

Education 2nd semester (CBSC)

Unit –I (Learning)

Nature and definition of learning

Learning occupies a very important place in our life. Most of what we do or do not do is influenced by what we learn and how we learn it. The American Heritage Dictionary says, to learn means “to gain knowledge, comprehensions or mastery through experience, to fix in the mind or memory, to acquire through experience and to become informed of and to find out.”

An individual starts learning immediately after his birth. Experience, direct or indirect is found to play a dominant role in moulding and shaping the behaviour of the individual from the very beginning. When he touches a burning matchstick the child gets burnt and the next time, when he comes across a burning matchstick, he loses no time in withdrawing from it. He learns to avoid not only the burning matchstick but also all burning things. When this happens we say that the child has learned that if one touches a flame, one gets burnt. This change in behaviour brought about by experience is commonly known as learning. In this way, the term learning broadly speaking, stands for all those changes and modifications in the behaviour of the individual which he undergoes during his lifetime.

Learning may be both vertical and horizontal-vertical in so far as precision in performance is increased or information is added to that already learned, horizontal in so far as what is learned is integrated and organized as a part of functioning unit of expanding experience.

Definitions:-

The term “learning” has been interpreted by various psychologists, educationists and thinkers in different ways as seen from the below mentioned definitions.

1. Gardener Murphy (1968) states that, “the term learning covers every modification in behaviour to meet environmental requirements.”
2. According to Woodworth (1945) “An activity can be called learning so far as it develops the individual (in any respect, good or bad) and makes him alter behaviour and experiences different from what they would otherwise have been.”
3. Crow and Crow (1973) state that “learning is the acquisition of habits, knowledge and attitudes. It involves new ways of doing things and it operates in an individual; attempts to overcome obstacles or to adjust to new situations. It represents progressive change in behaviour it enables him to satisfy interests to attain goals.
4. According to Hilgand “learning is the process by which activity originates or is changed through reacting to an encountered situations, provided that the characteristics of the changes in activity can not be explained on the basis of native response, tendencies, maturation, or temporary states of the organism (e.g. fatigue or drugs etc.)”

5. Kimble (1961) is of the opinion that “learning is relatively permanent change in behavioral potentiality that occurs as a result of reinforced practice.”

The above definitions reveal the following facts:

1. Learning is a process and not product.
2. It involves all those experiences and training of an individual right from birth which help him to produce changes in his behaviour.
3. Learning leads to change in behaviour both positively as well as negatively.
4. Learning prepares an individual for adjustment.
5. Learning is purposeful and goal-oriented.
6. Learning is a comprehensive process as it covers conative, cognitive and effective field domains of human behaviour.
7. Learning is universal and continuous.
8. Learning does not include changes in behaviour on account of maturation, fatigue, illness or drugs etc.

Types of learning:-

There are various types of learning – a few of them are given briefly as under:

1. **Verbal learning:-**

Learning of this type helps in acquisition of verbal behaviour. The language we speak, the communication devices we use, are the result of such learning. Signs, symbols, sounds, pictures, figures, words and voices are employed by an individual as essential instruments for engaging in the process of verbal learning.

2. Motor Learning:-

The learning of all types of motor skills may be included in this type of learning such as riding a horse, driving a car, swimming, performing experiments etc. are examples of motor learning.

Acquisition of various skills through such learning helps in acquiring speed and accuracy in the field of operations of those activities and creates a sort of confidence in the learning to perform with ease and satisfaction.

3. Concept learning:-

A concept in the form of a mental image denotes a generalized idea about things, persons or events. For example, our concept of “tree” is a mental image that throws up the similarities or common properties of all different trees we know. We will call a thing “tree” when it has some specific characteristics, the image of which we have already acquired in our mind or account of our previous experience, perception or exercise of imagination – The formation of such concepts on account of previous experience, training or cognitive process is called concept learning. All our behaviour, verbal, symbolic, motor as well as cognitive are influenced by concepts. Thus what

we say, do, understand, reason and judge is, to a great extent controlled by the quality of our concept learning.

4. Problem solving:-

In the hierarchal order of learning and acquisition of behaviour, problem solving learning denotes a higher type of learning. This learning requires the use of cognitive abilities like reasoning, thinking, the power of observations, discriminations, generalization, imagination, the ability to infer, draw conclusion and try out novel ways and experimenting etc.

It is this type of learning which has essentially enabled human beings to contribute significantly to the progress and improvement of society.

5. Serial learning:-

Serial learning is a learning situation in which the learner is presented with learning material which exhibits some sequential or serial order. Children encounter it often in schools where they are expected to master lists of material such as alphabets, multiplication tables, the name of all states in order etc.

6. Paired – associate learning:-

In this learning, learning tasks are presented in such a way that they may be learned by reason of their associations. The name of village like Kishanpur is remembered on account of its association with the name of Lord Krishna. Ganga, a girl name may become easy to remember in paired association with the river Ganges.

Learning Theories

1. Trial and Error Theory: The famous psychologist Edward L.

Thorndike (1874-1949) was the initiator of the theory of trial and error. The most characteristic form of learning of both lower animals and man was identified by Thorndike as “trial and error learning” or as he preferred to call it later, learning by selecting or connecting. He conducted a series of experiments on chicken, rats and cats.

In one of his experiments, for instance he put a hungry cat in a puzzle box. There was only one door which could be opened by correctly manipulating a latch. A fish was placed outside the box. The smell of the fish acted as a strong motive for the hungry cat to come out of the box. The situation is described by Thorndike himself as “it tries to squeeze through every opening, it claws and bits at the bars or wires, it thrusts its paws through any opening and claws at everything it reaches.”

In this way, it made a number of random movements and in one of such random movements the latch was manipulated accidentally. The cat came out and got its reward.

In the another trial, the process was repeated. But this time, it took less time to came out. In subsequent trials such inoeect responses like biting, clawing and dashing were gradually reduced and the cat took less time in each succeeding trial. In due course, it was in a position to manipulate the latch as soon as it was put in the box. In this way, gradually the cat learned the art of opening the door.

The experiment sums up the following stages in the process of

learning:-

1. **Drive:-** Drive is persistent stimulation. In the present experiment it was hunger and was intensified by the sight of food.
2. **Goal:-** To get at food by getting out of the box.
3. **Block:-** Block is an abstract that stands in achieving goal. In this experiment the closed door was an obstacle.
4. **Random movements:-** The cat persistently tried to come out of the box without knowing how.
5. **Chance success:-** As a result of this striving and random movements the animal by chance succeeds in overcoming the block or opening the door.
6. **Selection:-** Now the random nature of learners movements disappear gradually. The cat recognized the correct way to manipulate the latch.
7. **Fixation:-** At last, the cat learned the proper way to open the door by eliminating all the incorrect responses and fixing only the right response. Now it was able to open the door without any error.

Principles of Trials and Error theory of learning.

The major theoretical principles which form the basis of Thorndike; theory of learning are summarized as under:-

1. **Learning involves trials and error or selection and connection:-** He maintained that learning is the stamping in of the correct responses and stamping out of the incorrect responses. Through the process of trial and

error. Thorndike termed his theory of trial and error as learning by selecting and connecting as it provides an opportunity for the selection of the proper responses and to connect or associate the same with adequate stimuli.

- 2. Learning is the result of the formation of connection:-** According to Thorndike learning is the result of the formation of a connection in the nervous system between the stimuli and the responses. He believes that there is a definite connection or association between sense, impression, impulse and action. This association is termed as bond or connection.
- 3. Learning is incremental, not insightful:-** Thorndike concluded that learning performance depends upon the number of trials. As we go on increasing the number of trials, our performance gradually improves. Thorndike termed such improvement in performance as incremental.
- 4. Learning is direct, not mediated by ideas:-** He maintained that learning is simple, semi-mechanical phenomenon, a process of establishing a simple connection between sensory stimuli and appropriate responses.

