1. Observing what others do

2. Considering the evident outcomes experienced by those individuals

3. Rehearsing (at first mentally) what may occur in their own lives if they followed others behaviour

4. Taking actions by attempting the behavior themselves

5. Comparing their experiences with what happened to the others

6. Confirming their confidence in the new behaviour

9.4.2 Principles of social learning

9.5 Summary

1. In operant conditioning given by B.F.Skinner, the reinforcement plays an important role.

2. There are different types of reinforcements- positive, negative, punishments.

3. According to Dollar and Miller, frustration mostly leads to aggression.

4. According to Bandura, we not only learn by reinforcements or connections, many a times we learn by observing others behaviour.

9.6 Key Notes

Fixed ratio Reinforcement: Fixed ratio reinforcement is given on a regular ratio, such as every 10th time the desired behaviour is produced.

Reinforces: Reinforces are any event that strengthens or increases the behaviour it follows.

Dollar and Miller's theory: Dollar and Miller's theory is known as frustration aggression hypothesis

9.7 Self-Assessment and Evaluation

Q1 Term Operant Conditioning was coined by

 A. Pavlov

 B. Bandura

 C. Skinner

 D. Dollar and Miller

Q2 Total schedule of reinforcement's are-

 A. 4

 B. 5

 C. 6

 D. 7

Q3 Which learning theory emphasize the importance of consequences

    A.   Classical conditioning

    B.   Operant conditioning

    C.   Verbal conditioning

    D.   Observational Learning

Q4 _____ helps us to escape or avoid the negative result

    A.   Positive reinforcement

    B.   Negative reinforcement

    C.   Punishment

    D.   Conditioning

Q5 The following is not one of the steps involved in the observational learning and modeling process

    A.   Induction

    B.   Attention

    C.   Retention

    D.   Motivation

Q6 _____ is not the example of symbolic model

    A.   Books

    B.   Films

    C.   TV programme

    D.   Live models

Q7 In fixed ratio schedule reinforcement is given on _____.

    A.   Fixed amount of time

    B.   Fixed correct responses

    C.   Ratio between time and response

    D.   None of the above

Q8 Reinforcer causes the organism to _____ with behaviour.

    A.   Discontinue

    B.   Weaken

    C.   Continue

    D.   Terminate

Q9 Fixed interval and variable interval schedules are related with_____.

    A.   amount

    B.   quantity

    C.   quality

    D.   time

Q10 Salary on 30th of every month is the example of which of the following schedule of reinforcement?

    A.   variable ratio

    B.   fixed ratio

    C.   fixed interval

D. variable interval

Q 11 When there is/are obstacles to reach a particular target,_____ negative emotion is called?

A. aggression

B. frustration

C. conflict

D. pressure

Q12 Select the correct sequence of observational learning process.

A. motivation- attention-reproduction-retention

B. retention-attention-motivation-reproduction

C. attention-retention-reproduction-motivation

D. attention-retention-motivation-reproduction

Q13 Who emphasized the role of self-efficacy in learning?

A. Bandura

B. Skinner

C. Pavlov

D. Dollar and Miller

Q 14 _____ is the famous experiment on observational learning.

A. Classical conditioning dog's experiment

B. Sultan's banana's experiment

C. Bobo doll's experiment

D. Pigeon's experiment

Q 15 Reciprocal determinism includes which of the following factors

A. environment

B. behaviour

C. cognitions

D. all the above

Answers-1-c,2-a,3-b,4-b,5-a,6-d,7-b,8-c,9-d,10-b,11-c,12-c,13-a,14-c,15-d

9.8 Review Questions

1. Discuss the role of reinforcement in learning.

2. Children learn through observation how.

3. Write Skinners Experiment on instrumental learning.

Further Readings

Theories Of Personality By Hall, C.S And Lindzey, G And Campbell, John, B, Wiley

Essentials Of Psychology For Beginners By Dr. Mohammad Amin Wani, Novel Nuggets Publishers, India

UNIT 10: Facets of Personality

Objectives

Belief system and happenings in life

Understand the sensation seeking is a trait and risk-taking behaviors.

This unit will cover learned helplessness

Effect of Learned helplessness can be extensive impacting a person's life

Introduction

Julian B. Rotter was born in Brooklyn NY on October, 1916. He was the third child of Jewish settler guardians. Rotter's dad maintained a fruitful business however he was be enduring Depression. Rotter was needed to realize what is impact of wretchedness as close to home life just as intensely affected Rotter to know about friendly shame and impacts of the situational climate on individuals.

Every one of these thingshappen Rotter's life so he was curiosity and developed interest in psychology began when he was in high school and read books by Freud and Adler.

Rotter was finished graduation, he was gone to the University of Iowa, when college he took classes with Kurt Lewin. Rotter was given discourse in the field of pathology. He was led some concentrated with the semanticist Wendell Johnson. Wendell Johnson thoughts had impacted on Rotter's considering the utilizations and abuses of language in field of mental subject. After he completed graduate degree, he was done a temporary position in clinical brain research from Worcester State Hospital in Massachusetts. He was finished Ph.D. from at Indiana University on 1939. He was done Ph.D. He got one of the main clinical analysts.

After help in the Army and Air Force during World War II, Rotter took a scholastic situation at Ohio State University. Rotter had distributed Social Learning and Clinical Psychology in 1954. Rotter had convictions about how clinical clinicians ought to be instructed. He was an effectively member in Boulder Conference on 1949. Rotter has characterized the preparation model for doctoral degree of clinical clinicians. He talked credibly that analysts should be prepared in brain research offices, not under the management or direction of therapists. His thoughts are as yet huge today (Herbert, 2002).

Rotter was become the director of the clinical psychology training program at the University of Connecticut and he was continued professor emeritus there. Rotter has nominated as president of the American Psychological Association's in the divisions of Social and Personality Psychology and Clinical Psychology. American Psychological Association had provided Distinguished Scientific Contribution award of Rotter on 1989. Rotter was married to Clara Barnes. They had two children. He later married psychologist Dorothy Hochreich. Rotter has pass way January 6, 2014, at the age of 97 at his home in Connecticut.

10.1   Overview of Rotter's Theory

Rotter has built up his social learning hypothesis, the main point of view in clinical brain research at the time was Freud's therapy, which centered around individuals' profound situated instinctual thought processes as deciding conduct. Rotter are picked the exact law of impact as his persuading factor and the law of impact expresses that individuals are propelled to search out certain incitement or support and individuals keep away from horrendous incitement or negative support. Rotter had consolidated behaviorism and personality, without trusting on physiological impulses or drives as an intention power.

Julian Rotter's centers social learning hypothesis is that personality typifies an interface of the person with their current circumstance. One can't say of a personality, inward to the person that is free of the climate. Neither can one accentuation on conduct similar to a programmed reaction to a target set of ecological upgrades. Rotter had depicted personality as a moderately consistent arrangement of possibilities for reacting to circumstances with a particular goal in mind.

Rotter centers personality, and accordingly conduct, as consistently variable. Change the manner in which the individual thinks, or change the climate the individual is reacting to, and conduct will be change. He doesn't trust there is a basic period after which personality is set. Be that as it may, the more beneficial experience one has developing certain arrangements of standards, the more exertion and mediation needed for change to happen. Rotter sees of individuals in a hopeful manner. He sees them as being drawn forward by their objectives, trying to expand their support, as opposed to simply keeping away from discipline. Rotter has portrayed four primary segments to his social learning hypothesis model anticipating conduct. These are (I) conduct potential (ii) anticipation (iii) support worth, and (iv) mental circumstance.

(i)Behavior Potential: Behavior potential is the chance of participating in a specific conduct in a particular circumstance. Characterize alternate way, what is the likelihood that the individual will show a specific conduct in a circumstance? Given any circumstance, there are different practices one can take part in. For every conceivable conduct, there is a conduct conceivable. The individual will show whichever conduct has the most elevated potential.

(ii) Expectancy: Expectancy is the individual chance that a given conduct will fundamental to a specific result. How probably is it that the conduct will prompt the result? Having high or solid convictions implies the individual is certain the conduct will bring about the result. Having low hopes implies the individual trusts it is impossible that their conduct will bring about results. On the off chance that the outcomes are similarly attractive, we will include in the conduct that has the best probability of paying off. To have a high conviction, individuals should accept both (a) that

they have the ability to institute the conduct productively and (b) that that conduct will bring about results.

(iii) Expectancies: Expectancies was framed dependent on past experience. The more regularly a conduct has prompted support previously, the more grounded the individual's anticipation that the conduct will accomplish that result now. As such, individuals don't have to have through experience with support of a specific conduct. Rotter had composed that our perceptions of the results of others' practices influence our own hopes. In the event that we see another person being rebuffed for a specific conduct, we don't need to encounter discipline actually to shape an anticipation that this conduct is probably going to be rebuffed.

Support Value: Reinforcement esteem alludes to the appeal of these results. Things we need to happen, that we are pulled in to, have a high support esteem. Things we would prefer not to happen, that we wish to keep away from, have a low support esteem. On the off chance that the likelihood of achieving support is something similar (i.e., hopes are equivalent), we will display the conduct with the best support esteem, the one coordinated toward the result we favor most. Social learning hypothesis recommended that the social climate is an essential significance in deciding our conduct. Social outcomes, like endorsement, love or dismissal, are amazing effects on our conduct.

For instance, excelling on a test in a specific class would have a sharp support esteem, in the event that you accept that doing great in that class will prompt having the option to work in your lab. Subsequently, even an obviously paltry occasion can have an extremely solid support esteem, either sure or negative, if the individual comprehends it as prompting other unequivocally esteemed reinforcers.

Predictive Formula:

Predictive formula for behavior:

$$BP = f (E \ \& \ RV)$$

Behavior Potential= (BP)

Expectancy =(E) and

Reinforcement Value =(RV)

This recipe can be use as follows, conduct potential is an element of anticipation and support esteem. We can portray different words, the probability of an individual's appearance a specific conduct is a component of the likelihood that that conduct will prompt a predefined result and the engaging quality of that result. In the event that anticipation and support esteem both are high, conduct potential will be additionally high. On the off chance that hope or support esteems is low, conduct potential will be lower.

Mental Situation: The mental circumstance addresses Rotter's offer information that every individual's experience of the climate is one of a kind. It implies the mental circumstance doesn't character straightforwardly into Rotter's equation for anticipating conduct, Rotter trusts it is consistently essential to save as a primary concern that various individuals decipher a similar circumstance in an unexpected way. Various individuals will have various assumptions and support esteems in a similar circumstance. Subsequently, it is individuals' emotional comprehension of the climate, instead of a target cluster of upgrades, that is significant to them and that decides how they act.

Consensus versus Specificity: A huge element of personality hypotheses is the over-simplification versus particularity of their standards. General builds are complete and conceptual, while explicit develops are limited and concrete and the two kinds of develops have their pay. A hypothesis with general develops permits one to make a few expectations, across circumstances, from knowing just a limited quantity of data.

Julian B. Rotter has given idea of Locus of control, this idea summed up anticipations for control of support, all the more ordinarily known as locus of control. Locus of control direction is a conviction about whether the results of our activities are dependent upon what we do (inner control direction) and (outside control direction).

Individuals have solid inside locus of control they accept that the responsibility for whether they get supported at last lies with themselves. Individuals Internal accepts that achievement or disappointment is because of their own endeavors. Individuals' facades accept that the builds up in life are constrained by karma and possibility.

Rotter had portrayed broadly on issues with individuals' understandings of the locus of control idea. To start with, he has informed individuals that locus regarding control isn't a typology. To start with, it is portrayed a continuum, not an either/or recommendation. Second, locus of control is a summed-up anticipation. It will foresee individuals' conduct across circumstances. Be that as it may, there might be some particular conditions where individuals who, for instance, are by and large outer execution like internals.

10.1.1 Psychopathology and Treatment

Rotter was constantly against utilize clinical model of mental issues as being infections or diseases. Maybe he was thinking about of mental issues as maladaptive conduct achieved by broken or lacking learning encounters. Rotter (1969) composed that pathology may create when a "individual expecting discipline or disappointment may stay away from circumstances truly, keep away from by suppression or may endeavor to reach [his or her] objectives through legitimization, dream or emblematic methods".

Rotter is portrayed the side effects of pathology that all conduct is learned. Subsequently, determination and treatment ought to be viewed as a learning circumstance. The specialist and customer relationship are seen as being corresponding to an educator understudy relationship. Customer and advisors ought to have a warm relationship and gives the specialist greater support an incentive for the customer. This permits the specialist to affect the customer's conduct more through esteem and consolation. Notwithstanding, Cognitive-conduct treatment has a root in Rotter's social learning hypothesis.

As per Rotter, pathology can create because of challenges anytime in his prescient recipe. Conduct might be maladaptive, in light of the fact that the individual isn't learned more sound practices. For this situation, the specialist can make direct ideas about new practices to receive and can utilize procedures, for example, pretending to grow more compelling adapting style. Rotter as advisor additionally needs customers to think about the drawn-out results of conduct, as opposed to simply momentary outcomes. Rotter's exploration centered around specific the need to comprehend human conduct and personality. The clinical clinicians may successfully help their patients.

Rotter Wrote:…"*the practice of clinical psychology in many instances is unsystematic and confused when viewed from logical or rigorous scientific viewpoints. This confusion, however, is not a necessary condition but the result of the failure of the clinical psychologists' training program to translate and relate the basic knowledge of experimental and theoretical psychology into the practical situations of the clinic, the hospital, and the school*"… (pg. viii; Rotter, 1954)

He had Given and accentuation on clinical brain research, Rotter zeroed in on the clinician therapist capacity to anticipate conduct. As per Rotter, social learning hypothesis expects that the unit of examination for the investigation of personality is the collaboration between the individual and their expressive climate. While personality has solidarity, the person's encounters impact one another. Thus, personality is persistently changing, every individual is continually having new encounters. Nonetheless, personality is likewise constant in certain regards, as indicated by past encounters impact new learning. Rotter was accepted that to make judicious forecasts about conduct it was important to inspect four sorts of factors: conduct potential, hope, support esteem, and the mental circumstance (Rotter, 1954, 1964, 1972; Rotter and Hochreich, 1975).

10.2   Locus of Control

Quite possibly the main extensive possibilities hidden conduct, and maybe Rotter's most popular idea, is alluded to as interior versus outside control of support (generally known as locus of control). Nobody have a 100% outer or inside locus of control. These are qualities of individuals with driving interior or outside locus of control. Outside and interior locus of control related some models are given beneath

Internal Locus of Control	External Locus of Control
Are more likely to take responsibility for their actions	Responsibility outside forces for their circumstances
Tend to be less influenced by the opinions of other people	Often acknowledgement luck or chance for any successes
Often do better at tasks when they	Don't believe that they can change their

are allowed to work at their own pace	situation through their own efforts
Usually, have a strong sense of self-efficacy	Frequently feel hopeless or incapable in the face of difficult situations
Tend to work hard to achieve the things they want	Are more prone to experiencing learned helplessness
Feel self-confident in the face of challenges	
Tend to be physically healthier	
Report being happier and more independent	
Often achieve greater success in the workplace	

Some Early examinations zeroed in on almost fascinating social inquiries on locus of control. It is ordinarily acknowledged that social class and ethnic gathering are critical determinants of personality. Fight and Rotter (1963) contemplated centered lower-class Blacks were essentially more outside in their locus of control than were working class Whites. Result uncovered that working class Blacks were nearer to working class Whites than lower class Whites were to working class Whites, meaning that social class may have been the essential factor, as opposed to the race or nationality of the subjects (Battle and Rotter, 1963). During the social liberties development, Gore and Rotter (1963) contemplated whether locus of control may be a reasonable proportion of social activity. Contemplated found that understudies at a southern Black school who communicated interest in going to a social liberties rally or walking on the state legislative center scored essentially more inner on the I-E scale. In any case, the individuals who accepted they could actually make a fluctuation were more able to take a stab at having that effect. Besides, Strickland (1965) contemplated discovered Blacks who were for sure dynamic in the social liberties development to the individuals who were not (yet who were coordinated for sex, age, instruction, and so forth) and people who were dynamic in the social liberties development scored altogether more inside on the I-E scale than the individuals who were not dynamic.

10.2.1 Rotter's Emphasis on Clinical Psychology

Rotter was effectively included and arising the model for clinical clinicians. Rotter's profession was devoted to clinical uses of his work. Rotter had composed two books clinical brain science (Rotter, 1954,1964) and building up the I-E scale (Rotter, 1966). Rotter and his examination partners distributed the Rotter Incomplete Sentences Blank: College Form (Rotter and Rafferty, 1950). The book was proposed to formalize the sentence fruition technique, basically for use with understudies. This test comprises all out number of things of forty basic articulations that require the subject to complete the sentence. Model related sentence "My dad… ". This test incorporates a lot of involvement, a comprehension of personality and human instinct. Rotter and Rafferty had incorporated various individual cases Incomplete Sentences Blank, how could be utilized to assess people. Rotter Incomplete Sentences Blank and the I-E scale have perceived reasonable in assessing patients, just as should be expected people, in an assortment of settings and societies, including Africa, Sri Lanka, American Indians, Brazil, Black and White understudies in America, Ukrainian specialists preparing in Canada, and among military staff (Janzen, Paterson, Reid, and Everall, 1996; Lefcourt, 1976; Logan and Waehler, 2001; Nagelschmidt and Jakob, 1977; Niles, 1981; Picano, Roland, Rollins, and Williams, 2002; Rossier, Dahourou, and McCrae, 2005; Rotter, 1960, 1966; Trimble and Richardson, 1982). Another Sentence Completion Test was created by Herbert Phillips and gave the premise to a significant report on the personality of Thai laborers living in the town of Bang Chan, Thailand (Phillips, 1965). The Rotter Incomplete Sentences Blank, and other sentence fulfillment technique, stay mainstream today (Holaday, Smith, and Sherry, 2000).

In 1972, Rotter altered a volume including both unique and recently had distributed examination papers on friendly learning hypothesis was applied to psychopathology by and large (Phares, 1972)

and research identified with drinking among undergrads, unnecessarily poor people, working with intellectually hindered youngsters, and electroconvulsive stun treatment (Cromwell, 1972; Dies, 1968; Jessor, Carman, and Grossman, 1968; Jessor, Liverant, and Opochinsky, 1963). An especially critical part of treatment additionally tended to in this volume is the issue of ending treatment. Strickland and Crowne (1963) found that protectiveness and staying away from self-analysis are normal signs in people who are probably going to end treatment unexpectedly, though Piper, Wogan, and Getter (1972) tracked down that the patient's hope with respect to progress, and the worth they place on improving, are helpful indicators of ending treatment. In spite of the fact that assisting patients with accomplishing a degree of mental wellbeing that permits ending treatment ought to be the objective of each specialist, untimely end may show considerably more unfavorable to the patient. For Rotter, the legitimate preparing of clinical clinicians is anything but a simple assignment.

10.3   Marvin Zuckerman Sensation Seeking Theory

Marvin Zuckerman has built up an interest in one specific characteristic. He called it sensation chasing, and he had additionally built up the Sensation Seeking Scale. In this examination specific centered quality has appreciated a specific well-known allure, addressed by the accomplishment of the X Games and, all the more as of late, the prominence of broadcast blended hand to hand fighting rivalries.

Zuckerman was the child of a mechanical architect. Who had come to America from Russia? His mom's dad had additionally come from Russia. Both family side suffered a heart attack or culture of their children turning out to be rabbis. Zuckerman appreciated playing football in youth age, yet he most time fixated on perusing experience books during the perusing book when he experienced a book about graphology then he grew first got inspired by brain research. He had entered the University of Kentucky, he had information and encountered the "disinhibitory delights of admission, sex, and bumming a ride around the nation" (pg. 46; Zuckerman, 1993). He had additionally endured a time of wretchedness, this period, he had found work of Sigmund Freud. He had chosen to turn into a psychoanalyst. He had serving his obligation in the military (following World War II), after that he had gone to New York University. Tragically, he got terrible evaluation in science made it was difficult to get into his preferred clinical school, so he had decided to start the alumni program in clinical brain research at NYU. Zuckerman chipped away at sensation chasing, and his relationship with Eysenck. Zuckerman has prompted gotten one of the present driving defenders of the organic premise of personality. He is resigned in 2002, yet has stayed occupied with appreciating life, giving talks, composing, and directing examination (Zuckerman, 1983, 1991, 2006).

10.3.1 The Sensation Seeking Trait

As per Zuckerman (1979) characterize the idea of Sensation looking for attribute "need for differed, novel, and complex sensations and encounters and the ability to face physical and social challenges for such experience. The high-sensation searcher is delicate to their interior sensations and picks outer improvements that boost them".

All individuals seem to look for an ideal degree of incitement and/excitement. A few group excitement level is reasonably high, other few individuals low. This was not another idea; Zuckerman started to examine tactile hardship and sensation chasing. This investigation was begun start of brain research for measure ideal degrees of excitement (Wundt, 1893, Zuckerman, 1979, Freud and Breuer, 1895/2004). Indoctrinating" procedures utilized by the Chinese military powers during the Korean War. Canadian government had additionally led research on tactile hardship, work drove by D. O. Hebb. Consequently, Zuckerman has begun his own examinations in this field. For the most part, tangible hardship likewise prompts increment like uneasiness, physical distress, and thinking and focus challenges. Numerous subjects have drilled both hear-able and visual visualizations. There are no critical impacts of tangible hardship appeared to correspond with any personality factors (Zuckerman et al., 1962). Due to these intelligent impacts of tactile hardship that Zuckerman had started to seek after the fundamental variable that drives people to their ideal degree of excitement.

The Sensation Seeking Scale has created by Zuckerman and furthermore reexamined time to time. The fifth adaptation was created and relationship with Hans and Sybil Eysenck. This test was remembered examinations of guys to females for American understudies to English understudies (see Zuckerman, 1979, 1994). This test has additionally utilized a measurements procedure like factor examination for thing investigation, Zuckerman and his associates have likewise recognized four subscales name (Thrill and experience chasing, Experience chasing, Disinhibition and

Boredom Susceptibility) inside the sensation looking for attribute. These subscales subtleties are given beneath:

Rush and Adventure Seeking: Many individuals appreciate hazardous games and have risky encounters that produce interesting sensations with respect to speed or testing gravity like stone climbing, BASE bouncing, racing, bicycle stunt. This factor is addressed by the games remembered for the X Games.

Experience Seeking: this subscale test give envelops novel sensations and encounters, such as stirring music, craftsmanship, and travel. It additionally incorporates social dissent, for the most part connected with having a place with bunch on the edges of ordinary society.

Disinhibition: this subscale covers sensation looking for that centers around friendly exercises, similar to parties, drinking, unlawful medications, and sex.

Weariness Susceptibility: this subscale gives people who score high on this factor can't endure any sort of monotonous experience, including routine work and dreary individuals.

Sensation searching for ought not be confused with being crazy. A few models like people who are high sensation searchers are bound to have different sexual encounters, yet they are not bound to try not to utilize condoms. They might be more persuaded to drive quick, yet they are not less conceivable to utilize their safety belts. What's more, rock and ice climbers exploit wellbeing gear, they study self-salvage strategies, and they check their stuff wisely before each outing. Nonetheless, pre-adulthood might be an especially hazardous time, since there is a fleeting hole between the beginning of adolescence, during which youths are exceptionally thrill chasing, and the lethargic improvement of the psychological control frameworks that administer such conduct in adulthood (Steinberg, 2007). It is additionally essential to alert that it is neither acceptable nor terrible to score high or low on this scale.

The sociobiological sense is high sensation searcher like tracker and the low sensation searcher like a rancher. Trackers are decidedly energized by change, risk, and the assortment and capriciousness of the chase. Tracker consistently focusses consideration on the prey and caution different components like course of the breeze and the activities of different trackers. Ranchers is continually relying upon security of the climate like precipitation, sun, and other occasional normalities of environment (pp. 384-385; Zuckerman, 1994).

Zuckerman considered tracked down a critical connection between sensation chasing and impulsivity. On the off chance that he had restricted his factor examination use to distinguished to five variables, Costa and McCrae had, impulsivity and sensation looking for consistently consolidated to frame a factor that he called rash sensation chasing. Zuckerman inspected his information, led a factor investigation and available an option in contrast to the Five-Factor Model. Zuckerman (2006) tracked down that five variables are amiability, neuroticism-nervousness, indiscreet sensation chasing, animosity antagonism, and movement (Zuckerman, 2006). Though Zuckerman didn't propose for his five components to coordinate with those of Costa and McCrae. Five elements are recognizing a connection among amiability and appropriateness, action and extraversion, sensation chasing and transparency, and neuroticism and neuroticism and furthermore animosity, aggression toward relate more to Eysenck's factor psychoticism. Thus, it is need for proceeded with investigation into this field, especially as it identifies with the developmental reason for personality factors, however Eysenck, Costa, McCrae, and Zuckerman have given a magnificent and rational reason for additional exploration.

10.4   Learned Helplessness: Seligman's Theory of Depression

The idea of learned powerlessness is an establishment of numerous significant speculations and ideas in certain brain research. Indeed, even separate the field of brain research. It is additionally given a clarification to human practices to create understanding learned powerlessness gives pathways to eliminating or decreasing its adverse consequences.

Learned weakness was uncovered through some notable lab analyzes that you may have found out about in a Psychology 101 class. People's trials were led utilizing techniques that probably would stun any sensible individual from an institutional survey board today. In spite of the fact that it has been around a long time since learned powerlessness it turned into a surely knew mental hypothesis and still arises enormous in the field.

10.4.1 What is Learned Helplessness? A Psychological Definition

Seligman sees that, in the regular world, upsetting, horrendous mishaps may happen that the individual or creature can do nearly nothing or nothing to control. At the point when the creature finds that there is no hope to get away or avert aversive occasions that support and conduct are not dependent upon one another a response might be obtained that Seligman calls learned. It is an educated conduct, prepared through encounters in which the subject either genuinely has no power over his circumstances or basically sees that he has no control.

10.4.2. Martin Seligman's Experiments that led to the Theory

Seligman's work on educated weakness fall into two isolated by the progress to an attributional model to represent powerlessness in human. As a prologue to the principal stage, think about the accompanying test. A test creature a canine is set in a van box. Incidentally, a tone

please and before long, the canine encounters an agonizing however truly innocuous stun. At the beginning of the stun, the canine grievances and run about at one guide occurring toward bounce over the obstruction while the stun is as yet being managed. At the point when the canine crosses the obstruction, both the sock and the tone stop. With progressive preliminaries, the canine leaps over the boundary to get away from the stun increasingly more rapidly. Eventually, the creature stands by smoothly before the hindrance, rapidly hopping over it when the tone please, in this way totally staying away from the stun.

Another canine is first positioned in a notice lounger and given various brief stuns it can never really get away or stay away from. At the point when placed into the shuttlbox a day later. The creature at first demonstrations similar as the canine that had not had the underlying involvement in wild stun, yet rapidly distinction become obvious. The learned powerlessness impact isn't interesting to canines however has been shown in felines, fish, rodent lastly man too.

10.4.3 Examples of Learned Helplessness in Humans

Such limit level of investigations has not been performed on people; the tests that have been directed on people have created comparative results. While the human reaction such condition might be more multi-layered and reliant upon some various variables, it actually takes after the reactions of canines, rodents, and different creatures. As per Seligman (1975) not just exhibited learned powerlessness in the human subject yet in addition showed that wild, terrible, occasions actuating weakness need not be genuinely harmful. Three gatherings of the undergrads were gives a bus enclose course of action which they could get away or keep away from noisy commotion by moving their hand from one side of the case to the next. Before this undertaking one gathering of understudies had been given segregation learning issue that, obscure to. the understudies, were unsolvable. The third gathering got no issue immediately figured out how to get away or stay away from the clamor in the bus box circumstance while those given the unsolvable issues didn't learn

Seligman and partners suggested that exposing candidates to circumstances in which they have no control brings about three shortages: inspirational, intellectual, and passionate (Abramson, Seligman, and Teasdale, 1978). The psychological shortfall examines to the subject's thought that his surroundings are wild. The inspirational inconsistency alludes to the subject's absence of reaction to potential techniques for getting away from a negative circumstance. At last, the enthusiastic shortage alludes to the discouraged state get up when the subject is in a negative circumstance that he feels isn't heavily influenced by him.

10.4.4 Learned Helplessness and Depression

Seligman has noted exceptional partners between scholarly powerlessness, prompted in the research center, and the wonder of responsive sorrow, supposed on the grounds that the state is probably welcomed on by some sincerely disturbing occasion like loss of a task, demise of cherished one, disappointment in some esteemed movement. The vast majority experience the ill effects of gentle episodes of melancholy every now and then, however for some, the state might be extreme and dependable and convey with it the chance of self-destruction. People who feel all around powerless will have an inclination to discover outside intentions in both their troubles and their ineptitude to determine them, while the individuals who feel actually defenseless will slope to discover inner reasons. The individuals who feel commonly vulnerable are bound to experience the ill effects of low confidence in the mean time they believe in others could most likely tackle the issues, they feel incapable of settling.