Educational importance of trial and error theory:-

Thorndike's theory of trial and error is of great importance in the field of education. It explains the process of learning among animals and human beings on the basis of actual experiment. A child when confronted with a mathematical problem, tries several possibilities before arriving at the correct solution. Even discoveries and inventions in the various fields of knowledge

are the result of the trial and error process. Its advantages can be briefly put as under:-

1. It lays stress on learning by doing or activity.
2. It is based on the law of exercise because of which the knowledge acquired became more stable.
3. It encourages the students to make their own efforts and correct their own faults.
4. It gives due importance to motivation as a factor of effective learning.
5. It recognizes that learning is connecting stimuli and response and explains the fundamental laws of learning.

Laws of learning given by Thorndike

Thorndike propounded the following laws of learning on the basis of his theoretical notions about the learning process.

1. The law of readiness
2. The law of effect
3. The law of exercise

The law of readiness:- According to Thorndike readiness is preparation for action. It is essential for learning. If the child is ready to learn, he learns more quickly, effectively and with greater satisfaction than if he is not ready to learn. This shows us not to force the child to learn if he is not ready but to also not miss any opportunity of providing learning experiences if he is prepared to learn. The right movements concerning the learning situation and the learner's state of mind should be recognized and maximum use should be made of this knowledge by the teacher. He should also make attempt to motivate the students by stimulating the attention, interest and curiosity.

The Law of effect:- When a modifiable connection between stimulus and response is made and is accompanied by or followed by a satisfying state of affairs that connections strength is increased when made and accompanied or followed by annoying state of affairs, its strength is decreased.

This means that learning can take place properly when it results in satisfaction and learner derives pleasure from it. In a situation when the child meets failure

or is dissatisfied, the progress of learning is blocked. All pleasant experience have a lasting influence and are recommended for a long time, while the unpleasant ones are soon forgotten. Therefore, the satisfaction and dissatisfaction, pleasure or displeasure resulting from a learning experience decides the degree of its effectiveness.

This law emphasis the role of reward and punishment in the process of learning. Getting a reward as a result of same learning motivates and encourages the child to proceed with enthusiasm, while punishment discourages him.

The Law of Exercise:- This law has two sub-parts: the law of use and the law of disuse which may be stated as:

The law of use: “When a modifiable connection is made between the stimulus and response, during a length of time, that connection’s strength is increased.

The law of disuse:- “When a modifiable connection is not made between a stimulus and response during a length of time, that connection’s strength is decreased.

The law of exercise implies that repetition or practice results in effective learning while as disuse leads to complete forgetting. For example if a person has learnt typing, if he makes continuous exercise or drill of typing, his speed on typing will increase while as if he stops drill for some time he will forget typing. Practice makes a man perfect is the essence of this law.

Educational implications of the laws of learning:- Thorndike; law of learning plays an important role in the teaching learning process. A teacher should possess a thorough knowledge of these laws of learning so that he can make teaching learning process effective and fruitful. The following points will further highlight the importance of these laws.

1. The Knowledge of these laws enable a teacher to first motivate the students to be ready physically and mentally for learning process or to create such an environment so that interest and curiosity of the child is aroused.
2. The study of these laws enables a teacher to teach only these things which give pleasure and satisfaction to children. Anything that gives joy and happiness is learnt effectively. The teacher should try to avoid punishment.
3. The teacher should lay much emphasis on repetition, drill and practice. He makes his students to repeat what they have learnt after intervals so that they may not forget what they have learnt earlier.

Conditioning theory of learning given by Pavlor

The theory of conditioning as advocated by Pavlor considers

learning as habit formation and is based on the principle of association and substitution. It is simply stimulus – response type of learning where in place of a natural stimulus like food, water or sexual contact etc, an artificial stimulus like sound of bell, sight of light of a definite colour etc can evoke a natural response. In order to understand the nature of the process of conditioning, lets discuss the type of experiments performed by Pavlor.

In one of his experiments, Pavlor kept a dog hungry for a few

days and then tied him to the experimental table which was fitted with certain mechanically controlled devices. The dog was made comfortable and distractions were excluded as far as it was possible to do so. The observer himself remained hidden from the dog but was able to view the experiment by means of a set of mirrors. Arrangements were made to give food to the dog through an automatic machine. He also arranged for a bell to ring every time food was presented to dog. When the food was put before dog the bell was rung, there was automatic secretion of saliva from the mouth of dog. The activity of presenting food accompanied with the ringing of bell was repeated several times.

After several trials the dog was given no food, but the bell

was rung. In this case also, the amount of saliva secreted was recovered and measured. It was found that even in absence of food (the natural stimulus) the ringing of the bell (an artificial stimulus) caused dog to secrete saliva (natural saliva).

Educational implication of classical conditioning theory of learning

Pavlov's work on the laws of conditioning is considered as a

landmark contribution to educational psychology. No learning theorist can ignore the technical and theoretical discoveries of Pavlov. Pavlov explained learning in term of psychological changing by adopting an objective method of study. Conditioning was adopted as theoretical framework and

practical technique of solving a variety of applied problems.

The principles of classical conditioning can be used in

various area of teaching in the classroom also.

1. A child learns through conditioning. A child who fears a particular object or subject can be made to seek pleasure from it. Through, conditioning, we can dispel fear and hatred and create love towards subjects. A friendly and sympathetic teacher will have a positive impact on the students through the process of conditioning. The students develop positive attitudes towards the subject and the teacher.
2. The use of audio-visual aids in the teaching-learning process involves the conditioning theory. For instance, the teacher shows the picture of a cow along with the written word 'cow' and asks to say 'cow' every time the picture is presented till he say and recognise 'cow' without picture.

3. Principles of classical conditioning are very helpful in developing good habits in children – habits of cleanliness, punctuality and respect for others. Bad habits can be eliminated through conditioning.
4. The concept of reinforcement in classical conditioning highlights the importance for immediate reward

Gestalt theory of learning

Gestalt is a German noun for which there is no English equivalent, so the term was carried over into English literature. The nearest English translation of Gestalt is ‘configuration’ or more simply an ‘organized whole’ in contrast to collection of parts.

Gestalt psychologists consider the process of learning to be a Gestalt – an organized whole. The basic idea of the theory is that a thing cannot be understood by the study of its constituent parts but only by the study of it as a totality or whole.

Gestalt psychologists tried to interpret learning as a purposive, exploratory and creative enterprise instead of trial and error or a simple stimulus – response mechanism. A learner, while learning, always perceives the situation as a whole and after seeing and evaluating the different relationships, takes the proper decision intelligently. He always responds to the proper relationship rather than the specific stimuli. Gestalt psychology used the term ‘insight’ to describe the perception of the whole situation by the learner, and his intelligence in responding to the proper relationship. Kohler used the term ‘insight’ first of all, to describe the learning of his apes.

1. **Experiment:-** In one experiment, Kohler put the chimpanzee, Sultan inside a cage and a banana was hung from the roof of the cage. A box was placed inside the cage. The chimpanzee tried to reach the banana by jumping but could not succeed. Suddenly, he got an idea and used the box as a jumping platform by placing it just below the hanging banana. This way “Sultan” learnt to bring down banana after perceiving the whole situation.

1. In a more complicated experiment, a banana was placed outside the cage of the chimpanzee. Two sticks, one longer than another, were placed inside the cage. One was hollow at one end so that the other stick could be thrust into it to form a longer stick. The banana was so kept that it could not be picked up by any one of the sticks. The Chimpanzee first tried to reach out to the banana with these sticks one after another but failed. Suddenly the animal, had a bright idea and joined the two sticks together and reached the banana.

Educational implications

The greatest contribution of the theory of insightful learning is that it has made learning purposeful and goal-oriented task. The learner has to be motivated by arousing his interest and curiosity for the learning process and he has to be well acquainted with the specific aims and purposes of learning.

Gestalt psychologists have caused education to conceive the problem of learning in more comprehensive terms. The teacher should organize the learning situation in such away so that significant relationships emerge and the understanding of the material results in effective learning.

The subject matter should be organized into larger units or in meaningful wholes. The concept of unit-planning is based on the Gestalt psychology of learning. If a person wished to learn or memorize a poem, it should be presented to him as a whole and after being read and understood as a whole, it may be broken into parts or stanzas for being effectively memorized. Similarly a problem requiring solution should be considered as a whole and

after being assessed as a whole, may be tackled for solution on a piecemeal basis.

2nd Semester (CBSC)

Unit II Intelligence

Concept of Intelligence.

It is said that intelligence is the ability when we have some aim or question in mind:

To discover relevant qualities and relation of objects or ideas that are present before us and

To evoke other relevant ideas

In other words intelligence is the capacity for relational constructive thinking directed to the attainment of some end. In intelligent study of literature, in intelligent running of a house, in intelligent business organization-in all forms of activities, capacity for relational constructive thinking is involved which is directed to the attainment of some end.

E.L. Thorndike has divide intelligence into three categories. To understand the proper meaning of intelligence as: - 1. Social intelligence:

- Ability to understand and deal with people.

2. Concrete intelligence: - Ability to understand and deal with material things.

3. Abstract intelligence: - Ability to understand and deal with verbal and numerical symbols.

Therefore we can say that intelligence consists of an individual's those mental or cognitive abilities which help him in solving his actual lifeproblems and leading a happy and well-contented life.

I.Q (Intelligence Quotient)? (OR) How can intelligence measured?

Measurement of intelligence did not start all of a sudden. Man has always been interested in measuring the abilities of their fellow men. Primitive men largely employed crude method of measuring intelligence by means of physical strength and solving puzzles. With the advancement of civilization and with the development of scientific inquiry, the methods of measuring intelligence are also improved. As such measurement of intelligence has passed to various stages. There are different methods of measuring intelligence and “intelligence quotient” is considered one of the best methods of measuring intelligence.

Sir Francis Galton (1822-1911) was the first psychologist who devoted his time to study whether individual characteristics are inherited. He was of view that sensory discriminative capacity was an index of one's intelligence. He took great interest in individual differences. He demonstrated that personal characteristics are inherited. These characteristics include mental as well as physical abilities and other aspects of personality. He believed that intellectual functions could be best measured through sensory discrimination.

In 1879, first experimental psychological laboratory was developed by Prof. William Wundt who developed mental tests which measured keenness of vision and learning, muscular strength and other sensory motor functions. James M. Cattell and Ebbinghaus in their own way made contribution to the testing movement. It was Alfered Binet () who brought a revolution in the field of measurement of intelligence. In 1905, Binet and Simon prepared the first test of intelligence in

response to the French government's request to give plan of separating slow-learners from school. Therefore, first scale of measurement of intelligence was made by Binet. In 1908, the first revision was made and concept of 'Mental Age' helped greatly in determining the intelligence of the individual. In 1911, 1916, 1937, 1972, 1986, the scale revised at Stand ford University.

According to Dr. William Stern, a famous psychologist, we can get a number that would show how intelligent a person is by dividing his mental age by his chronological age. 'The phrases or items are abbreviated as under. (a) **Chronological age:** - This refers to the age of an individual in years and months. This is counted from the time of the date of birth of an individual. In simple words, it is physical age of an individual. It is denoted mathematically as C.A.

(b) **Mental age:** - The concept of mental age was developed by the famous psychologist Alfered Binet in 1908. It is determined by the performance of an individual on the test. It refers to the mental maturity of an individual on the basis of intelligence test. It is mathematically denoted as M.A. for example , if a child's chronological age (CA) is 7 years is able to score satisfactorily on a test , then the mental age is 9 years (say).

(c) **Intelligence quotient:** - 1916 revision of Binet-Simon scale called 'Stand ford Revision of Binet Scale', the idea of concept of I.Q was introduced by William Stem and I.M. Terman introduced the concept to indicate the ratio of mental age to chronological age. Therefore I.Q indicates the ratio of one's MA to CA (MA/CA). The ratio was given the name of IQ. To avoid the fraction or decimal point, the ratio was multiplied by 100 and thus the formula to calculate IQ as under.

$$IQ = \frac{M.A.}{C.A.} \times 100$$

E.g. suppose the child's CA is 5 years and MA is 7 years. With the help of formula we can get the IQ of the child.

$$IQ = (7/5) * 100 = 140.$$

(d). Classification of IQ as given by L.M Terman is as under:

IQ	Category
140-above	Very superior (Genius)
120-139	Superior (Highly intelligent)
110-119	Brighter (Intelligent)
90-109	Normal (Average)
80-89	Dull (Low average)
70-79	Imbecile (Borderline defective)
0-69	Feeble mindedness (Mentally defective)

Limitations concept of I.Q.

I.Q indicated by any test is not completely reliable.

I.Q shows a change even when a person is examined by the same test for a number of times.

I.Q is not the quantity of person's intelligence.

Change in environment may change the I.Q.

Characteristics of Intelligence.

1. Intelligence is the power or capacity of human being
2. Intelligence means all-round mental efficiency:
3. Intelligence is a power of good responses from the point of truth:
4. Intelligence is the ability of adaptation and adjusting to a new situation:
5. Intelligence is the ability for abstract thinking as well as the capacity to learn from the past experience.

Two-factor theory of intelligence?

Two-factor or bi-factor theory of intelligence was developed by an English psychologist, Charles Spearman (1863-1915) in 1904. This theory is also called as “Eclectic theory” because it harmonizes elements from the main types. He wrote about this theory in his book called “The Abilities of Man”. He produced strong evidence based on his own researches that there was one fundamental ability underlying all cognitive functions. He proposed that intellectual abilities were comprised of two factors popularly known as two factor theory of intelligence. According to Spearman every task involving intellectual activity depending upon general ability denoted by G-factor and a separate ability or specific ability denoted by S-factor. This G-factor represents native intelligence. It is used in every life activity. Thus when we respond to any situation or perform an intellectual task, our general mental ability or G-factor is responsible for part of our reactions and our specific ability in that particular task is responsible for the rest. Every different

intellectual ability involves general factor (g), which is shared with all intellectual abilities, and a specific factor which is shared with none.

According to this theory “G” and “S” are the corner stone’s of intelligence of a particular person. General mental intelligence running through all the different tasks but in addition to this general factor, there are specific abilities which makes an individual able to deal with particular kind of problems. Therefore, the greater amount of General ability in person, the higher the intelligence he possesses. A person can have S-factor in music, drawing, and painting, poetry etc, where in learning mathematics more Gfactor is required. This theory of intelligence gained a wide recognition in early 20th century, but latter on it has been criticized on various grounds.

Characteristics of G-factor and S-factor

The characteristics of G-factor are as under:

1. It is universal, inborn and general mental ability.
2. The amount of G-factor differs from individual to individual.
3. It is used in every life activity.
4. Greater the “G” in any individual, the greater is the success in life.
5. It is shared with all intellectual abilities.

The characteristics of S-factor are as under:

1. It varies from activity to activity in the same individual.
2. It is learned and acquired in the environment.

3. Individual differs in the amount of S-ability.
4. It develops with practice. E.g. painting, music, more S-factor is required. Thus it needs more training to develop.
5. It is not shared.

Group factor theory of intelligence?

Group-factor theory of intelligence was developed by an American psychologist Louis L. Thurstone (1887-1955) in 1938. He was a Prof. of education in Chicago University (U.S.A). This theory is an intermediate between the theories of Spearman and Thorndike. He did not agree with the explanations of G-factor and S-factor in intelligence. According to him, intellectual activity is neither an expression of numerous highly specific factors nor the expression primarily of general factors, which prevails in all mental tasks. He came to conclusion that certain mental operations have in common. Primary factors which gives them psychological and functional unity and which differentiates from other mental operations. These mental operations constitute a group, which he labeled as primary mental ability (P.M.A). Thus there are a number of groups of mental abilities, each of which has its own primary factor. L.L Thurstone suggested some mental abilities, which are tabulated as under:

1. **M = Memory:** - To be able to learn and retain information. Also to be able to recall the learned material.
2. **N = Number (Numerical ability):** - To be able to understand quickly and with accuracy simple arithmetic computation.
3. **P = Perceptual ability:** - To be able to identify objects quickly and accurately. Or Rapid recognition of visual detail. Or ability to perceive objects accurately.

4. R = Reasoning: - The ability to deal with reasoning very quickly. 5. S = Spatial (space): - To be able to deal with objects in space. Or it involved in any task in which the subject manipulates an object imaginatively in space.