Despondency will contrast dependent on the kind of weakness. The burdensome manifestations will rely upon the speculation and consistency of the vulnerability, and any impact on confidence is subject to how the individual clarifies or qualities their experience (inside versus remotely). This

proposed setting perceives the reason for in any event one sort of wretchedness — that which comes from defenselessness and gives the way to a remedy for it. The scientists tracked down that lined four procedures for treating weakness related melancholy (Abramson, Seligman, &Teasdale, 1978):

1. Change the probability of the result. Modify the climate by expanding the likelihood of wanted occasions and diminishing the probability of adverse occasions

2. Decrease the craving for favored results. This should be possible by either lessening the antagonism of occasions that are outside the person's control or by diminishing the engaging quality of occasions that are very improbable to occur;

3. Change the person's hope from wildness to controllability when the expected results are feasible or assist the discouraged individual with acknowledging when results they want are really inside their control;

4. Variation hopeful clarifications for frustration toward those that are outside transitory (not persistent), and explicit (because of one explicit issue as opposed to a bigger example of issues). Essentially, change unreasonable clarifications for progress to those that are inside (because of some innate strength in the discouraged individual), constant (persistent), and worldwide (because of a general capability as opposed to a particular space of fitness).

10.4.5 Learned Helplessness in Education

The issue of learned vulnerability comes up modestly regularly in the training field. There's moderately a touch of consideration in how early scholastic dissatisfaction or low scholarly confidence can influence later achievement, and how the relationship can be affected to improve odds of progress.

Learned weakness in understudies makes an endless loop. People who feel that they are unable to prosper are far-fetched to invest a lot of energy into their homework, which decreases their odds of accomplishment, prompting even less inspiration and exertion (Catapano, n.d.).

This pernicious cycle may complete in an understudy having basically no inspiration to gain proficiency with a subject and no capacity around there. It could prompt a more complete feeling of powerlessness in which the understudy has no faith in her capacity and no inspiration to become familiar with any subject at school.

The reasons understudies provide for clarify their failure or achievement is basic in school. On the off chance that an understudy accepts he fizzled on the grounds that the instructor abhors him or he's essentially silly, he is accusing components that are not inside his control and is probably going to build up a more noteworthy feeling of defenselessness. In the event that an understudy accepts she fizzled on the grounds that she didn't concentrate sufficiently hard, she is accusing components that are inside her control, which is significantly less liable to prompt a general feeling of vulnerability identified with school.

10.4.6 Learned Helplessness in Relationships and Domestic Violence

Learned weakness begins up frequently for individuals mindful on abusive behavior at home. It is regularly realistic seeing someone and in survivors of aggressive behavior at home. This wonder has assisted us with discovering a response to a portion of the inquiries individuals have for casualties who stay with their victimizers, for example, Why didn't they tell someone? For what reason didn't they attempt to find support? For what reason didn't they simply leave? However, in instances of abusive behavior at home and misuse, victimizers regularly manage a progression of "electrical stuns" (i.e., the type of misuse they subject their casualties to) to change the casualties to the maltreatment and clarify them that they don't have authority over the condition. The victimizers keep up unlimited oversight, and the casualties discover that they are defenseless about their conditions.

It is straightforward how misuse can prompt learned vulnerability, which can in this way lead to an absence of inspiration or exertion to escape on the casualty's part. Similarly, as the canines in Seligman and Maier's tests discovered that regardless of what they did, they would be stunned, the casualties of abusive behavior at home and misuse discover that regardless of what they do, they will consistently proceed with defenseless and under the victimizers' control.

These insights are very difficult to shake, frequently requiring concentrated treatment and backing to shake them.

In light of learned weakness, a precise hypothesis was produced for survivors of aggressive behavior at home called the hypothesis of cyclic maltreatment, a cycle that is once in a while known as battered ladies' condition. In this hypothesis, a relationship where aggressive behavior at home has happened is probably going to over and over include savagery that is given out in an anticipated and monotonous example.

Learned weakness begins up frequently for individuals mindful on abusive behavior at home. It is regularly realistic seeing someone and in survivors of aggressive behavior at home. This wonder has assisted us with discovering a response to a portion of the inquiry's individuals have for casualties who stay with their victimizers, for example, why didn't they tell someone? For what reason didn't they attempt to find support? For what reason didn't they simply leave?

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This pattern generally follows this structure:

1. Stage One: a time of strain working where the victimizer begins to blow up, correspondence separates, and the casualty wants to recognize and submit to the victimizer

2. Stage Two: the carrying on period, where the maltreatment happens

3. Stage Three: the vacation time frame, in which the victimizer may apologize, show lament, or potentially attempt to compensate for the maltreatment. The victimizer may likewise guarantee never to manhandle the casualty again or, something else, censure the casualty for inciting the maltreatment

Seen from this point of view, it isn't astounding that numerous casualties of abusive behavior at home advancement learned defenselessness. At the point when the maltreatment is forced upon them in a continuous cycle, regardless of what they do, they are probably going to feel absolutely vulnerable and incapable to stay away from the maltreatment.

10.5 Summary:

The rundown Rotter's locus of control significantly affected your life, from adapt up to stretch life occasion day today life and inspiration to assume responsibility for your life. In different cases, having an inside locus of control can be something to be thankful for. It assets that you accept that your own behavior have an effect. On the off chance that you have a propensity to have a greater amount of an outside locus of control and accommodating to begin effectively attempting to change how you see circumstances and occasions. Zukerman has given hypothesis of sensation looking for of individual contrasts because of the test circumstance of tactile hardship. The applied reason for sensation looking for likewise changed as exploration amassed. It was obvious that sensation looking for was an intention in numerous sorts of practices that mirrored an inclination for curiosity, just as force and assortment of incitement. As per Zukerman sensation looking for is: "Sensation looking for is an attribute characterized by the looking for of fluctuated, novel, complex,

and extraordinary sensations and encounters, and the readiness to take physical, social, legitimate, and monetary dangers for such experience". Hazard is anything but a fundamental piece of the characteristic. It isn't exact to liken sensation looking for exclusively with unsafe conduct. Numerous things that sensation searchers do are not dangerous. In the event that there is hazard it is frequently disregarded, limited, or endured and may even expand positive excitement to the exercises that are hazardous. Seligman has given learned vulnerability hypothesis likewise contends for an exhibition deficit (the diminished impetus inspiration recommendation), yet moreover contends that learning will be sabotaged (the acquainted obstruction suggestion). The learned weakness idea is ambiguous in its determination of limit conditions. Further, there is minimal experimental proof in regards to such limit conditions.

10.6 Keywords: Psychopathology, Treatment, Sensation Seeking Trait, Helplessness, Depression, education and domestic violence

10.7 Self-Assessment

1. which psychologist hadgiventhe theory of psychosocial development

a) Rotter

b) Selingman

c) Zuckerman

b) Erickson

2.what is Ego identity.

a) a sense of competence also motivates behaviours and actions.

b) the conscious sense of self that we develop through social interaction

c)managed poorly, the person willemerge with a sense of inadequacy

d)the impact of social experienceacross the whole lifespan

3. How many stages of personality development According to Erickson

a)5

b)6

c)7

d)8

4. Which stage of development related to Trust vs. Mistrust

a) Infancy

b) Preschool

c) Toddler

d) Childhood

5. which stage develpoed psychological vertues of Will.

a) Infancy

b) Preschool

c) Toddler

d) Childhood

6.When Autonomy vs. Shame then Industry vs.

a) Integrity

b) Despair

c) Inferiority

d) Role Confusion

7. Which psychosocial crisis related to Young Adulthood

    a) Autonomy vs. Shame

    b) Initiative vs. Guilt

    c) Intimacy vs. Isolation

    d) Generativity vs. Stagnation

8 . Whicg stage is very important in personality development

    a) Infancy

    b) Preschool

    c) Toddler

    d) childhood

9. A new emotion and is confusing and the child may feel guilty over things which are not logically guilt producing a new emotion and is confusing and the child may feel guilty over things which are not logically guilt producing related to...

    a) Guilt

    b)Hpoe

    c) Purpose

    D) Isolation

10 .Which stage related to Presumption and despair (Maladaptations)

    a) Autonomy vs. Shame

    b) Initiative vs. Guilt

    c) Intimacy vs. Isolation

    d) integrity vs. Despair

11. Infancy stage of development related to Trust vs. Mistrust

True/False

12. Erickson had given the theory of psychosocial development

True/ False

13.---------------had given concept of Locus of control.

 a. Rotter

 b. Freud

 c. Erickson

d. all of the above

14.Who had given Sensation Seeking Theory?

  a. Marvin Zuckerman

  b. Seligman

  c. Rotter

  d. Erickson

15. Marvin Zuckerman had given Sensation Seeking Theory

True/false

Ans. 1. d 2.b   3. d 4.a   5.d 6. c 7. c 8. d 9.   a 10. d 11. true 12. true   13. a 14. a   15 True

---

10.5   Review Questions

1.   Discuss the concept of social learning theory.Define locus of control.

2.   What is internal versus external control of reinforcement?What are the main components to social learning theory? Write a short note on sensation seeking.

3.   Define Sensation Seeking Trait.

4.   What do you understand by sensation seeking theory?Explain learned helplessness theory.

Further Readings

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UNIT 11: Stress, Adjustment and Health Differences

Objectives

To explain stress, adjustment and health differences

Explain what a disease-prone personality is.

Discuss what is meant by a self-healing personality and what characterizes the self-healer.

Describe the dangers of blaming the victim for their own health problems.

Introduction

Stressors impact every aspect of an individual's health, whether its changes in mood, perception well-being, physical health or behavior. Acute stress in younger and otherwise healthy population can be an adaptive in nature and does not ring an alarming bell regarding health status. But, if the threat is constant, mainly in elderly or unhealthy persons, the long-term impact of stressors can harmwellbeing. The nature, amount, and tenacity of the stressors along withperson'sgeneticsusceptibility (referring to genetics, constitutional factors), psychosocial factors, and acquired systems of coping can have huge impact on the connection between psychosocial stressors and disease. Psychosocial interventions have proven useful for treating stress-related disorders and may influence the course of chronic diseases.

11.1   Disease-Prone Personality

Personality characteristics are very much associated with the causation of mental disease. Personality related to susceptivity of negative mind, depression, anxiety and irritability. They are reflected on the negativity aspects of life. So stress induced disorders are more evident for that which also true for coronary heart disease. From the research findings on the relationship of personality and health by Howard S. Friedman & Psychology Today Bloggers, it has been found that there is a difference between the personalities of 'disease prone' and 'self-healing'.

Many researchers have been conducted in this field. Individuals are very susceptible to grow stress-related diseases which were evident from those research findings. Negativity and lack of satisfaction lead to negative mood and its oriented disease like depression, anxiety and irritability. For that, stress induced disorders, along with coronary heart disease are very susceptible for them.

If a person has the personality features of self-healing, he will have better conscience, stable emotional balance and has full of fun and energy in life, they can avoid smoking, can adopt healthy exercises with procurement of healthy food. In this way, person can build up strong bond to fight against stress-induced disorders.

From the two above mentioned characteristics of personality, we have learned that personality pattern is very hard to change. It is better to adopt some good indicators of life- such as effective healthier interpersonal relationship in contrast to be in stress induced and conflict-based life style. Effective and healthy adjustive skills to fight with stress and struggles of life, we can get rid of stress induced disorders.

> *The word "stress has essentially taken on as its paramount meaning that which was given it some years ago by Dr. Hans Selye*

11.2   Personality and Coronary Proneness

Sir William Osler who was a medical academician, about hundred years ago said that there exists a connection between who face stressful events regularly and the development of coronary heart disease. Karl and William Menninger (1936) also pointed out that heart disease is common among those individuals who have repressed aggressive inclinations. However, such inexplicit suggestions could not be methodically and thoroughly verified until 1950's, when two cardiologists, Meyer Friedman and Ray Rosenman (1974) suggested the notion of the Type A behavior pattern. As singlebase of their perception, Friedman and Roseman noticed that when their upholsterer came to restore their office's waiting room's chair, he observed that merely the anteriorboundaries of the cushions were damaged. The patients in their office sat exactly on the edges of these chairs.

> *https://www.researchgate.net/publication/301662598_Self*

Type A individuals can be described as:

*Competitive:*Type A individuals are very competitive in nature. They want to get success in all occasions

2. *Impatient:* These individuals are typically in haste. They get irritated if they have to fall in line, canlose their temper easily, and move fast and often. They think they are always short of time.

3. *Domineering*: Persons having Type A personality want to dominate in any way dealing with their familial and professional lives. They want to get success without acknowledging others feelings regarding those.

4. *Highly Ambitious:*These people always connect their success with performances; they can go to any extent, every time they search credibility and want to get more rewards.

Negative Effects of Type A Personality

1. *Health issues arising from stress:*Type Aindividuals generally engage in challenging jobs or take jobs in greatly competitive areas. In some instances, demanding jobs leads to Type A behaviour.

2. *Hypertension:*High blood pressure can be caused by various factors, but individuals with Type A personality have higher chances of suffering from this disease.

 3. *Social Seclusion:*Individuals who are perceived as impolite, hostile, and irritated finds it difficult to build relationships. They spend most of their time on jobs and ignore people around them, leading to alienation.

Handling Type A Personalities

1. Negative traits are a fact of life

Recognise and realize that everybody has negative traits. In the case of persons with Type A personality, seemingly negative behaviour is mostly not done on purpoise.

2. Keep communication going

Persons with Type A personality have a controlling attitude. They believe that wealth will lead them to happiness rather than being with family and friends. They may difficulties in expressing themselves; therefore people around them should talk to them and ensure them that they are not alone when in need.

3. They run away from situations which arouses their hostile characteristics.

Type A colleagues or managers, must encounter less and less circumstances that can annoy them. As they cannot control their emotions, it is best to not put them in situations where they get irritated.

Personality type forms from a combination of factors, including:

⟩ Innate genetically characteristics

⟩ Spontaneous characteristics from the very beginning of their lives.

⟩ Surroundings and people in it

11.2.3Type A Personality, Stress, and Other Health Risks

The idea of Type-A personality or behavior pattern is mostly believed in our hard driving,goal-oriented culture. Actually, some early studies supported the concept of Type A behaviour. As putting people at the susceptibility of CHD (Friedman, &Rosenman, 1974) & individual elements of the Type A personality, such as anger, continue to emerge as presenting increased cardiovascular risk.(Chida& Steptoe,1989).

11.2.4 Benefits of Having a Type A Personality

Being Type A personality can also has positive impacts on an individual's health.

⟩ To begin with, it helps one to stay at top of their game.

⟩ A study founded that, women who had typeA personality had 46% higher chances of having mammograms as compared to other personality types.

⟩ They also indulge in self-care activities more often which lead to better health outcomes. Research has found that people with type A personality have much less chances of dying early from lifestyle diseases like diabetes.

⟩ Women with Type A personality, howeversuffer more from mood changes and extra emotional symptoms, during menopause. However, they also tend to opt for hormone therapy to for getting treated for such symtoms.

Preventing Heart Disease

Having a type A personality does not mean that an individual must suffer from health issues. In some instances, the ambitious behaviour of these individuals may actually shield them from health problems.

There also are ways to ensure that the risk of suffering from heart disease and other ailments can be reduced for type A individuals;

⟩ Coping positively with risk factors on which individual can exert certain degrees of control.

⟩ Having balanced diet rich with fibre and vitamins.

⟩ Practicing physical movement on daily basis.

CBT i.e. Cognitive Behaviour Therapy also proves to be helpful in this regard. Through this therapy, an individual learns to resolve the issues in an improved way. It reduces the risk of for cardiovascular problems and heart attack among individuals having type A personalities.

On the other hand, Type B personality is said to be the healthiest. Persons with type B personality are elastic and meek. They remainpeaceful, relaxed, sympathetic, and are self-assured, appreciate interpersonal relationships, and have better emotional health. Overall, they're conscious of their limits and are notaggressive about them.

> *https://www.psychologytoday.com/us/blog/cutting-edge-leadership/201310/are-you-disease-prone-or- self- healing-personality*

11.3   Human Termites

Lewis Terman, who was impressed with Alfred Binet's work of Intelligence and revised Binet-Simon test in America as Stanford- Binet test. He started a study with gifted children in 1921. He explored different cognitive abilities of the gifted children. The children who worked under his study were called 'Termites'. In analyzing their cognitive abilities, Terman also found that these children exhibited good health and normal personalities. Their social adjustments were also good. He also mentioned that early identification of high potentials is very effective for exerting their full cognitive abilities. This good health and personality foster them for effective expression of their potentials.

11.3.1 Self-healing personality

This type of personality refers to a group of psychological factors related to the person and his immediate surroundings by which the harmony of physiological and psychological balance can be maintained and by which better mental and physical health can be established. The term was developed by Howard Friedman in 1991. According to his research findings, it was suggested that persons with mental health issues are susceptible to the diseases and early death but self-healing personalities have a longer healthier life.

The different meanings of self-healing

In Gestalt Therapy, if you consider different steps, you will find the last step is self-healing. It refers to automated adjustment of the body which are monitored by physiological system of the person. Any disorder of the spirit & faith problems is being rectified.

Self-healing characteristics of the process naturally assigned to rectify problems carried through them. Like any repairmen of the skin after cut of any portion or the whole organ. Our body repairs the deformed part by itself.

If you consider different aspects of our physical characteristics in the capacity of our activities, there are other psychological issues can contribute to self-healing. In the medical field, Hippocrates has been considered as the pioneer, said that, beyond the innate restorative capacities of the physical body, there are many factors of psychological nature that can influence self-healing. Hippocrates, considered by many to be the father of medical treatment, observed: "*The physician must be ready, not only to do his duty himself, but also to secure the co-operation of the patient, of the attendants and of externals.*" — **Hippocrates.**

Self-healing can be obtained by deliberate advanced psychological techniques. Psychological and physical condition of the person can be improved by this. From the evidences of the research it may be said that it can cover relaxation, breathing exercises, fitness exercises, imagery, Meditation, Yoga, qigong, t'ai chi, biofeedback, along with different types of psychological treatment and other measures.

Varieties of mechanisms for self-healing have been proposed, including:

a.   It can reduce the stress hormone when a person is under stress

b.   It can reduce the muscle tension, which is responsible for any joint pain and other muscular deformities.

c.   Sleep of the individual can be improved through relaxation exercises.

d.   Emotional problems can be solved and for expression of better affective components the adjust of the person in different situation can be improved.

Other important aspect is self-help which can be regarded as other determinants which has been tested in different industrial agencies. It ensures help persons from maladjusted families and from behaviors related to addiction and repetitive behavior. It covers 12 steps to implement this programme.

> *https://the-definition.com/term/disease-prone-personality*

11.4 Two Broad Types

One type is very active, conscientious, exciting, pleasure seeking, and the other type is relaxed, calm, alert, involved, responsive according to Friedman &Schustack, 2012...The most important factor is that each type has its own characteristics for stress management. For every type the stress will affect differently to them and it is interesting to see how they are coping with that stress.

Moreover, the other challenges of mental health are control and commitment. Though, 'control' has a specific meaning to us according to the sociological aspects, everyone has a sense of control on different issues. Like in employment, if we take the control to overcome the challenges, we have to consider different aspects of those challenges to perform. The challenges may affect us cognitively, affectively and psychologically. Our families, friends and other relatives are also in line with us. Those aspects interfere with our goals and executions. So, how we give meaning to all those aspects in our life and how we can understand the world around us is really a matter of concern. (Friedman &Schustack, 2012),the characteristics of control includes commitment, challenge, trust, devotion and sense of coherence- these are the main social motives for the better understanding of the world, as suggested by Fiske (2010). These are the chief contributing factors of self-healing personalities and surely these are the connective elements pertaining to that personality pattern.

> *What are the 10 most stressful events in your life and How you have adjusted, you should explain?*

11.5 Keywords: Stress, Adjustment, Health Difference

11.6 Self-Assessment/Evaluation: -

1. The Type-A behaviour Pattern was proposed by
   a. Friedman &Rosenman
   b. Karl & William Menninger
   c. Myers & Briggs
   d. None of the above
2. All are included in Self-healing personality except…..
   a. fitness exercises,
   b. imagery,
   c. Meditation,
   d. coronary heart disease
3. Hypertension is related to Type-A Personality. T/F
4. Type-B Personalities are not relaxed. T/F
5. COPD refers to Chronic Obstructive Pulmonary Disease. T/F
6. Type-A women in menopause have less mood change. T/F
7. Type A individuals can be described as:Competitive. T/F
8. Type A personality has Stress-related health problems. T/F

9. Disease-Prone Personality is Type-A. T/F

10. Type-A personality is highly ambitious. T/F

11. Type-A personality people are impatient. T/F

12. Domineering is shown by Type-A personality. T/F

13. Challenges of mental health are control and commitment. T/F

14. Self-healing can reduce the stress hormone when a person is under stress. T/F

15. The full form of CHD is Coronary Heart Disease. T/F

Answer Key: -1=a, 2= d, 3= T, 4= F, 5= T, 6=F, 7=T, 8= T, 9=T, 10=T, 11=T, 12=T, 13=T, 14= T, 15=T

11.7   Review Questions

Q 1: What is stress?

Q 2: What is adjustment?

Q3: Discuss health differences.

Q4: Briefly describe the Type-A Behaviour Pattern

Q5: Briefly describe the Type-B behaviour Pattern

Q6: What are the criticisms of Friedman &Rosenman Model?

Further Readings

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Unit 12: Cultural and Ethnic Differences

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Objectives

- Define a group and clarify why groups are important to us.

- Understand how groups affect the thoughts, feelings and actions of individuals

- Understand the ways that people have attempted to assess personality

Introduction

Is group a numbers of people walking or standing or walking in road?? Is group collection of people coming for protesting in rally? Can family called as group? May students present class room determine as group?

According to Shaw, Robbins & Belser (1981) & Forsyth (2010), in order to consider a group, two or more people must be interdependent, interact and influence one another. The definition of group illustrates that group is not just collection of people. There should presence of dependent, communication, ability to fluctuate the behavior of each other among people present in group. Groups are the people who convey same goal, desire to some extent. If we think about in context of presence of group of individual, the behavior of the single individual can influence by the whole group of people. Example; family which is the most common group can be identify. According to various research as well as theories of personality family is identified as most important as well as influential part in development of personality (Specht, et al., 2014). In other hand people from 1980 to 2000 years can be called as "millennials" but not group. Although this collection of people might have same interest or some similarities but they hadn't interact with each other as a whole. If the behavior of a person can be influenced by solitary event than it is obvious for the possibility to mold the personality of individual further. Student working in a team found to be effective for development as well as improvement in the attitude, skill in later on professional life (Huff, Cooper, & Jones, 2002).

> Personality "is the pattern of behavior that is distinctive for each individual" (Tischler 2004)

12.1   Group Influence

Group influence arise when most of the people in a groups alter or impact the behaviors, thought process of the other members of the group. Research evidences found group therapy among substance abuse clients more effective as compared to individual psychotherapy. Clients in group therapy motivated to change their mal behavior by observing other client present in the group.

Influence of group on personality according to its types:

According to Charles Horton Cooley (1864-1929) group can be classified into two types.

1.   Primary group
2.   Secondary group

Cooley stated primary groups are small those with whom individual communicate face to face in regular basis as well as connected with emotional bonding. Further the primary groups have most crucial influence on the members of the group. The members of primary group are significant for each other.

Example-family. Primary groups have more contribution in development of personality. These groups contribute towards personal characteristics, ways of expressing self, and nature like introvert or extrovert. As Freud stated personality develops within first 5 years of age and family is the most influential primary group which enhances the construction of the base of personality (Halverson Jr & Wampler, 1997). The other personality theories also stated the importance of childhood rearing of individual which reflects impact of family members in modulation of basic personality of an individual.

	The concept of the primary group was introduced by Charles Cooley, a sociologist from the Chicago School of sociology, in his book, "Social Organization: A Study of the Larger Mind" (1909).

Secondary groups are large in structure or numbers which is impersonal in nature, task oriented and limited time schedule. People in secondary group mostly associated with each with purpose of instrumental function, specific goal. Example- people of a company or organization. Secondary groups help to remolding of personality characters which is more socially acceptable and desirable. Example, an extremely introvert person works in an organization obviously change his behavior as extrovert to some extent in order to cope up with the group of the organization. Although the person may not like to communicate with others but to complete responsibility of the post the person has to interact with the other members of the organization. This example reflects how the secondary group may influence the personality of an individual.

	https://opentext.wsu.edu/social-psychology/chapter/module-8-group-influence/

Influence of group on personality according social influence theories:

Various theories of social psychology suggested the influence of group on the behavior and cognitive processes of an individual.

1. Social Facilitation theory: This theory suggests that individual compete and try to perform on best level when they are in a group. This determine that person improve and identifies best version of personality in presence of group. Example performance of children in an activity in school more efficient as compared at home in front of mother.

2. Deindividuation theory: according to this theory when people are in group sometime they may engross so much in the group that they behave according to the members of group which is not visible individually. Example person who never dance alone may perform when in group of friends.

3. Social impact theory: This theory illustrates the influence of group in an individual determines by the relationship among the members, number of people present in group. Example an individual may dance on in front of the close friends but may not among the colleague of his/her professional organization. An individual may able provide speech only in front of people from his department not the all members of the organization.

Avenue of group influence:

1. Conformity: Individual change behavior or thoughts in order to confirm with the group. Individual thinks that whatever is stated by group that is the correct not their own thought or way.

2. Compliance: Compliance occurs when one performs a task or behavior due to the request from another individual.

3. Obedience: People follow, trust or believe without justification when they see any authoritative figure with the behavior or thoughts. Individual perform a behavior just because of asking by the authoritative figure.

12.2 <u>Language</u>

Language is a spoken, written symbols uses by human beings as a participant of society, culture in order to communicate, express ideas, thoughts among them. According to American linguists Bernard Bloch and George L. language is defined as "A language is system of arbitrary vocal symbols by means of which a social group cooperates."

Influence of language on personality

Although the impact of language on personality is a controversial issue; the various studies stated presence of influence. Language display an important role while express emotion and culture. Language measures how individual develop own personality, perception of a situation and way of thinking in different situation (Sapir, Whorf & Slobin). Observation through various studies

investigated that different language reflects different ways to display emotional tones. Study determines people who speak multiple language feel and act different way to while speaking in one language as compared to another (Jarvis & Pavlenko, 2008). Various personality theories explained about that individual were different persona or masks at different situation and the same way different language also promote changes in the personality. According to Koven (2006) language enhances in transformation of self in a way to express oneself affective way. Basically culture provides way to think and express feelings, emotion and further the whole process undergoes through language (Tsai, Knutson, & Fung, 2006). Benet, Leu, Lee and Morris (2002) added people with multiple languages introduce to various culture and their characteristics to display in various situation and they learn to behave differently from those various languages. Study also stated various dimension of personality is associated with various the languages.

Function of language in determination of personality:

1. Language enhances personality both in inner and outer personality.
2. Language can improve self-esteem of an individual.
3. Language initiates learning opportunities.
4. Language motivates individual to interacts with people

12.3   Personality and Culture

Nowadays a viral video where an Indian graduate student touching his foreign teacher's feet on graduation ceremony is gathering a lot of praise and question depicting the cultural beliefs, value towards elder which was strange for western culture. The question is the Makeup of Human beings are genetically identical i.e. DNA, RNA and essential proteins. Still act in number of different ways putting a big question why? And the answer relies on how and in which environment individual was nurtured which influences heavily on the behavior, interaction and their persona. Scientist have claimed that the environment where an individual live, nurtured comprising social environment, its cultural nurturance has a lot to do with our Persona.

> *"If we pay attention to the differences as well as the similarities between cultures, we can start to see the patterns that reveal why particular variation exist"*
> *(Paul Smaldino Professor, Cognitive science)*

In the field of psychology and research most searched topic such as Personality is vulnerable to b influenced by the culture found in society. Culture in simpler terms is the beliefs, customs that one follows as a way of living a life adopted by an individual, group of people and a particular Nation. The process of passing culture from generation to generation is called as enculturation. And Family members are the first who introduce and explore a child with such beliefs as a resultant Child sees, observes and models the same and thus cultivate these customs and pass it to their next generation. Culture is the basic foundation in the socialization which draws rearing patterns in the society. Socialization is a "lifelong process of learning and relearning as people move from different stages of growth and development, or from one social group to another (Panopio, 1996).Studies have agreed the association of geographical and historical culture with personality profiles.

The notion of independent culture is prominent in USA, Europe which focuses on self-growth, achievements and personal agenda i.e. more individualistic while other country such as Asian , African countries it follows interdependent culture which prioritize more on relationships, family, value more on social harmony rather than self-goals. They place other peoples, group needs over individual's need. And such cultural value influences personality. It has been observed that individuals reared by western culture reflects as one who is more extrovert , high on openness to experience , goal directed and competitive. They are more independent in nature and prefer agreeableness and extroversion personality traits more than other traits meanwhile individuals of Asian cultures are characterized by the one who are less extrovert, more agreeableness , conscientious precisely more obedient towards elders, believer of interdependency, focus and prioritize relationship, family, more on dutiful nature. Japanese culture prefer conscientiousness rather than other personality traits such as extraversion, agreeableness etc. Individualistic culture results into self-oriented persona while collectivist one display the personality which is high on socially oriented.

If we talk about culture in respect to gender then not surprisingly the cultural perspective on the basis of gender role has also influenced the personality of different gender.

Culturally it has been expected that girls follow their mother's footstep and need to learn all household chores from cleaning to cooking , taking care of other siblings. In contrast to this boys need to follow other criteria which are more masculine in nature. Likewise as mentioned above Based on the gender of an individual there is predetermination of personality outlined by the culture of society? Culturally female are expected to be obedient , dependent ,soft spoken, shy , delicate in nature , who prioritize their family over their ambition while male are considered as the earning person characterized by the one who is independent , ambitious , strong and assertive ,

dominant nature , adventurous , courageous , aggressive and decision maker. In compare to females' males found to be fewer extroverts in terms of expressing emotions (fear, jealously, joy insecurities, love etc.), verbalizing inner emotions and thoughts.