6. V = verbal comprehension: - To be able to understand and utilize verbal ideas. Or knowledge of words and word usage.

7. W = Word fluency = Word fluency: - To able to think of words quickly and rapidly. Or the ability to generate words quickly and accurately.

Structure of intellect (S-O-I) given by Guilford?

Structure of intellect was developed by Dr. J.P Guilford in 1966 at the University of California (U.S.A). Guilford's model provides a novel idea about the intelligence. He suggested that mind is composed of at least three dimensions, instead of unidirectional model of intellect. The model is three way classification of intellectual abilities namely operation (the act of thinking or way of processing the information), content (the term in which we think or the type of information involved) and products (the ideas we came up with i.e. the result or fruits of thinking). Every intellectual ability in the structure is characterized in terms of the type of operation, the content and sort of product, which results. According to Guilford, each dimension of intellect is sufficiently distinct which may be detect by factor-analysis. Therefore intelligence activities can be understood by the kind of 'Mental Operation' performed, the type of content on which the operation is performed and resulting products. The following are the dimensions of intellect.

A. Operation: - It means capability of the individual which is to be applied.

The kind of classification on the basis of operation gives five major groups of intellectual abilities.

1. Cognition: - It refers to discovering and recognizing information. It also includes understanding and knowing about things. It is the most important fundamental operation in learning process.

2. Memory: - It means retaining and recalling the content of thought. **3. Divergent thinking:** - In this process of thinking, we think in different directions, searching and seeking varieties. It is closely related with creativity. It means ability to give more than one solution to a single problem.

4. Convergent thinking: - This type of operation leads to a single correct answer. It means producing a single best solution to a problem.

5. Evaluation: - It means making judgments in evaluation, we reach conclusions and decisions as to accuracy, goodness, and suitability of what we know what we remember and what we produce in productive thinking.

B. Content: - It means areas of information within which the operations are performed. The content can be developed into the following four types.

1. Figural: - It is a concrete material perceived through the senses- visual and auditory.

2. Symbolic: - It is composed of letters, digits, numbers, symbols and signs. **3. Semantic:** - It is the form of verbal meanings or ideas for which no examples are necessary.

4. Behavioural: - It refers to the social intelligence or knowledge and understanding of others and ourselves.

C. Products: - When operations and content interact, they give rise to product. There are six types of products.

1. Units: - It is information about singles. Comprehending visual, auditory and symbolic units plus knowledge of the meaning of words. For example, cow is a unit, tree is a unit.

2. Classes: - The number of units is known as classes. The groups of unit of information related to each other on the basis of some common characteristics involving a higher order concept. Some people have the capacity of developing units and other have the capacity of developing classes, for example, bird is a class of units, men women people is a class. **3. Relation:** - It is the ability to perceive relationship between two groups. Relations involve associational ability. It is the ability to discover relations in conceptual material. We make absolute and interpersonal relations.

4. Systems: - Systems are an ordering or classification of relations. It is an organized pattern in which we bring units, classes and relations together.

5. Transformation: - Transformation are changes, revisions or modification of any product. It is change in information.

6. Implication: - It is the highest thinking process. Each thing has its own implication. It is the ability to apply one information to the other field. For example, classical conditioning or reinforcement theory can be applied in the other fields like education.

In 1966, Guilford has developed the structure of intellect which involves three dimensions i.e. operation, content and products. As result, operation may be sub-divided into five specific factors, content into four and product into six. In this way, there are $5 \times 4 \times 6 = 120$ factors operating in one's intelligence. But latter on Guilford's model of intellect has been raised by his associates and scholars and they added one more element in the content. Thus the classification included $5 \times 5 \times 6 = 150$ cells in the model. Again this model has

been revised and added one more element in the operation and therefore the model consists of $6 \times 5 \times 6 = 180$ cells. The interaction of these parameters thus results 180 different elements or factors in one's intelligence. According Guilford, at least one factor from each category of three parameters has to be present in any specific intellectual activity or mental task. Guilford uses the code in describing each factor and that code shows all the three dimensions. That is why Guilford's theory is also known as unified theory of intelligence. The model that Guilford has proposed is not final word that he gives. His model has generated much research and work is still going on.

Tests of intelligence? OR

1. Verbal test of intelligence: - Verbal tests of intelligence are those tests where reading and writing is involved. Here the tested makes a use of language in which instructions are given in written, oral or both. It is also called paper and pencil test. This type of test is given to those person who have ability to read and write (literate). The test can be given individually or groups. The test content is loaded with verbal instructions. It contains varieties of items, which are given below.

(a) Vocabulary: - Here the subject has to provide the meaning of words or phrases like what is the difference between house and mouse. **(b) Memory:** - This ability deals with immediate and long term memory of the subject and judged by asking cognitive type item which include recall and recognition. For example, the subject is asked to tell the full name of teachers who had taught him in different subjects and in different grades.

(c) Comprehension: - In this item, the subject's practical judgment and common sense is judged. For example, why are soaps made of detergents? Or why are shoes made of leather?

(d) Information test: - Here the subject's knowledge about things around him is gauged and judged viz. Where Bagdad situated or what is the population of India?

(e) Reasoning test: - This covers subject's knowledge regarding arithmetic reasoning, analogies, analysis, synthesis, inductive-deductive and common

sense questions etc. For example, how many pencils can you buy for 20 rupees if one pencil costs one rupee. Or complete the series like 2, 4, 7, 11, 16.....45 etc.

(f) Digit forward and backward: - Here the subject is asked to repeat the digit forward and backward presented to him, for example, 3 to 9.

(g) Similarities and dissimilarities: - In this item, the subject is asked to demonstrate his ability of similarities and dissimilarities between two or more concepts or objects or what ways the two things are alike. For example orange and banana, house and tree.

Verbal test of intelligence is divided into following categories

1. Verbal individual test: - The test involved the use of language and administrated to one individual at a time. An example of such test is

Standford Binet Scale, Terman and Merrill Scale.

2. Verbal group test: - Group tests are administrated to a group of people. Group tests had their birth in America in World War 1 when the recruitment in Army was calculated and was called Army Alpha test (for literates). For example, Jalota's test of general mental ability is group verbal test.

2. Non-verbal test: - Non-verbal test is also a kind of paper-pencil test. In this test the individual is asked to draw something rather than to say or write something. Non-verbal test do not require any language, reading and writing. Therefore this test is also called non-language test or visual test. The items of non-verbal tests are in the form of pictures, numbers and diagrams. With the help of non-verbal tests, illiterates can

be tested. Performance test is one of the examples of non-verbal test. The non-verbal contains the following items.

(a) Block design: - The number blocks of different of colours are given and individual has to arranged blocks as per the design given to him on a separate card. These designs increase in the level of difficulty from very simple to complex. For example Koh's Block designs test.

(b) To fit the blocks in the holes: - Test material of such types provides numerous blocks and a board in which there are holes corresponding to these blocks. The subject has fit the blocks in these holes in the board. Example is

Goddard Form Board Test.

(c)

Tracing a maze: - Test material consists of a series of maze of increasing difficulty, each printed on a separate sheet. The subject is required to trace with pencil, the path from entrance and exit. Example is Proteus Maze Test.

(d) Picture arrangement or picture completion: - In picture arrangement test, the task is to arrange in a series the given pictures where as in picture completion, the subject is required to complete the pictures with the help of given cut pieces and of the pictures. Examples, Healy's Pictorial Completion

Test.

Non-verbal test is divided into two categories.

1. Non-verbal individual test: - This type of test is administered one person at a time. In short illiterate individual is tested with the help of non-verbal individual test.

2. Non-verbal group intelligence test: - The non-verbal group test of intelligence was developed in the World-II in U.S.A for testing the intelligence of those soldiers who were illiterates and was called Army Beta Test. This test is administered groups i.e. more than one person. It is meant for illiterates.

Performance test: - A performance test is one in which the subject has to perform something or to manipulate some concrete material without much use of the language ability. There are some categories of people and children who cannot be tested with the help of verbal tests of intelligence. Performance tests are similar to non-verbal tests of intelligence. Performance tests are useful for the following categories of children and people.