In most countries, culturally females found to be high on four traits of personalities (i.e. agreeableness, conscientiousness, neuroticism and extraversion) than man

12.4   Socioeconomic and Personality

Socioeconomic, a social factor that comes under social science field deals with economics and social process and their influence. Via researches the influence of social factor and psychology are closely evident. So the question is what is socioeconomic status?

"Socio" stems from Latin word meaning the study of society. Socioeconomic has been derived from two domains sociology and economics. Socioeconomic characterize social behavior of an individual or a community and the financial affairs. Socioeconomic status refers to the position occupied in terms of income, education or occupation by a person or a family in reference to accessibility of possession (cultural and material), involvement in community work. Predetermined factors of socioeconomic status involve educational qualifications, occupation and income. Such socioeconomic factors such as Parental education, their income prepare different family environment involving how surrounding acts, their pattern of thoughts, what they believe and follows which result in their overt behaviors. Socioeconomic has a direct and found to be a strong predictor of child's persona. Socioeconomic status determines the quality and quantity of parental care, rearing pattern towards child, which in turn shapes and nourishes the personality of child. And personality is characterized by the traits which are stable, consistent and individual differences.

High socioeconomics also include various factor in order to determine parenting pattern and resultant personality of child. Such factors include quantity and quality of time spent between parents and child, occupation and education of parents, nature and attitude of parents toward s child needs. Majority of Parents of high socioeconomic status are found to be less punitive , provide emotional strength and warmth and Children of higher socioeconomic status are showed to be more patient, scored high on IQ and less risk – seeking. Such parents promote and amplify the child's initiatives thus boost self-confidence and enhance independency. Such individuals found to be competitive, good academic achiever. The reason may be the availability of significant resources for them. While parents of low socioeconomic due poor financial status prone to get tensed, exhibits anger, more punitive in nature are associated with child's more compromising, adjusting nature. Mother of low socioeconomic or less educated exhibits overprotective nature which contribute to the neuroticism of an individual as compare to other traits. Other than this, People belonging to working class found to be more empathetic, helpful towards others but found high on prejudice towards lower class. Lower working socioeconomic status develops interdependent self-concepts. Socioeconomics also influences the locus of controls which also determine the motivation of the person.

🌐	*https://www.outofservice.com/bigfive/*

The way socioeconomic shapes the personality, personality also aid in development and maintenance of socioeconomic status. Individual having neuroticism traits shows less lifetime earnings and have less chance to get financial assistance from family members while high chance to take financial aid from others like debt from other sources. Individual having agreeable traits are more likely to get and accept the financial aid from family.

Conscientious individual are more likely to spend less and save more kind of nature as compare to other traits. Therefore able to arrange and manage retirement incomes. Interestingly extroverts have large support network but shows up a higher unsecured debt

One more aspects of socioeconomics is educational status and Individual having high educational qualifications has been associated with sound health, its wellbeing, who believe laws and right , social norms and social trust, such individuals are less prone to develop hostility towards others , more open to experiences. While people with low educational status more prone to indulge in life risky behavior, easily engaged in physical abuse, more towards antisocial behaviors and delinquent behaviors.

12.5   Personality Testing

Personality testing refers to the tools or techniques designed to measure the personality of an individual. Personality assessment can be defined as the "estimation of one's personality make up, that is the person's characteristics, behavior pattern, salient and stable features." Personality tests attempt to measure the basic personality style and are most used in research or forensic settings to

help with clinical diagnoses. Personality testing is very helpful they tells us about a person's coping in general with stress and life, how a person copes with specific stressful situations or demands e.g., seriously depressed and suicidal.

One of the most ancient personality test known as 'phrenology' was introduced in 18th century where personality was assessed by measuring the bumps on the human skull. Later many different psychologists worked on the part and proposed various dimensions of personality. Gordon Allport identified 4000; Raymond Cattell suggested 16 personality characteristics whereas Hans Eysenck narrowed the list to three. The most widely accepted personality traits were proposed in Big Five Factor Theory. Personality tests are administered for various purposes such as:

1. For assessment of theories
2. Evaluating the effectiveness of the therapy
3. In clinical settings for diagnosing the psychological problem
4. On individual basis for self analysis of personal characteristics and changes in personality
5. In industry for screening of individual for specific job prospectus
6. Forensic setting for conducting risk assessment, establishing competence and in child custody disputes
7. Used as a tool in schools and counseling the client

Several tests are available for the assessment of personality but they are broadly classified into three;

1. **Subjective Test:** In subjective approach, the entire work of a person throughout their life span is considered such as autobiographies, diary etc. But it carries a limitation that person may exaggerate his/her strengths or minimize the weaknesses which creates problems in developing the true picture of personality. While assessing personality, effort has been made to obtain result free from any bias either from subject or evaluator. To overcome this drawback, objective tests are used.
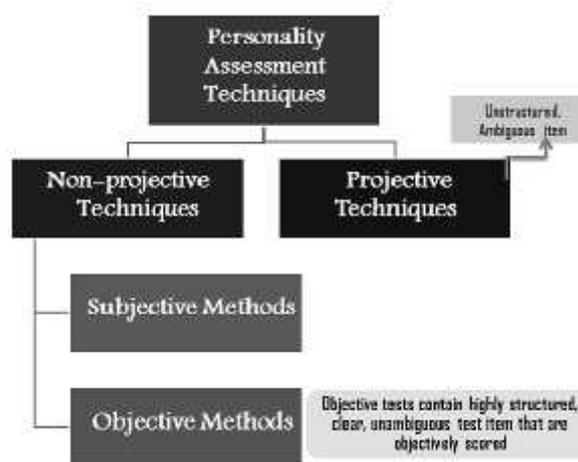
2. **Objective Test:** Objective tests are not influenced by examiner's belief means it is free from rater bias. Objective test are consist of structured questionnaire with various options. Most common objective test is self report measures such as Myers-Briggs Type Indicator, Neo-Pi-R, MMPI/MMPI-2, 16 PF and Eysenck Personality Questionnaire.

3. **Projective Test:** Projective test is designed on the basis of Freud Psychosexual theory which uncovers the unconscious perceptions of individual using ambiguous stimuli to expose the inner aspects of individual personality. The two most common projective techniques are Rorschach ink blot test and Thematic Apperception Test.

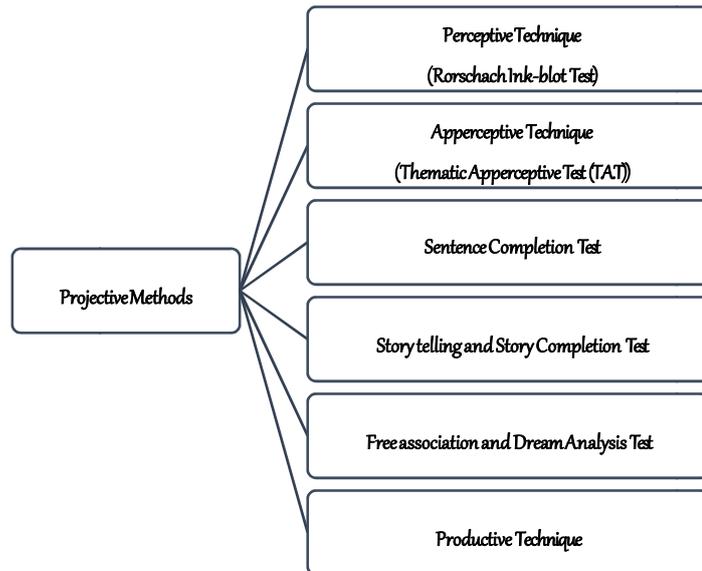> *Assess the personality of the individual by using Neo-Pi-R,*

Methods of Personality Testing

Some of the most important tests used to measure personality are as follows:

Interviews: Interview is a process in which professional or expert ask questions to an interviewee in a structured/ semi-structured/ unstructured way concerning to specific area. Here also interviewee can lie, manipulate, exaggerate or distort the information for social desirability. Also bias can be occurring on the interviewer part as their prejudices and perception can misinterpret the information presented by interviewee.

Projective test: The projective test works on a principle that the way ambiguous structures are perceived and interpreted by the individual; it will show the fundamental aspects of their psychological functioning.

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┌─────────────────────────────┐
│    Perceptive Technique      │
│  (Rorschach Ink-blot Test)   │
├─────────────────────────────┤
│    Apperceptive Technique    │
│ (Thematic Apperceptive Test (TAT)) │
├─────────────────────────────┤
│   Sentence Completion Test   │
├─────────────────────────────┤
│ Story telling and Story Completion Test │
├─────────────────────────────┤
│ Free association and Dream Analysis Test │
├─────────────────────────────┤
│     Productive Technique     │
└─────────────────────────────┘

┌──────────────────┐
│ Projective Methods │
└──────────────────┘
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In simpler way, the characters or structures on test material act as a screen for the subject to project their anxieties, need, conflicts, desires and thought process. The projective method was introduced by Frank (1939, 1948) where unstructured stimuli were used to study personality of a person. There are various types of projective techniques categorized as:

I.   Constructive: The subject needs to draw or construct a structure upon a situation as described by examiner such as draw a man test, sentence completion test and house-tree person test.

II. Constitutive: In this, the subject has to constitute structures or imposes his/her own structure upon the given unstructured test material such as Rorschach Ink Blot test.

III. Cathartic: It consists of release of emotions, desires, inner conflicts and wishes via a manipulative task.

IV. Interpretative: In this, the subject is provided with a test material having different pictures and they have to explain the situation in details by forming a story. For example, TAT.

V.   Refractive: In this, the personality of a person can be depicted in the form of drawing or painting such as graphology is the best example as cited by Frank.

Assess the personality of the individual by using 16PF

Association techniques: It is method in which subjects sees or listen to the stimulus material and provide responses in the form of association. The most popular methods are free association (developed by Freud) and word association (introduced by Carl Jung). The word association method is used widely to assess the personality of an individual where person has to utter any word that comes immediately to their mind after listening the stimulus word.

Expressive technique: In expressive method, examiner depicts the personality of individual by attentively observing his behavior. Here the subject is asked to perform a task by manipulation and examiner examines the way task is manipulated such as a role play, finger painting, drawing or play. In this, the interaction with the test material defines the theme of the technique.

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Limitations of Personality Test

1. Deception: In self report inventories, one of the major drawbacks is deception where people are seen providing false information or fake good in effort to appear socially desirable.

2. Introspection is required: Many time people face problem in accurately describing their personality characteristics. Either they overestimate the desirable ones or underestimate the undesirable ones which seriously impact the accuracy of result.

3. Long Tests: Sometime self report inventories are lengthy and time taking, generally irritating and bored to test takers. In order to finish rapidly, sometime test taker simply writes the answers without even understanding the actual meaning of asked question.

4. Subjective scoring: The interpretation and scoring of written content is highly subjective and varies with different examiner. It depends on the perception, understanding and prejudices of examiner which creates bias in result.

5. Results may be inconsistent depending upon their validity and reliability. All personality tests are not reliable and valid.

> *List the "Big Five" personality dimensions.*

12.6   Summary

Ecologies shape cultures; cultures influence the development of personalities. There are both universal and culture-specific aspects of variation in personality. Some culture-specific aspects correspond to cultural syndromes such as complexity, tightness, individualism, and collectivism. A large body of literature suggests that the Big Five personality factors emerge in various cultures. However, caution is required in arguing for such universality, because most studies have not included emic (culture-specific) traits and have not studied samples that are extremely different in culture from Western samples. In nutshell we can say personality is highly influenced by culture, language, social economic status and society at large.

12.7   Key Notes:

Group, Deindividuation, Conformity, socioeconomic, Personality testing , Projective Test, Subjective Test, Objective Test

12.8   Self-Assessment

Q. No. 1:- What is the difference between Nomothetic and idiographic approaches to personality?
  A. Nomothetic approaches seek to find generalized laws of behaviour that help us classify people in terms of their similarities, while idiographic approaches seek to find what makes people unique
  B. ideographic approaches try to categorize people, while Nomothetic approaches don't

Q. No. 2:- _____ is a stage of intergroup conflict.

Q. No. 3:-._____ is a reduction in individual effort when working on a collective task.

Q. No. 4._____ means behaving according to the group norm.
  A. Compliance
  B. Deviants
  C. Conformity
  D. None Of The Above

Q. No. 5: _____ refers to those attributes of a person that make her/him different from others.

Q. No. 6: _____is a state in which people have reached their own fullest potential.

Q. No.7: Which of the following is a projective technique for assessing personality?
  A. Sinha's Comprehensive Anxiety Test
  B. Thematic Apperception Test
  C. High School Personality Questionnaire
  D. Adjustment Inventory for school students

Q. No.8: The Thematic Apperception Test (TAT) was developed by _____
  A. Morgan and Murray
  B. Hathaway and McKinley
  C. Hermann Rorschach and Cattel
  D. None of the above

Q. No.9:_____ refers to togetherness, binding, or mutual attraction among group members.
  A. Cohesiveness
  B. Proximity
  C. Groupthink
  D. None of the above

Q. No.10:_____ is to nature as _____ is to nurture.
  A. environment, genes
  B. conscious, unconscious
  C. inaccuracy, accuracy
  D. biology, experience

Q. No.11: An association technique is method in which subjects sees or listen to the stimulus material and provide responses in the form of association (True/ False)

Q. No.12: The subject needs to draw or construct a structure upon a situation as described by examiner such as draw a man test, sentence completion test and house-tree person test in

A. Constructive
B. Constitutive
C. Cathartic

Q. No.13: In _____the subject has to constitute structures or imposes his/her own structure upon the given unstructured test material such as Rorschach Ink Blot test.

Q. No.14: _____consists of release of emotions, desires, inner conflicts and wishes via a manipulative task.

A. Constructive
B. Constitutive
C. Cathartic

Q. No.15: The Greek philosopher _____ believed that knowledge is acquired through experience and learning.

A. Archimedes
B. Rousseau
C. Plato
D. Aristotl

Answers									
01	02	03	04	05	06	07	08	09	10
A	Storming	Social loafing	C	Personal identity	Self-actualisation	B	A	A	D
11	12	13	14	15					
True	A	Constitutive	D	D					

12.9   Review Questions

1. What kind of personality do you have? What has influenced its development – is it your genes or how you have been brought up?
2. Discuss the projective techniques for personality assessment?
3. What kind of personality do you have? Discuss the role of culture and language in personality development
4. Describe the MMPI-2, explain why it was designed, and define multiphasic.
5. Explain how the California Personality Inventory differs from the MMPI

Further Readings

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UNIT -13Personalitiesin Perspectives

Objectives

To explain genetic factor of personality

To explain environmental factor of personality

To explain developmental factor of personality

To explain learning factor of personality

13.1   Introduction

It would be a difficult part to describe in English language to portray the term of personality. The main partners of Personality point of view in the term to social ability or capability. A person's Personality is surveyed by the adequacy with which the individual can evoke positive responses from an assortment of people under various conditions. It is in this feeling that the instructor who alludes to an understudy as introducing a Personality issue is likely showing that their social ability isn't sufficient to keep up good relations with individual peers and the educator. Personality is Characterizedas the Personality sets of practices, perceptions, and passionate structures that develop from organic and natural components. We could invest considerably more energy managing the issue of Characterized Personality. We mean just that how given people will Personality will rely totally on their specific hypothetical inclination. Consequently, if the hypothesis puts substantial accentuation upon the uniqueness and coordinated, bound together defines the conduct, it is normal that the meaning of Personality will incorporate uniqueness and association as significant ascribes of Personality. While there is no commonly endless supply of Personality, most hypotheses center on inspiration and mental cooperation with one's current circumstance. Quality based Personality hypotheses, for example, those Characterizedby Raymond Cattell, described Personality as the attributes that conjecture an individual's conduct. Then again, more typically based methodologies explain Personality through learning and propensities. In any case, most hypothesis' assessment Personality as decently constant.

We have concurred that Personality is characterized by the specific idea contained inside a given hypothesis that are viewed as satisfactory for the total portrayal or comprehension of the conduct. We have additionally concurred that a hypothesis comprises of a bunch of related suspicions concerning the pertinent experimental marvels and exact definitions to allow the client to move from the theoretical hypothesis to exact perception. The investigation of the brain science of character, called Personality brain science, endeavors to depict the inclinations that underlie contrasts in conduct. Numerous methodologies have been taken on investigation of character, including organic, intellectual, learning and quality-based hypotheses, just as psychodynamic, and humanistic methodologies. Personality brain research is split between the primary scholars, with a couple of powerful hypotheses being set by Freud, Adler, Allport, Hans Eysenck, Abraham Maslow, and Carl Rogers.

https://www.jstor.org/stable/41613451?seq=1#metadata_info_tab_contents

The quantity of accessible Personality tests runs into a few hundred. Particularly various are they will be the Personality inventories and the projective methods. In the creating of Personalityinventories, a few methodologies have been continued in forming, collecting, choosing and gathering things. An early precursor of Personality test is delineated by Kraepelin's utilization of the free affiliation test with mental patients. Personality is resolved through a variety of tests. Because of the way that Personality is a diverse thought, the extents of Personality and sizes of Personality tests differ and regularly are inadequately characterized. Two fundamental apparatuses to quantify Personality are target tests and projective measures. Models like tests Big Five Inventory (BFI), Minnesota Multiphasic Personality Inventory (MMPI-2), Rorschach Inkblot test, Neurotic Personality Questionnaire KON-2006, or Eysenck's Personality Questionnaire (EPQ-R). These tests are valuable since they have both dependability and legitimacy, two factors that make a test precise. Everything ought to be affected to a degree by the principal quality develop, bringing about a state of positive intercorrelations inasmuch as all things are arranged (phrased) in a similar bearing." A new, yet not notable, estimation device that clinicians use is the 16PF. It estimates Personality dependent on Cattell's 16 factor hypothesis of character. Clinicians additionally use it as a clinical estimating instrument to determine mental problems and help to have forecast and treatment advancement.

Personality is regularly broken into elements or sizes, measurably extricated from immense surveys through Factor investigation. When taken back to two measurements, frequently the components of loner outgoing person and neuroticism (touchy stable) are utilized as first proposed by Eysenck during the 1960s.

13.2   Genetic Factors

Human Personality and conduct are part of the way acquired. Twin and family considers have set up that specific social issues, like getting incapacity and male liquor addiction, may have bigger hereditary systems than customary polygenic clinical problems like hypertension and ischemic coronary illness (Plomin et al., 1994). Ordinary Personality attributes, as estimated by dimensional sizes of Personality evaluation, contemporary the comparative framework, with heritage regularly representing somewhere in the range of 30 and 60% of the noticed change. One model is given bythe striking likeness of indistinguishable twins received out and raised separated (the Minnesota Study), some of whom had not known each other past to the examination (Bouchard et al., 1990). On proportions of interests, abilities and Personality qualities, these twins had connections somewhere in the range of 34% and 78%. On the other hand, brotherly twins concentrated by similar agents had relationships somewhere in the range of 7% and 39% (Tellegen et al., 1988). For all intents and purposes all work in this space upholds the possibility that there is a considerable heritable segment to Personality (Henderson, 1982; Loehlin et al., 1988; Plomin, 1990). Notwithstanding the psychometric idea that Personality is incomplete by hereditary elements, as of not long ago almost no was known about the number or nature of the qualities dependable. One way to deal with recognizing such qualities is linkage investigation, which depends on the rule that assuming a quality impacts characteristic, relatives who share a chromosomal district holding that quality will be more comparative on that attribute than family members who have various variants of that locale. The benefits of association investigation are that it filters huge fragments of DNA and doesn't need earlier information on the method of legacy or biochemical system of the important qualities. The detriment is that it is moderately obtuse toward qualities with little impact sizes.

A second methodology for distinguishing qualities that are identified with personality or other social attributes is allelic affiliation, which depends on the rule that assuming a quality impacts a characteristic, people who share a specific allelic variation of the quality ought to be more like each other than are people with various alleles. This methodology is most remarkable when up-and-comer qualities that are 'organically sensible', and that have known utilitarian polymorphisms, are accessible. The fundamental benefit of allelic affiliation is that it is strikingly delicate to little impact sizes. Up to this point, there had been no distributed reports of linkage and affiliation examinations of ordinary personality characteristics. On a basic level, nonetheless, such attributes ought to be as agreeable to concentrate as actual qualities. Quantitative attributes (now and then called 'dimensional qualities')" have been effectively investigated by this technique in numerous non-human species. The thought behind this methodology isn't to search for a solitary quality with an 'win or bust' impact, as in Huntington's chorea, yet rather for various qualities, each with a little impact without help from anyone else however with huge joined impacts. Qualities with little impacts may underlie a dimensional attribute, similar to stature or knowledge, and they may likewise underlie the danger of building up an 'oligogenic' sickness like pyloric stenosis or maybe schizophrenia (Benjamin et al., 1996a). In the event that major dysfunctional behaviours (and}or personality qualities) are because of single qualities with huge impacts (Mendelian), at that point it ought not be too hard to even think about discovering influenced family members in a high extent of influenced probands, if families are adequately enormous. On the other hand, a low extent of probandswho have influenced family members proposes an oligo-or polygenic impact; it is strange for any overall other than an indistinguishable twin to share the very same mix of qualities expected to impact (or even reason) the sickness.

The case for reading qualities for ordinary personality characteristics the troubles experienced in the quest for single significant qualities for psychological maladjustments like schizophrenia and hyper despondency (Baron et al., 1990; Risch et al., 1996) should be considered in the light of this chance, that every one of the qualities included contributes just a little piece of the fluctuation. Furthermore, in fact, the new 'little quality' approach (Benjamin et al., 1996a) has started to yield energizing discoveries for the psychoses, for instance, powerless however reproduced linkages (that is, apparently substantial linkages to qualities with little impacts) to chromosome 18 in hyper sorrow (Berrettini et al., 1994; Stine et al., 1995) and to chromosome 6 in schizophrenia (Moises et al., 1995; Peltonen, 1995; Schwab et al., 1995; Straub et al., 1995; Wang et al., 1995).

A further entanglement is that it shows up progressively likely that mental infections are both polygenic and hereditarily heterogeneous (Belmaker et al., 1994; Cloninger, 1994). On the off chance that, as has been recommended, a similar mental disorder can come about because of contrasting mixes of natural impacts and acquired personality variations (Bleuler, 1952; Goodwin et al., 1990) even in a similar family (Cloninger, 1994), at that point these will be hard to identify with linkage and affiliation examines, which treat the condition as a solitary aggregate. All things considered; further advancement may rely upon the ID of less complex hidden 'endophenotypes' (Gottesman, 1991). A sensible relationship might be drawn from the situation of myocardial localized necrosis, where it is cholesterol levels, pulse, etc, not simply the infarct, that are acquired. Ordinary personality characteristics, or energizing variations of these, address at first sight possibility for the part of endophenotypes for psychological instabilities, and there is some proof for a continuum between typical personality attributes, personality issues and mental disease. The typical personality characteristic of curiosity looking for is high in 'group B' type personality problems like reserved personality (Svrakic et al., 1993) and liquor abuse (Mulder et al., 1994), and the quality of remuneration reliance is low in 'bunch A' type personality issues, similar to schizoid and schizotypal messes (Svrakic et al., 1993).

Along these lines, personality issues may address limits of ordinary personality characteristics. Psychological instabilities, thusly, might be outrageous variations of personality issues, for outline, schizoid and schizotypal personality problems and schizophrenia (Nigg et al., 1994). Essential personality attributes like oddity chasing, hurt aversion and support reliance may, by means of a troublesome nonlinear way that leads in the main occurrence to personality issues, eventually incline to psychosis. One potential course could be a maladaptive attribute, or characteristics, which

may collaborate with other biologic and} or ecological danger components to create show disease. With regards to this line of reasoning, Kendler and associates have shown that, in 707 sets of female twins who finished two sizes of the Eysenck Personality Questionnaire and were evaluated for the presence of discouragement, about 70% of the danger of gloom was acquired (Kendler et al., 1993a, b). Of this heritability, 45% was immediate; however the other 55% was through the impact of the acquired personality attribute 'neuroticism'. Subsequently, a progression of association and idea investigations of typical (versatile) personality attributes was begun, with the expectation that positive outcomes may ultimately clarify the neurobiology of complex social aggregates and convey an extension to the pathophysiology of (maladaptive) personality problems and genuine psychological sicknesses.

13.3 Environmental factors

It has been uncovered that personality attributes are more adaptable by natural impacts than scholastics initially accepted. Character contrasts foresee the event of life encounters. One preparing that has obvious how the home climate, certainly the sorts of guardians an individual has, can influence and calculate their personality. Mary Ainsworth's Strange Condition test displayed how posterity responded to having their mom let them be in a room with an outsider. The various styles of connection, named by Ainsworth, were Secure, Ambivalent, avoidant, and disarranged. Youngsters who were safely appended will in general be seriously trusting, agreeable, and are sure about their everyday life. Kids who were confused were accounted for to have more elevated levels of tension, outrage, and hazard taking conduct.

Judith Rich Harris' gathering socialization hypothesis expects that a person's friend gatherings, instead of parental figures, are the essential impact of personality and conduct in adulthood. Intra- and intergroup measures, not dyadic connections, for example, parent youngster connections, are answerable for the transmission of culture and for natural adjustment of kids' personality qualities. Along these lines, this hypothesis focuses at the companion bunch addressing the natural impact on a kid's personality instead of the parental style or home climate. TessuyaKawamoto's Personality Change from Life Experiences: Moderation Effect of Attachment Security discussed lab tests. The examination basically cantered around the impacts of life encounters on change in personality on and beneficial encounters. The evaluations proposed that "the amassing of little day by day encounters may work for the personality improvement of college understudies and those natural impacts may fluctuate by singular helplessness to encounters, similar to connection security"

13.4 Developmental factors

Current originations of personality, for example, the Temperament and Character Inventory have suggested four essential Temperaments that are thought to reflect fundamental and programmed reactions to threat and award that depend on cooperative learning. The four Temperaments, impedance evasion, reward reliance, curiosity chasing and perseverance are marginally closely resembling old originations of melancholic, hopeful, irritable, apathetic personality types, however the dispositions recreate measurements as opposed to separate classifications. While factor-based ways to deal with personality have yielded models that represent huge difference, the creating organic model has been contended to more readily reflect basic natural cycles. Particular hereditary, neurochemical and neuroanatomical associates responsible for each unpredictable quality have been noticed, not at all like with five factor models.

The mischief evasion attribute has been related with expanded mindfulness in isolated and amygdala notability organizations, just as diminished 5-HT2 receptor restricting incidentally, and decreased GABA focuses. Creativity, searching for has been related with diminished movement in isolated remarkable quality organizations expanded striatal availability. Oddity looking for relates with dopamine union limit in the striatum, and rundown auto receptor accessibility in the midbrain. Award reliance has been connected with the oxytocin framework, with expanded grouping of plasma oxytocin being noticed, just as expanded volume in oxytocin related districts of the nerve centre. Industriousness has been related with expanded striatal-MPFC availability, augmented initiation of ventral striatal-orbitofrontal-foremost cingulate circuits, just as improved salivary amylase levels characteristic of expanded noradrenergic tone.

13.5 Learning Factors

Skinner gives a persuading portrayal regarding instrumental molding, as indicated by which conduct is chosen and kept up by its outcome. A large portion of skinner's position was worried about conduct change, learning and adjustment of conduct: thusly, one can say that his hypothesis is generally pertinent to the improvement of personality. Like numerous different scholars, skinner

accepted that a comprehension of personality will create from a thought of the conduct advancement of the human living being in proceeding with cooperation with the climate. The learning speculations additionally impact an individual personality. To support conduct is essentially to do a control that changes the likelihood of event of that conduct later on. The tracking down that specific activities change the likelihood of event of reactions in a legitimate way is attributed fundamentally to early pioneer in the inclining alteration like a name Palov and Thorndike. Pavlov found theguideline of the support. Numerous early specialists accepted that all inclining included the interaction of traditional molding. Yet, Skinner noticed that there was a lot of that couldn't be fitted into this worldview.

There are a few reactions that, in contrast to respondents, don't have all the earmarks of being attached to a promptly recognizable inspiring upgrade, for example, painting an image or intersection a pressure like a model. These reactions appear to be unconstrained and deliberate. Thorndike had summed up his situation regarding the law of impact. This law expresses that reactions that produce a delightful impact become bound to happen again in that specific circumstance and reactions that produce a uninspiring impact become more averse to happen around there. Most parts of personality are exhibited in a social setting, and social conduct is a vital quality of human conduct by and large. Social inclining hypothesis influence a personality and change of personality. Social inclining hypothesis has given by Bandura. There is no uncertainty that the learning and encounters that one has can and every now and again will adjust their personality advancement. There are conditions that we may go through that will mindfully affect our convictions and the technique we think. For instance, mirror an individual who has consistently been strict and afterward questions God's presence when a dear companion or similar shockingly bites the dust. There are numerous models like this that exhibit how associations and encounters can change or achieve an effect on your personality.

13.6 Summary

Summaries of this unit regarding the personality perspective are cover basically involves certain concept about social learning or learning theory to modify the way they function, which aspects of them are well-meaning. Mostly, five major personality' perceptive like genetic factor, environmental factor, developmental factor and learning factor.These factors affect human personality time to time.