1. Deaf and dumb: - Those children or people who cannot hear or speak, can be tested with the help of performance tests.

2. Illiterates: - Illiterates people and children who cannot write or whose language development is deficient may be tested with the help of performance test of intelligence.

3. Shy and withdrawn children: - Children who are shy or fear for face to face interaction with the tester may be tested.

4. Educationally deficient: - Children who are educationally deficient take interest in concrete material and its manipulation can be tested. **5.**

Foreigners or foreign children: - Children of foreign countries who do not understand the language may be tested by performance tests.

Some of the famous tests, which are performance tests, are:-----

- I. Kohs Block Design Test.
- II. Alexander's Pass Along Test.
- III. Pattern Drawing Test.
- IV. Immediate Memory test. V.
Picture Construction Test.
- V. Bhatia Battery Test.

Bhatia's Battery Performance Test.

Bhatia's Battery Performance Tests of Intelligence

Bhatia's wanted to construct a battery which could be administered on a wider section of Indian people .This objective has been only partially fulfilled. With the exception of immediate memory, the battery is non-verbal. The sample constituted boys of age-group 11-16. Girls were not available. The total number of boys tested for the purpose of standardisation was 1154, of which 642 were school going and 512 illiterates. The battery was ready by 1945. The battery consists of five tests: Kohs' Block Design-Test, Alexander's Pass-along Test, Pattern Drawing Test, Immediate Memory test and Picture Construction Test.

- (i) **Koh's Block Design Test.** Out of the seventeen designs in the original test, only 10 have been retained. The first five designs take 2 minutes each and the last five 3 minutes each. These tests assess the ability to discriminate patterns.
- (ii) **Alexander's Pass-along Test.** Out of the original nine sub-tests only eight have been used. The first four take 2 minutes each and the last four 3 minutes each. These tests are also concerned with discrimination capacity.
- (iii) **Pattern-Drawing Test.** It contains eight pattern sub-tests in all. The first four take 2 minutes each and the last four 3 minutes each.
- (iv) **Immediate Memory Test.** There are two tests, one for literates, and the other one for illiterates-digits for literates and letters for illiterates.
- (v) **Picture Construction.** There are five pictures in pieces and in ascending order of difficulty. The subject has to assemble the pieces.

Reliability of the battery was tested by split-half method. And for this purpose scores on odd-even sub-tests for each test were equated. Pearson correlation coefficient was .851 for literates and .841 for illiterates. So far as validity of the test is concerned, different procedures were adopted for literated and illiterates. For literates, the tests were validated against teacher's opinion on a live-point scale, which gave Pearson's correlation coefficient of .703. For illiterates the tests were validated against the general opinion held in the village about the intelligence of the boy. This gave Pearson's correlation of .717.

Standardization of the battery has given some very illuminating results. On the occupational level, professions were definitely superior to all others, and middle classes were superior to agricultural classes. Business, agricultural and lower classes did not differ

among themselves.
There were minor and insignificant geographical variations in intelligence.
Kayastha communities
scored highest, but backward classes were not inferior. This is for literates. In the
illiterate group,
artisans were at the top, next were shopkeepers and labourers the last. On the
geographical basis,
I, Q. of children from eastern region was lower. Brahmins, Shattriyas and
Vaishyas showed some
superiority.

The battery yields some clinical information. But the same is of very limited nature. It throws some light on the way, the subject tackles the problem, and also his way of thinking.

The performance tests have some limitations and disadvantages but the usual performance tests are test used as supplements to verbal tests of intelligence.

Meaning of Creativity

The Almighty God, the creator of the universe, is the supreme-mind who possesses the finest creative abilities. He has created all of us and all that is revealed in nature. We are elevated to be called his creation. According to Indian philosophy, we are constituents of the supreme power as the rays of the sun are the constituents parts of their

creator, the sun. Therefore, every one of us ought to possess creative abilities-and has these abilities. Every one of us is a unique creation, but does not possess the same creative ability as his peers. Some of us are endowed with high creative talents and contribute to advancement in the fields of art, literature, science, business, teaching and other spheres of human activity and are responsible for propounding new ideas and bringing about social and culture changes. Mahatma Gandhi, Abraham Lincoln, Homi Bhabha, Newton, Shakespeare, Leonardo Da Vinci were some of the creative individuals who left their mark in their chosen fields. Though they were undoubtedly gifted with creative abilities, the role of environment in terms of education, training and opportunities in their development cannot be ignored.

Stagner and Karwoski (1973)

Creativity implies the production of a 'totally or partially' novel identity.

Wallach and Kogan (1965)

Creativity lies in producing more association, and producing more that are unique.

David Ausubel (1963)

Creativity is a generalized constellation of intellectual abilities, personality variables and problem solving traits.

Characteristics of Creativity.

1. Creativity is universal.
2. Creativity is innate as well as acquired.
3. Creativity is means as well as end in itself.
4. Creativity carries ego involvement.
5. Creativity has wide scope

Nurturing of Creativity

Creativity as a natural endowment needs stimulation / nourishment, which may be achieved through the following activities.

1. Freedom to respond
2. Opportunity for ego involvement.
3. Encouraging originality and flexibility.
4. Removal of hesitation and fear.
5. Developing healthy habits among children.
6. Using the creative resources of the community.

Govt. Degree College Women, Anantnag

Semester.....2nd Unit-----3rd

Subject Education

Psychological Foundation of Education-I

**Personality (Meaning and Definitions; Theories of Personality:
Type Theory,
Trait Theory and Self Theory).**

Personality:

Introduction: Personality is term that has been used very widely but each time to mean some different aspects of a person. Every individual is said to have a personality of his own which is unique and distinct from every other personality. In a popular sense, by personality we mean that an individual has some qualities or traits in which he differs from others i.e. in appearance, in aggressiveness or in manners etc. But these are not the only points that make up the person.

Personality includes physique, habits, temperaments, sentiments, intelligence etc. It is on this ground that *Woodworth* calls personality as the quality of one's behaviour. Hence, personality is not only what we do in relation to others, but something more than that. Psychologically, personality is all that a person is. It is the totality of his being and includes physical, mental, emotional and temperamental makeup.

Meaning and Definitions of Personality:

Ordinarily personality is taken as the external appearance of individuals. In philosophy, the meaning of personality has been interpreted in the sense of the self. But in psychology, neither is the personality the external appearance nor is it the self, but it includes both and much more. Everyone has a powerful urge to grow up and blossom out as a person with a difference.

Originally it has been derived from the Latin word 'persona' which means a mask that the Roman and Greek actors used to wear in ancient

times, to indicate the audience the actual part that they played in the drama.

Cicero, the great Greek writer and Philosopher gave four meanings of the word “persona” namely:

- appearance of a person
- the part one plays in one’s life
- The person’s qualities that befits a person for his work and
- Distinction and dignity. With the passage of time persona becomes personality.

Definitions of Personality:

Some of the definitions about the personality are as under.

1. **Valentine**, “Personality is the sum total of innate and acquired disposition.”
2. **Boring**, “Personality is an individual’s consistent adjustment with his environment.”
3. **A. J. Jones**, “In simple terms, personality consists of the following:
 - i. The way you look.
 - ii. The way you dress.
 - iii. The way you walk.
 - iv. The way you talk.
 - v. The way you act.
 - vi. The skill with which you do things.

vii. Your health.

4. **Lewin**, “Personality is a dynamic totality of systems”
5. **G. W. Allport**, “Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to the environment.”
6. **J. B. Watson**, Watson in his book ‘**Behaviourism**’ defines,
“Personality is some of the activities that can be discovered by actual observations over a long enough period of time.”

Thus personality is the organization of the internal and external activities.

Characteristics of Personality:

The following are the characteristics of Personality in order to understand the nature of Personality:

1. **Dynamic:** Personality is dynamic in nature. It is not static. It is ever growing, and ever changing.
2. **Organized and integrated:** Personality is organized and integrated. It possess the characteristics of unity and integrity. It functions as united whole.
3. **Determining tendencies:** All the systems that comprise personality are to be regarded as determining tendencies.
4. **Unique:** Personality is something unique. There is an element of uniqueness in the personality of every person.