13.7 Keywords:personality, genetic factor, environmental factor, developmental factor, learning factor

13.8 1.8 Self-Assessment

1. EPQ Test has developed by Eysenck?

True/False

2. 16 PF full name-----

   a. 16 personality factor
   b. 16 personal factor
   c. 16 public factor
   d. all of the above

3. MMPI Full name----------

   a. Minnesota Multiphasic Personality Inventory
   b. Minnesota Multi Personality Inventory
   c. Minnesota Multi Personal Inventory
   d. none of the above

4. Cattell has developed 16 PF.

   True/ false

5. MMPI measures personality traits

   True/ false

6. Pavlov has developed Classical Theory

   True/False

7. ----------------Classical test theory developedfor which term

   a. Learning
   b. Memory
   c. Intelligence
   d. Personality

8. Projective test is related to personality.

True/false

9. Social Learning theory has developed by-----

   a. Pavlov
   b. Skinner
   c. Bandura
   d. Freud

10. BIG five is related to personality

True/false

11. Social leaning theory has developed by Bandura

True/ False

12. How many factors in BIG five test.

   a. 3
   b. 4
   c. 5
   d. 6

13. How many questions in BIG Five

   a. 44
   b. 48
   c. 49
   d. 50

14. Skinner provides a convincing description of instrumental conditioning.

True/ false

15. Thorndike had summarized his position in terms of the law of effect.

True/ false

Answers

1. true 2. a 3. a 4. true 5.true 6. True 7. a 8. Ture 9. c 10. True 11. true13. C 13. 44 14 true 15. true

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13.9   Review Questions

Q 1: Define personality

Q.4 What is social learning theory effect your day today behaviour.

Q.3 What is role of learning factor develop your personality today life?

Calvin S. Hall, Gardner Lindzey and Hohn B. Campbell (2017), Theory of Personality 5th Edition**,** Wiley, India, Pvt Ltd., Delhi.

Unit 14: Indian Perspective

Objectives

Introduction

14.1 Self in Indian Thought

14.2 Self in Vedas and Upnishads

14.3 Importance in Vedanda

14.4 Self in Bhagawad Geeta

14.5 Concept of self in Buddhism

14.6 Types of Personality

14.7 Concept of Triguna

14.8 Concept of Tridosha

14.9 Summary

14.10 Key Notes

14.11 Self-Assessment

14.12 Review Questions

Further Readings

Objectives

- Understand about history of Indian psychology
- Importance of Vedas and Upnishad in the development of Indian psychology
- Vedanta influence on psychology
- Ayurveda and personality
- Important role of triguna and tridosa in personality
- Buddhist concept of personality

Introduction

Psychology has a long past but a short history. Studies of psychology in ancient India are completely different from modern times. Like other literature psychology also have some philosophical roots as well as religious thoughts. If we search the historical roots of psychology in India then we will start from our Indian writings Like Vedas and Upnishads. In these writings we found lot of theories and concept related with psychological importance. In these writings we also get a good discussion about personality aspects in terms of self (atman), mind (manas), senses (indriya), and intelligence (buddhi).

> *Although the history of Indian psychology goes back to millennia, its modern phase — or revival, if you will — began only recently. Of the many psychologists who had realized the painful neglect of the indigenous tradition, about 150 came together at a conference in Pondicherry in 2002 and unanimously proclaimed the Manifesto of Indian Psychology.*

14.1   Self in Indian Thought

India has a long, rich, energetic and arranged practice of reasoning. However when we study "theory" just western way of thinking and savants has acquired conventional affirmation all throughout the planet. This might be because of reason that religion and philosophical idea consistently have had close connections in India. They are of powerful nature, which is less acknowledged in west. In India, philosophical thoughts, are a consistently endeavor to comprehend the idea of ordinary living. Reasoning is never seen essentially as a scholarly pursuit or isolated from the truth of everyday life, except a training to upgrade the general living experience of people on earth.

Indian Philosophy (in Sanskrit known as 'Darshanas'), alludes to a few practices of philosophical schools began from Indian subcontinent, including Hindu way of thinking, Buddhist way of thinking, and Jain way of thinking. These characterize the different old style frameworks or darśana, going from pragmatist to romantic, dualist to monist, theist to nonbeliever, etc. Indian scholars believe it to be a reasonable practice, and the objective of which ought to consistently be improvement of networks' lives not only one individual. The idea of self has been concentrated from different viewpoints in India. An audit of the investigation of self in India uncovers that in fact the center of Indian self is powerful, and it has been the focal point of study by rationalists just as analysts. There is general understanding that the mystical self, Atman, is simply the genuine. This otherworldly self is encapsulated in a natural self, and through the standing situation directly upon entering the world, the organic self obtains a social self.

> The term Indian psychology was purportedly first used by Sri Aurobindo, well known Yogi and freedom fighter of modern India, in 1910 in one of his writings on education.

14.2   Self in Vedas and Upnishads

Current Psychology experiences holes which are satisfied by local Psychology from any culture. We have immense range of mental assets before us yet we feel far off from it in light of the fact that their foundations are not related with us. Present day brain science mirrors a perspective on the self that depends on the actual body and external social communications. It looks for bliss at an actual level in the material world. Its perspective on the psyche is restricted to the mind and our organic impulses, beginning with sexuality. At the point when it requests that we create ourselves it is a looking for of external force and notoriety, not inward mindfulness. Actually self reflects outer factors just, no awareness that suffers past death.

Here, let us recollect the significant lessons of the Vedas and Upanishads. Our actual Self, called Atman or Purusha, comprises of the unfathomable light of awareness. It has no birth or passing, no joy or torment, no past or future. It has no characteristics as characterized by the five components. Fire can't consume it. Water can't make it wet. It doesn't die alongside the body. It doesn't change alongside the variances of the psyche. It is perpetual, changeless and past distress. Staying in it is extreme harmony, delight and satisfaction. However, we track down that advanced brain science doesn't perceive a particularly higher self, substantially less show us how to interface with it.

Our inward character can't be diminished to a name, work, title or condition. Nobody and nothing can possess, characterize, breaking point, or control the more profound reality inside us. We are not just an actual life form or an intricate arrangement of substance responses in the cerebrum, yet the inward cognizance through which these work and which rises above their changes. We contain the possibilities and arrangements of all presence, stretching out past reality to the endless and everlasting.

> Find the list of Upnishads.

14.3   Importance in Vedanda

Vedantic reasoning contains a significant brain science of Self-acknowledgment, not just a brain research of physical or social personality. Vedanta trains that you are the whole universe. You are

not restricted to the body. You have numerous bodies in numerous manifestations in various universes or lokas. Your tendency is enormous.

Likewise, you need not look for satisfaction or satisfaction outside your actual Self. Actually, your internal identity is loaded with light and your part on the planet ought to be to bring light, empathy and astuteness to all. All that you find in the realm of nature addresses some part of your actual Self, some part of your inestimable character. All animals are various articulations of your more profound Self that overruns the whole presence.

Just a particularly more profound vision of self can bring us genuine satisfaction. Else, we stay caught in external self image characters, by the way we show up or what we do, as opposed to who we really are. This implies that the accepted procedures for mental prosperity are mantra and reflection dependent on an internal quest for our real essence in cognizance. The psyche effectively falls into reliance, impulse or dependence in the event that we don't have a suffering association with our inward being.

On the off chance that you try to suffering mental harmony and enthusiastic prosperity start by enrolling in a class to study Vedanta and figure out how the person and the universe, the Divine and our inward embodiment are one. Step out of the disengagement of the conscience and simple external social definitions to your definitive way of life as the Self of all. Open your attention to boundless space.

Normally, this more noteworthy Self-acknowledgment can't be cultivated rapidly and requires a deep rooted sadhana (reflection), however in the event that we earnestly seek after it we can advance each day in cognizance and deathless mindfulness, not only in external accomplishments and acquisitions.

The sages of India have safeguarded the tradition of Self-information for all humankind; however it should be shared and polished, and respected in our instructive frameworks also. Without knowing ourselves, any remaining information is restricted and can't take us past distress. Let us not neglect this straightforward unceasing shrewdness of Self-mindfulness that effectively loses all sense of direction taking all things together the data that we are deluged with consistently.

14.4 Self in Bhagavad Geeta

Bhagavad Gita is important for the extraordinary epic Mahabharata, a broadly well known legendary story in Hindu way of thinking; some portion of Bhishma Parva, Gita is practically completely the exchange between two people, Lord Krishna (considered as manifestation of Bhagawan Vishnu, Narayana) and Arjuna (the Pandava ruler, Nara) in the war zone (battle between the Pandavas and the Kauravas, the cousins, for control of the realm of Hasthinapura)of Kurukshetra. The Indian culture esteems otherworldliness and it is nothing unexpected that the traditional writings are packed with ideas that can help us model the interaction of self-development and improvement. For instance, the Bhagavad-Gita is loaded with experiences, and numerous mental models can be gotten from it.

The Bhagawad Geeta edifies us with a few exercises on information on oneself and the world. Our comprehension of oneself is for the most part subordinate upon our capacity to associate, decipher and absorb data acquired through perceptions and encounters acquired through our faculties. Man's comprehension of his general surroundings is corresponding to the comprehension of self. There exists a relationship between's self-information and the external world. The brilliant key to comprehend the universe is held inside the man for the individuals who know themselves honestly. Self-information starts with self-perception, self-assessment and self-assessment and consequently building up specific characteristics that are called divine characteristics like dauntlessness, immaculateness of heart, tirelessness in yoga of information, good cause, peacefulness, honesty, nonappearance of outrage, sympathy for all, independence from ravenousness, pardoning, tidiness and so on

The searcher of self-information should stay open to reality with regards to himself and should stay unprejudiced. The activity of retrospection is a piece of this interaction and it ought to be supplemented with profound practices and the quieting of the whole character and one's inactive nature.

As indicated by Bhagawad Geeta, the information is covered under the cloak of obliviousness and subsequently individuals have deceptions. Accordingly each activity, feeling, thought and inclination ought to be analyzed cautiously. Every thought process and aim ought to be assessed to comprehend human activities. Each source of impact ought to be analyzed and the reaction of the

character to each impact ought to be surveyed. Self-information acquires better comprehension of the powers that impact man so he can more readily find out about his expectations. At the point when one totally centers his psyche in truth, he can test the meaning of the external information by contrasting it and the internal information for example self-acknowledgment. By staying alert about the reality of oneself, he can separate among internal and external information. Bhagawad Geeta stresses on the force and capacities of individual self, and how the individual alone will be answerable for his activities, development or something else. "You are your decisions". "You are your predetermination". The Bhagavad Gita assists us with understanding that uprightness and wickedness doesn't exist autonomously of individuals who seek after them. Individuals have the extraordinary endowment of freedom of thought, which is given to us by the higher transformative appearance of prana as brain and awareness. We can stir to a state where we decide to act from this higher awareness rather than from intuition and motivation. Wickedness consistently makes disorder, hopelessness and agony. Nobility at last makes amicability and harmony. The Gita shows us dharma and how to perceive our regular obligation, a characteristic feeling of work, known as svabhava, and how to react to it adequately and honorably. We should act not without much forethought but rather as per understanding. We should find and be consistent with our self and to our own specific endowments and abilities. Over and over again our activities are coordinated not by our spirit's feeling of obligation but rather by our connections and abhorrences. We act over and over again as per our preferences and avoid as indicated by our aversions.

Incomparable Knowledge shows up with the arrangement that the Self and God is one–unceasing immutable secret Intelligence as, is without ascribes/gunas. The entire of show creation emerges from that show Intelligence, as a specific blending of the three methods of nature: sattva (as an outflow of nobility, thought, balance, virtue, composure) and rajas (as a declaration of fearlessness, accomplishment, aspiration, want for progress, common longing) and tamas (as a statement of bluntness, inertia, lethargy, discouragement). From these three ascribes emerge the assortment and variety, everything being equal. These credits or characteristics present in each one of us in various amounts and focuses decide the auras with which we are conceived. An individual brought into the world with most noteworthy fixations and amounts of sattva would have a quiet and unadulterated mien, another brought into the world with most noteworthy convergences of rajas, yet high amounts of sattva as well, might be common however with solid ideals; an individual with most noteworthy focus and amount of tamas, a few rajas, yet no sattva, would be brought into the world with a coldblooded manner. The particular focus and amount of the gunas go with the spirit into every life as indicated by the nature of their previous existence karmas.

Information on the universe is accessible to us all, paying little heed to guna transcendence, however inaccessible to any mind appended to want driven activity. The brain ready to see truth through the otherworldly experience of adoration is calm and withdrawn, yet drew in with a disposition of administration in real life. Karma Yoga is nevertheless one of the happiness filled Yogic lessons of the Bhagavad Gita. However, it is a mentality of activity that can be applied to your brain and life paying little heed to your other sadhana. Regardless of whether you view yourself as a gyaani or a bhakti or a raga yogi, your activities ought to be done in assistance of the Lord in all and all products of your activities ought to be committed to the Lord in all. The demeanor of want less activities and want less outcomes filters the psyche and builds up the characteristics important to get the most elevated information and freedom from the impediments of the brain and heart. The mysterious information is that there is love, a fact knowing quintessence in the innermost self that associates us to everyone. There is an expected energy in the heart, and when the brain is liberated from all ensnarement and clashes and we excuse the intuitive desires of endurance, this energy is liberated to fill in as higher awareness and unadulterated love. The outcome is all creatures become valuable to you and you find that you care profoundly for the joy, all things considered.
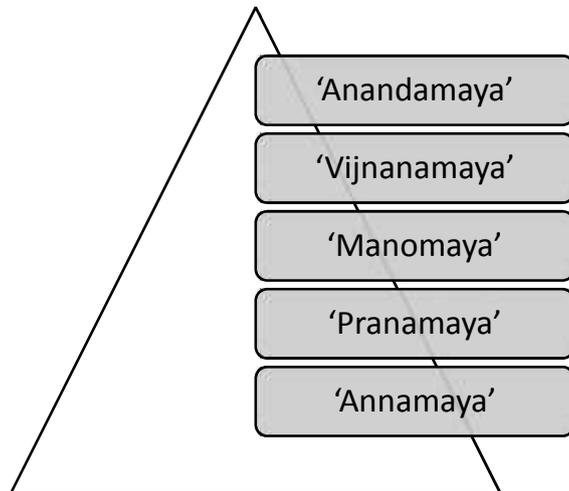
14.5   Concept of self in Buddhism

Looking to benefit others is woven all through the lessons of the "Expert" or the "Edified one" (i.e., the Buddha). In one entry, the Buddha is cited as saying, 'Meander for the addition of the many, for the joy of the many, out of sympathy for the world"(Sangharakshita, 1991, p. 17). Simultaneously, the Buddha instructs that enduring is a piece of being and that this enduring is welcomed on by the human feeling of want. In the Buddhist way of thinking, nirvana is a state where oneself is liberated from want for anything (Schumann, 1974). It ought to be noticed that both premortal furthermore, postmortal nirvana states are proposed as feasible for the person. All the more explicitly, the premortal nirvana might be compared to the possibility of a definitive "great life". Postmortal nirvana might be like the Christian thought of paradise. Like the other Indian methods of

reasoning, Buddhism gives a significant spot to righteousness, which is portrayed in a few inventories of individual characteristics. Buddhists discuss the Brahama Viharas those excellencies that are over all others in significance. These excellencies incorporate love (maitri), sympathy (Karuna), Joy (mudita), and composure (Upeksa). The ways to accomplishing these temperances inside Buddhism expect people to separate from themselves from the human feeling of want to stop sufferings.