5. **Adjustability:** Personality is continually adjusting itself to environment.
6. **Sociability:** Personality is social. Society plays an important role in shaping the personality of an individual.
7. **Consistency:** In the words of *Prof. Woodworth*, consistency is an important characteristic of personality.

Marks of Balanced Development of Personality:

- Good physical appearance
- High intellectual ability.
- High emotional stability and cool temperament.
- High moral character.
- High adjustability with oneself and with society.
- Pragmatic thinking.

Theories of Personality

The search for understanding the meaning and nature of personality would be incomplete if we do not discuss some important theories of personality.

Type Theories:

Some theories assume that there are few specificable types. Each type behaves differently and has different behavioural characteristics. Each person can be put into one or other types depending upon the behavioural characteristics, blood/fluid type or body type.

Let us discuss **Sheldon's type theory**:-

William Sheldon was born in Island 1899. His father was a naturalist and animal breeder, in 1926 he received Ph.D in psychology from University of Chicago and in 1937 he received his M.D from the same University.

In his first important study of the human physique, Sheldon secured roughly 4000 standard photographs of male college students. These pictures were then inspected carefully by several judges with the intent of teasing.

After considerable period of carefully examining and judging these pictures, Sheldon and his associates divided Human personalities on the

basis of their physical characteristics into three categories. These physical features determine the temperamental characteristics:

1. Endomorphic 2. Mesomorphic and 3. Ectomorphic.

- 1) **Endomorphic**: The individual who is high in this component and low in both of the others is characterized by softness and a spherical appearance. Consistent with softness and rounded quality is an under development of bone and muscle. The fact that the digestive viscera are highly developed in this physique and that the functional elements of those structures develop primarily from the endodermic embryonic layer accounts for the use of the term endomorphic. Such persons are *viscerotonic* (social, extrovert, affectionate) love of physical comfort, food etc.
- 2) **Mesomorphic**: A physique heavily developed in this component is hard and rectangular, with a predominance of bone and muscle. The Mesomorphic body is strong, tough and resistant to injury. The athletic adventurer, the soldier might best be advanced with this type physique. The dominant portion of this physique has derived primarily from the Mesoderm embryonic layer account for the use of the term Mesomorphic. Such persons are *somato-tonic* (energetic and muscular love of risk and chance).
- 3) **Ectomorphic**: An individual who is at the upper extreme in this component is linear and fragile, characterized by flatness of the chest and delicacy of the body. He is usually thin and lightly muscles. He

also has the largest brain and central nerve system in proportion to his size. Ecto-dermal embryonic layer accounts for the use of the term Ectomorphic such person temperament is *cerebrontonic* (fearful, artistic, introvert and restrained).

Sheldon's Type Theory

Physical Characteristics

Temperament

- | | |
|--|---------------------------------|
| 1. Endomorphic (soft and round)
Affectionable | Sociable, Extrovert, |
| 2. Mesomorphic (Muscular and Strong) | Energetic, Healthy, Risk loving |
| 3. Ectomorphic (Thin and Tall) | Introvert, Artistic, Restrained |

Type Theory of Jung

Brief Life Sketch of Carl Gustav Jung:

Carl Jung is one of the foremost psychological thinker of the 20th century. Carl Jung was born in Switzerland July 26, 1875 and grew up in Basel. His father was poster in the Swiss reformer church. He

obtained his medical degree from the University of Basel. He died January 6, 1961 in Zurich at the age of 85.

Typology of Carl Jung: According to Jung's personality is of two types:

1. **Introvert:** These people tend to withdraw into themselves especially when they face emotional disturbance. They are lonely loving people of shy nature. They generally avoid the company of others.
2. **Extrovert:** These people deal with social situations very efficiently. They are conventional, social and friendly. They are generally free from worries and take the surcharged atmosphere very lightly. They are more suggestible. They prefer vocations involving interactions with other people. They take more study breaks. In short, extroverts are social, practical, affectionate, materialistic, more active and diplomat.

In between these two extremes of personalities, modern psychologists have introduced a third type of people. They are neither introvert nor extrovert. They are rather ambivert.

3. **Ambivert:** are those people who possess personality traits of both extrovert and introvert. Such people are in some situation extrovert and introvert in another situation. Most of us belong to these types.

Trait Theories:

In trait theories, personality is described in terms how much of various traits an individual possesses. We often say that my friend is moody, shy, aggressive and cautious. In other words, we probably describe him/her by identifying some traits. These traits are deeply rooted in an individual. We cannot observe traits directly but we can infer the existence of traits from a person's behaviour in variety of situations. If a person visit the religious place daily, is honest and sincere towards work, is truthful and kind to others, we can conclude that such an individual possess the trait of morality.

Meaning of trait

By trait we mean a specific mode of behaviour which is manifested by a person in a number of situations consistently. This trait is so dominating that we can distinguish a person from other persons on the basis of his trait. Thus, trait is actually a unique but relatively stable reaction to environment.

In ordinary life, traits are used as a qualitative adjective. For example, Bilal is a brave boy. It means that Bilal will behave bravely in most of the situations of his life.

General Properties of traits:

1. They can be measured and scaled quantitatively.
2. Traits are not directly observable unlike physical characteristics of a person.
3. Traits are not static or rigid. They are rather flexible. They may become stable with the maturity of the person.
4. There are certain traits which are universal such as height and weight.
5. Traits are mental sets. They are nothing but readiness to respond to different situations in a consistent way.

Brief Life Sketch of Allport (1879-1967)

Born in Montezuma, Indiana, Allport was the youngest of four sons. His mother was a teacher and his father was a salesman who decided to become a doctor. They were in such dire financial circumstances but grew in Cleveland and where he received his early education in public school. He completed his Ph.D from the same university in 1922. During his career, he was elected president of American and eastern psychological association. In 1963, he was awarded the gold medal of the American Psychological Foundation.

G.W. Allport is one of the most outstanding trait psychologists. He believed that personality is a structure primarily represented in terms of traits. There are different types of traits in a personality.

Trait theory of G.W. Allport

The trait theory approach comprises that personality is made up of a number of traits. Traits are generally labelled as specific qualities mostly which describe how people act, think, perceive, and feel. In simple words these are general qualities of social and emotional behaviour. A personality trait is a durable disposition/ characteristics to behave in a particular way in a variety of situations. Example Meena is very beautiful, honest and trustworthy; this signifies her specific aspect of personality and hence denotes a trait. Adjectives such as honest, dependable, moody, suspicious, anxious, friendly, disposition that represent finally personality trait.

In his works or contribution Allport defined traits as “trait is a generalized and localized neuropsychic system with the capacity to render many stimuli functionally equivalent and to initiate and guide consistent forms of adaptive and expressive behaviour.”

He classified all human traits in two types.

- 1) **Common traits:** Common traits are comparable between people. These traits can be easily found in an individual or we can say such traits are shared by several individuals e.g. honesty, aggression, co-operation. These common traits do not provide specific information about the individual but it provides a way in which people are compared.

- 2) **Personal traits:** These are also called personal disposition or individual traits or true traits. It is unique for a person. We cannot compare his traits with other persons. These traits are specific to an individual and most often cannot be described in a single word. These traits are possessed by particular persons as temperamental traits, emotional reactions etc. These traits are general characteristics which prove the uniqueness of individual.

Allport sub divided these personal traits or dispositions into three broad categories.

- 1) Cardinal trait or Dominant traits.
- 2) Central trait.
- 3) Secondary trait.

1). **Cardinal traits or Dominant traits:**

Cardinal traits express a disposition that is so pervasive and outstanding in a person's life. This trait is a ruling passion. Whole personality is known by his trait, due to this trait, person become reference personality e.g. Changez Khan, Gandhiji's non-violence, contribution of Karl Marx etc.

2) **Central traits:**

These are less pervasive than cardinal traits but are quite generalized disposition. They are more typical which represent characteristic of the individual. It refers to highly characteristic tendencies of an individual. These are the basic building blocks of personality. Central traits are very influential but they do not rule over behaviour like cardinal traits. All actions are determined by this trait. Allport conclude that most of us have only 5-10 central traits e.g. punctuality, neatness, creativity etc.