A definitive point of Buddhism is to conquered the torment and passionate aggravations brought about by life's troubles, difficulties and stressors. The Buddha's lessons are pointed toward achieving a bona fide and solid joy by developing a progress from self-state to the non-self-state. Buddhism holds that individual character is preposterous and every one of us is a self that doesn't really exist. Sticking to or being fanatical with the fanciful self is the significant reason for torment. As per them, the everlasting objective of an individual is to achieve nirvana, a condition of non self that includes a cycle of revoking common things particularly those which make desire, allurements and glad in us. Nirvana is a condition of complete freedom

14.6   Types of Personality

The ancient Indian model of "Personality", given in the Upanishads, consists of the 'five' sheaths. They are 'Annamaya' (food sheath), 'Pranamaya' (vital air sheath), 'Manomaya' (mental sheath), 'Vijnanamaya' (intellectual sheath), and 'Anandamaya' (bliss sheath). 'Annamaya'; a segment of human system is nourished by 'anna', that is, food. 'Pranamaya' is that segment which is nourished by 'prana', that is, 'bioenergy'. 'Manomaya' is the segment nourished by 'education'. 'Vijnanamaya' is nourished by 'ego' and 'Anandamaya' is the segment nourished by 'emotions'.

14.7   The concept of Triguna

The concept of Guna dates back to Atharva Veda, it was discussed in Bhagawat Gita and later included in Sankhya Darsana. The concept of Triguna has been utilized to explain the concept of personality in modern era as well. Triguna is the concept related with mental characteristics of a person so they fall in one type or category. Indian researchers have also deliberated on this concept of Triguna in their writings. The development of consciousness is apparently rooted in this concept of Triguna. These are known as (sattva) called as stability; rajas called as activation and tamas called as inertia. Manas has been ascribed the functions which are mental functions and mental processes (Mnaovritti, manopravrtti). They are considered to be manifestations of Triguna.

The Sattva Guna

Sattva guna is the "otherworldly quality". When sattva guna is predominant, an individual wants to be acceptable and mindful. There is a steadfast consistency of brain and faculties. When sattva is pervasive, the light of astuteness radiates through the person. Sattvic astuteness obviously comprehends the distinction among alluring and unfortunate, faithless and obedient activity. When sattva is predominant an individual takes care of his job as an obligation. An activity is finished with quiet arrangement and the individual is liberated from questions. When sattva is prevailing an individual honors heavenly and profound qualities.

Strength Respect for Gurus, peacefulness, reflection, compassion, quiet, restraint, and virtue of character are the rationale power of sattvic activity. One of the impediments of sattvic guna is that

it ties an individual through connection to satisfaction and information. The sattva guna likewise carries with it the issue of goodness.
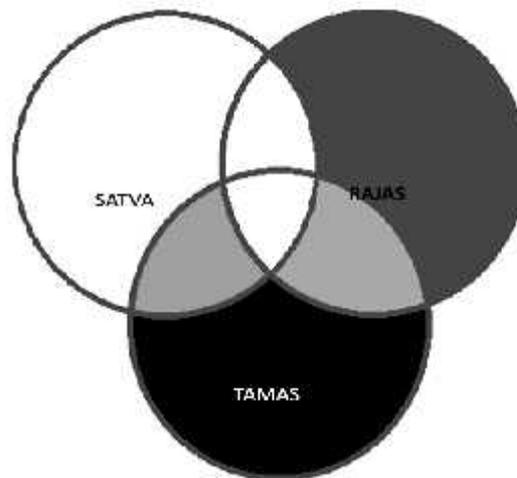
The Rajas Guna

Rajas guna is the "dynamic quality". Rajas guna is considered to lead to energy and want, it causes avarice, action, undertaking of works, fretfulness, and want. Rajas prevailing individual is loaded with connection, loaded with longings for products of activity. Because of predominance of personal responsibility, the mind gives twisted image of good and bad. Renunciation and separation are not encouraged by Rajas prevailing individual. Excitement, interest, and action are a portion of this guna.

The Tamas Guna

Tamas guna is the "material quality". Tamas emerges from expectations and deceptions. Tamas produces equivocalness, inaction, dream, and industriousness.

Qualities of Tamas guna predominant individuals are wary, anxious, and vindictive. Tamasic guna likewise proposes bafflement and negativity.

At the point when Tamasic guna is prevailing, an individual determines satisfaction which starts and finishes in self-hallucination and miscomprehension. The positive indication of Tamas guna is readiness to buckle down. One of these impediments of these ascribes are connection to assets and narcissistic propensities.
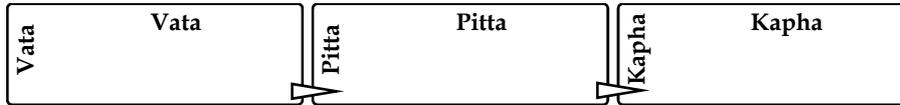

Bhagawad Gita, at different places gives the models of highly developed human potential in its totality. It also describes three gunas and says that we all are combinations of these gunas (characteristics) which are Tamas, Rajas, and Sattwa. Paranjpe considers *jiva*, *svabha̅va* and *prakrti*, *ahamka̅ra*, and *A̅tman*, and *Purus'a* as the most important concepts related to personality and self, which can help in developing indigenous personality theories. Following are explanations given about the three attributes of human personality. These three gunas lead to different kinds of temperament. This is primarily influenced by both physiological and psychological parameters.

7 types People based on the trigunas

> - Dominant Sattva Guna.

> - Dominant Rajas Guna.

> - Dominant Tamas Guna.

> - Dominant Sattva–Rajas Guna combination.

> - Dominant Sattva–Tamas Guna combination.

> - Dominant Rajas–Tamas Guna combination.

> - People with balanced Gunas or with Sattva–Rajas–Tamas Guna combination.
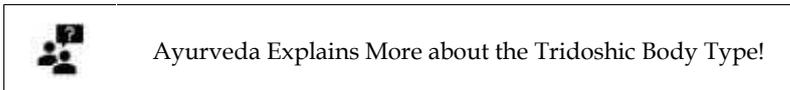
14.8   The concept of Tridosa

The concept of tridosa well discussed in Ayurveda. Tridosa is the concept related with Physical characteristics of a person so they fall in one type or category.

Vata	Vata	Pitta	Pitta	Kapha	Kapha

Vata: Vata is considered as the head of the three Ayurvedic standards in the body. As the guideline of portability, Vata controls all action in the body, mental just as physiological. It is answerable for breathing, squinting our eyes, thumping of our heart and a lot more capacities. When in balance, the Vata is exuberant and vivacious. Satisfactory rest and unwinding is expected to keep the vata in balance. Dry skin, hack and dry hair are a few issues that one may confront when the vata is imbalanced.

Pitta: Pitta is the fire component. It is liable for directing the internal heat level through the compound change of food (overseeing processing, retention, osmosis, sustenance and digestion), advancing essentialness and hunger. Those overwhelmed by the pitta dosha are solid willed, decided and will in general have initiative characteristics. On the off chance that the pitta is imbalanced, it can prompt resentment and disturbance, and may even reason consuming issues like ulcers and aggravation. To keep a balance,meditation, kneads and breathing in cooling fragrances, for example, rose, mint and lavender can help loosen up the body.

Kapha: This dosha keeps up body opposition. This dosha is liable for sustenance and lubrication.Those overwhelmed by kapha are supposed to be smart, quiet and consistent. To keep an equilibrium, delicate activities, animating exercises and an additional admission of liquids can keep the energy streaming. Kapha is principally answerable for anabolism, the way toward building the body, development and making of new cells just as cell fix.

> Ayurveda Explains More about the Tridoshic Body Type!

Presently we have obviously seen how the three Doshas – Vata, Pitta and Kapha, and their separate body types are exceptional in their own specific manners. We additionally talked about the way that the three other body types – Vata-Pitta, Pitta-Kapha and Vata-Kapha show the qualities and attributes of both their individual overwhelming Doshas. Also, that carries us to the last body type or Prakriti – the Vata-Pitta-Kapha constitution or the Tridoshic body type. How could it be not quite the same as the others?

Indeed, in the first place, the people of this body constitution, which is viewed as the most uncommon, are honored with the advantages of all the three Doshas in equivalent extents. It implies… they have the ideal offset with every one of the three energies in equivalent measure. Having said that, these people additionally should be very cautious, as a little aggravation to a great extent, and the entire equilibrium could be tossed out of the window. While the Tridoshic people are honored with acceptable equilibrium and wonderful congruity and wellbeing, they are similarly inclined to lopsided characteristics or sicknesses.

Actual Characteristics of the Tridosha body type:

❖ Tridoshic people are honored with ideal constitution and close wonderful body weight.

❖ With all the three Doshas in equivalent measure, these people are viewed as the best of the part.

❖ Having said that, they are likewise inclined to minor good and bad times as it is very hard to keep up the ideal equilibrium consistently.

❖ These individuals by and large don't say anything negative of any significant medical problems.

❖ Tridoshic people can't endure outrageous climate conditions.

Personality traits of the Tridosha body type:

❖ With the normal equilibrium of the multitude of Five Elements, for example Earth, Water, Air, Fire and Space, Tridoshic people gloat of an exceptionally adjusted psyche.

❖ They thoroughly consider things truly a long time prior to showing up at a choice.

❖ These people ordinarily show a sound demeanor and are fortunate to get a sound and invigorating rest.

❖ These people are additionally honored with a decent learning power and solid memory.

❖ However, they have a mysterious dread about obscure things and think that it's hard to oversee amazingly distressing circumstances.

❖ With that, we complete our comprehension of the different Ayurvedic body types.

14.9 Summary

In ancient times glimpses of psychological thoughts are found in rigveda and upnishads. In Vedic psychology, Vedanta and Yoga Sutra also contribute a lot. In Vedanta mind has been explained and emphasizes upon transformation and modification of mind. The doctrine of Koshas in Taittriya Upnishad shows a very insightful analysis of self as being physical, vital, mental, intellectual and blissful. According to Geeta and other thinkers personality also depends on Triguna and Tridosa. The different Indian ways of thinking like Nyāya, Vaiśe ika, Sā khyā, Yoga, Mīmā sā, Vedānta, Buddhism, Jainism, Sūfi, and so forth are a depository of extremely rich examination of mental cycles of brain body cooperation. They offer system for controlling brain, consideration, memory, feeling and approaches to accomplish self-acknowledgment. They incorporate the entire range of human existence, and draw out an orderly investigation of various parts of the real world. The content of the Upani ads, Brāhama ās, Āranyakās, Mahākāvyas and Purā as alongside society writing from various pieces of India offer a collection of intelligence and experiences. To put it plainly, the Indian perspective and its suppositions and techniques about human reality do can possibly contribute fundamentally, not exclusively to the world's repository of information yet additionally to the space of training and applications for settling individual, social and instructive issues.

Indian brain research discovers its underlying foundations in Indian way of thinking, with its faith in the huge potential inalienable in the individual. It has the "expertise" to raise the cognizance of a person which is a point of convergence from any viewpoint for human prosperity. The Indian ways of thinking give significant hypothetical experiences into the human condition. They likewise give commonsense techniques to discover love, delight and harmony, which they guarantee are inside the person. These characteristics are viewed as parts of one's actual self, of unadulterated cognizance. In Indian idea, an individual is certainly not a different section, however on a more profound level, is unified with all.

14.10 Key Words

Atharva Veda, Upnishad, Bhagwad Geeta, Panch Kosha, Triguna, Tridosha, Nyāya, Vaiśe ika, Sā khyā, Yoga, Mīmā sā, Vedānta, Buddhism

14.11 Review Question

Q.1 Psychology from Indian Vedic literature: Myth or Fact.

Q.2 Indian traditions are based on theories of Psychology.

Q.3 Role of Tridosha according to Vedic Literature.

Q.4 Role of Vedanta to understand Personality

Q.5 Identify the Indian origins of Psychology.

14.12 Self Assessment Question

Q1. We find in the _____, a distinction made between two aspects of the mind — manas and cite.

    A. Sama Veda

    B. Yajur Veda.

    C. Rig Veda

    D. Atharva Veda

Q2. Which one is not a part of the doctrine of Koshas?

    A. Annamaya Kosh

    B. Pranmaya Kosh

    C. Ragmaya Kosh

    D. Manomaya Kosh

Q3. Nirvana is a concept of

    A. Vedic Philosophy

    B. Western Philosophy

    C. Buddhism

    D. Jainism

Q4   According to Triguna Concept three components are:

    A. Sat, Rajas, Tamas

    B. unconscious, moral, immoral

    C. oral, anal, phallic

    D. primary, secondary, tertiary

Q5. _____deals with the control of thought waves of the mind

    A. Yoga Philosophy

    B. Nyaya system

    C. Jainism

    D. None of them

Q6. According to Pancha Koshas theory, mentioned in the Taittiriya Upanishad which one is the vital energy or breath sheath.

    A. Annamaya Kosha

    B. Pranamaya Kosha

    C. Ananadamaya Kosha

    D. Manomaya Kosha

Q7. According to Pancha Koshas theory, mentioned in the Taittiriya Upanishad which one is the mind sheath.

    A. Annamaya Kosha

    B. Pranamaya Kosha

    C. Ananadamaya Kosha

    D. Manomaya Kosha

Q8. The mind becomes the _____ of experience such as happiness (sukha) and unhappiness (dukkha)

    A. Process

    B. Master

C. Instrument

D. None of them

Q9. Sā khya philosophy consists of self (puru a) and primordial nature (prak ti). Its called

A. Dualism Concept

B. Non Dualism Concept

C. Nyaya Realism

D. Buddhist view

Q10. Human life is viewed as a process of continuing evolution called

A. Evolving self

B. Discovering self

C. Manage self

D. Involving self

Answers									
1	2	3	4	5	6	7	8	9	10
C	C	C	A	A	B	D	C	A	A

Further Readings

Foundations And Applications Of Indian Psychology By Matthijs Cornelissen, Girishwar Misra And Suneet Varma, Pearson

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