3) **Secondary traits:**

These are considered to be the least generalized characteristics of an individual. These traits represent dispositions that are the least conspicuous, generalized and consistent. They are less important or minor traits, less crucial to a description of the personality. They are the attitudes or the narrow traits such as attitude towards politics, religion etc.

Educational Implications:

Following are some educational implication of Allport theory of Personality.

1. The teacher should understand the child in terms of personality traits and factors. He should recognize the Childs weakness and help him to develop and promote these characteristics which are his assets.

2. After identifying and recognizes the positive and negative traits possessed by an individual. The teachers must design such type of educational programme which should be strengthened the positive traits and minimized the negative traits.
3. This theory may help the teachers in creating and developing leadership qualities in children.
4. This theory recognized the importance of motivation in learning and personality development.
5. Teachers should assign home work to the students while keeping in view the individual differences.

Brief Life Sketch of Carl Roger:

Carl Roger was born on January 8, 1902 in Oak Park, Illinois. Raised on a farm from the age of 12, Roger entered the Agricultural College of the University of Wisconsin in 1919, where he graduated with a degree in history. While in college he felt a religious calling and eventually began training to become a Protestant minister, and after graduating in 1924 he enrolled at the Union Theological Seminary in New York City. From there he transferred to Teachers College at Columbia University in order to pursue counselling rather than the strictly religious aspect of his ministerial profession.

He focused on clinical and educational psychology, writing his doctoral dissertation on personality adjustment in children. In 1940 he accepted a position as a professor of psychology at Ohio State University.

In 1945 he took a position as professor of psychology and head of the counselling centre at the University of Chicago, where, over the next twelve years, he further refined his ideas, publishing *Client-Centred Therapy* (1951) during this time.

Carl Roger was not only one of the founders of the Humanistic Approach but also most influential therapist in the 20th century. His theory is also known as self-theory. The other name of his theory is person-centred theory. His theory grew out of his own experience in working with individual in the therapeutic relationship.

Carl Roger's Self Theory:

OR

Roger's Person-Centred Theory:

He presented this theory in 1947 after studying the patients in his clinic. He stresses the importance of the individual who determines his own fate. He criticized the behaviouristic theories of personality by saying that they are mechanical in nature and neglect the vitality of individuals. He believed that behaviour is not based on needs or drives but it is based on a higher driving force within the individual's which impels him to behave in a different way. His theory of personality is given below:

There are two basic concepts underlying his theory:

1. **Organism**: Organism is the centre of all experiences which take place within the individual at a particular time. The totality of experiences is called a phenomenal field. It develops a person's unique outlook.

2. **Self**: It is a part of phenomenal field and is related to 'I' or 'me'.

There is an ideal self also which determines what we would like to be. Each of us has a potential for self-actualisation, but many of us are not aware of it. So we must become aware of it first.

The experiencing individual reacts to his perceptual field as an organised whole when he seeks to actualize, maintain and enhance himself. Thus, behaviour is a goal directed effort of the organism to satisfy needs experienced in the field.

According to Rogers, the organism continuously strives to develop and expand his self. And in the process he becomes aware of his power of self-actualization. This self is developed in the process of inter-personal and social experiences in the environment. In order to become aware of the potential of self-actualization, four conditions are necessary:

1. The person must be respect and loved by others.
2. The person must respect himself and his abilities to achieve his goals.
3. The choices available to the individual must clearly be perceived. If the person is unaware of the choices, the growth of self will be hindered.
4. The person must have clear cut description and full understanding of choices.

Rogers has not divided personality into different stages of development. He rather maintains the continuity of growth. It is because strife for the development of self continues throughout life. When a person incorporates his experiences into his self, this self may be outgoing, private, friendly, unfriendly and so on. Once the concept of self is formed, the individual allows the external things to enter into his consciousness that is fit and rejects those that are not fit. Thus, personality development is a reciprocal relationship between the ways a person perceives his experiences and the actual social experiences that he goes through. We adopt many behaviour of others when they are consistent with the concept of our self, i.e., they are in accordance with our feeling, attitude and impulses.

Key

Terms

Personality: The whole person, his external appearance & behaviour, his inner awareness of self as a permanent organizing force in his life & his particular pattern of measurable traits.

Type Theory: In the personality theory, and position any position that views persons as members of categories rather than as having many dimensions.

Endomorph: The dimension of body build characterized by predominance of fat, especially in abdominal region.

Ectomorph: A person with a tall, thin body build, related to cerebrotonic (thinking introversive) temperament type.

Mesomorph: Sheldon's famous term for a person having an athletic physique.

Extrovert: The personality that is oriented outward requiring continual stimulation from the environment.

Introvert: Orientation toward self; primarily concerned with one's own thoughts & feelings rather than with the external environment or other people; preference for solitary activities.

Trait Theory: A theory that emphasized the existence of traits as enduring & persistent aspects of the personality.

Common Traits: They are comparable and easily found dispositions e.g. honestly,

co-operation, aggressiveness.

Cardinal Traits: A personality so basic or powerful that all or most of person's activities spring from existence of the trait.

Central Traits: The characteristics those are outstanding and noticeable but not necessarily all pervasive.

Secondary Traits: Personality traits those are inconsistent or relatively superficial.

Self-Theory: An acknowledged personality theory that emphasizes an individual's self-concept and the role of the self in shaping the individuals destiny.0

Psychoanalytic theory is the theory of personality organization and the dynamics of personality development that guides [psychoanalysis](#), a clinical method for treating [psychopathology](#). First laid out by [Sigmund Freud](#) in the late 19th century, psychoanalytic theory has undergone many refinements since his work. Psychoanalytic theory came to full prominence in the last third of the twentieth century as part of the flow of critical discourse regarding psychological treatments after the 1960s, long after Freud's death in 1939,^[1] and its validity is now widely disputed or rejected.^{[2][3][4][5]} Freud had ceased his analysis of the brain and his physiological studies and shifted his focus to the study of the mind and the related psychological attributes making up the mind, and on treatment using [free association](#) and the phenomena of [transference](#). His study emphasized the recognition of childhood events that could potentially influence the mental functioning of adults. His examination of the genetic and then the developmental aspects gave the psychoanalytic theory its characteristics.^[6] Starting with his publication of [The Interpretation of Dreams](#) in 1899, his theories began to gain prominence.

Terminology and definition

"Psychoanalytic and psychoanalytical are used in English. The latter is the older term, and at first simply meant 'relating to the analysis of the human psyche'. But with the emergence of psychoanalysis as a distinct

clinical practice, both terms came to describe that. Although both are still used, today, the normal adjective is psychoanalytic.^[7]

Psychoanalysis is defined in the *Oxford English Dictionary* as

A therapeutic method, originated by Sigmund Freud, for treating mental disorders by investigating the interaction of conscious and unconscious elements in the patient's mind and bringing repressed fears and conflicts into the conscious mind, using techniques such as dream interpretation and free association. Also: a system of psychological theory associated with this method.^[8]

Through the scope of a psychoanalytic lens, humans are described as having sexual and aggressive drives. Psychoanalytic theorists believe that human behavior is deterministic. It is governed by irrational forces, and the unconscious, as well instinctual and biological drives. Due to this deterministic nature, psychoanalytic theorists do not believe in free will.^[9]

The beginnings

Freud first began his studies on psychoanalysis and in collaboration with Dr. [Josef Breuer](#), especially when it came to the study on [Anna O.](#)^[10] The relationship between Freud and Breuer was a mix of admiration and competition, based on the fact that they were working together on the Anna O. case and must balance two different ideas as to her

diagnosis and treatment. Today, Breuer can be considered the grandfather of psychoanalysis.^[11] Anna O. was subject to both physical and psychological disturbances, such as not being able to drink out of fear.^[12] Breuer and Freud both found that hypnosis was a great help in discovering more about Anna O. and her treatment. The research and ideas behind the study on Anna O. was highly referenced in Freud's lectures on the origin and development of psychoanalysis.

These observations led Freud to theorize that the problems faced by hysterical patients could be associated to painful childhood experiences that could not be recalled. The influence of these lost memories shaped the feelings, thoughts and behaviours of patients. These studies contributed to the development of the psychoanalytic theory.^[13]

Personality structure

Sigmund Freud determined that the personality consists of three different elements, the id, the ego and the superego. The id is the aspect of personality that is driven by internal and basic drives and needs. These are typically instinctual, such as hunger, thirst, and the drive for sex, or libido. The id acts in accordance with the pleasure principle, in that it avoids pain and seeks pleasure. Due to the instinctual quality of the id, it is impulsive and often unaware of implications of actions. The ego is driven by reality principle. The ego works to balance both the id and superego. To balance these, it works to achieve the id's drive in the

most realistic ways. It seeks to rationalize the id's instinct and please the drives that benefit the individual in the long term. It helps separate what is real, and realistic of our drives as well as being realistic about the standards that the superego sets for the individual. The [superego](#) is driven by morality principle. It acts in connection with the morality of higher thought and action. Instead of instinctively acting like the id, the superego works to act in socially acceptable ways. It employs morality, judging our sense of wrong and right and using guilt to encourage socially acceptable behavior.[\[9\]\[14\]](#)

The unconscious

The [unconscious](#) is the portion of the mind of which a person is not aware. Freud said that it is the unconscious that exposes the true feelings, emotions, and thoughts of the individual. There are variety of psychoanalytic techniques used to access and understand the unconscious, ranging from methods like hypnosis, free association, dream analysis. Dreams allow us to explore the unconscious; according to Freud, they are "the 'royal road' to the unconscious".[\[15\]](#) Dreams are composed of [latent](#) and [manifest](#) content. Whereas latent content is the underlying meaning of a dream that may not be remembered when a person wakes up, manifest content is the content from the dream that a person remembers upon waking and can be analyzed by a psychoanalytic psychologist. Exploring and understanding the manifest content of dreams can inform the individual of complexes or disorders

that may be under the surface of their personality. Dreams can provide access to the unconscious that is not easily accessible.^[16]

[Freudian slips](#) (also known as [parapraxes](#)) occur when the ego and superego do not work properly, exposing the id and internal drives or wants. They are considered mistakes revealing the unconscious. Examples range from calling someone by the wrong name, misinterpreting a spoken or written word, or simply saying the wrong thing.^[17]

Defense mechanisms

The ego balances the id, superego, and reality to maintain a healthy state of consciousness. It thus reacts to protect the individual from any stressors and anxiety by distorting reality. This prevents threatening unconscious thoughts and material from entering the consciousness. The different types of [defense mechanisms](#) are: [Repression](#), [reaction formation](#), [denial](#), [projection](#), [displacement](#), [sublimation](#), [regression](#), and [rationalization](#).^[18]

Psychology theories

Psychosexual development

Freud's take on the development of the personality ([psyche](#)). It is a stage theory that believes progress occurs through stages as the libido is

directed to different body parts. The different stages, listed in order of progression, are: Oral, Anal, Phallic ([Oedipus complex](#)), Latency, Genital. The Genital stage is achieved if people meet all their needs throughout the other stages with enough available sexual energy. Individuals who don't have their needs met in a given stage become fixated, or "stuck" in that stage.

Neo-analytic theory

Freud's theory and work with psychosexual development lead to Neo-Analytic/ [Neo-Freudians](#) who also believed in the importance of the unconscious, dream interpretations, defense

mechanisms and the integral influence childhood experiences but had objections to the theory as well. They do not support the idea that development of the personality stops at age 6, instead they believed development spreads across the lifespan. They extended Freud's work and encompassed more influence from the environment and the importance of conscious thought along with the unconscious. The most important theorists are [Erik Erikson](#) (Psychosocial Development), [Anna Freud](#), [Carl Jung](#), [Alfred Adler](#) and [Karen Horney](#), and including the school of [object relations](#).

Critics of psychoanalytic theory

The Psychoanalytic approach has a variety of advantages and limitations that have spurred further research and expansion into the realm of personality development.

Advantages

- The theory emphasizes the importance of childhood experiences.
- It initiated and addressed the importance of the unconscious, sexual and aggressive drives that make up the majority of all human beings' personalities.^[19]
- The approach also explains defense mechanisms and why every individual reacts differently to similar situations.

Limits

- [Sigmund Freud](#) failed to include evidence of the impact of the environment on the individual throughout his theory.
- The theory is lacking in empirical data and too focused on [pathology](#).^[20]
- This theory lacks consideration of culture and its influence on personality.^{[21][22]}

Psychoanalysis and aesthetics

Psychoanalytic theory is a major influence in [Continental philosophy](#) and in [aesthetics](#) in particular. Freud is considered a philosopher in some areas, and other philosophers, such as [Jacques Lacan](#), [Michel Foucault](#), and [Jacques Derrida](#) have written extensively on how psychoanalysis informs philosophical analysis.^{[23][24][25][26]}

Psychoanalysis and literature

When analysing literary texts, the psychoanalytic theory could be utilized to decipher or interpret the concealed meaning within a text, or to better understand the author's intentions. Through the analysis of motives, Freud's theory can be used to help clarify the meaning of the writing as well as the actions of the characters within the text.^[27]

01

Unit: IV

Adolescence and Mental Health

Meaning and concept of adolescence:

The development stages of infancy and childhood are followed by the stage of adolescence i.e. the stage of preparation for playing the role of an adult (responsible member of the society). Etymologically, speaking word 'adolescence' comes from the Latin verb 'adolescere' which means 'to grow'. So the essence of the word adolescence is growth and it is in this that adolescence represents a period of intensive growth and

change in nearly all aspects of child's physical, mental, social and emotional life. It is very crucial period of one's life. The growth achieved, the responsibilities felt and the relationships developed at this stage destine the complete future of an individual. As a result the adolescents need a very careful attention from their parents, teacher and other members of the society for their proper development and welfare. They need to be understood well in terms of the pattern of their growth and development, their age linked specific interests, attitudes, self concepts, needs aspirations etc. Moreover, the difficulties and problems faced by the adolescents (in general and particular) should be well identified and attempts should be made to provide them proper guidance and education for the removal of their difficulties and providing due help in the process of their adequate nurturing and development.

Who is to be called an Adolescent?

Technically speaking, a child is described as an adolescent when he achieves puberty, that is, when he has become sexually mature to the point, where he is able to reproduce his kind. He ceases to be adolescent when he has acquired maturity to play the role of an adult in this society or culture. Maturity, as the term used here, does not mean mere physical maturity; it also implies mental, emotional and social maturity.

02

It is very difficult to point out the exact range of the adolescence period in terms of chronological years. Achieving puberty and becoming mature cannot be tied to a universal span or period. Therefore, the range of adolescence not only differs from country to country but varies from community to community and from individual to individual. In general, girls become sexually as well as socially mature at an early age. The standard of living, early or late marriage, health and climate, the cultural traditions and environment, attitude towards sex, the role expected from the child at different stages, are some of the other factors which controls the dawn of puberty and attainment of maturity by children.

In our country, in comparison to western countries, the period of adolescence starts early as Indian children achieve puberty earlier, because of the favorable climatic and cultural factors. Also it ends earlier due to early attainment of maturity where as in the western world “ The adolescence extends roughly from 13 years of age till 21 for girls and 15 till 21 for boys”, (Harriman, 1946, p.3). In India it usually ranges from 13 to 19 among boys and from 11 to 17 among girls.

The above classifications of the range of the period of adolescence are not rigid. There are wide individual differences. However with a view of a rough estimate for universal applicability, adolescents, also

referred to as teen agers, are individuals having chronological age between 13 to 19 years.

Definitions:

Adolescence has been defined and explained differently by well known educators and psychologists:

A T Jersild observed,” Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically.”

The ‘Hadow Report’ in England described this stage as, “There is a tide which begins to rise in the veins of youth at the age of eleven or twelve. It is called by the name of adolescence. If the tide can be taken as flood, and a new voyage

03

began in the stream and along the flow of its current, we think it will move on to fortune.”

Stanly Hall describes adolescence as,” A period of great stress and strain, storm and strife.”

Dorothy Rogers defined adolescence as “a process rather than span of years during which boys & girls move from childhood to adulthood, mentally, economically, socially and physically.”

Rabindranath Tagore had observed, “In the world of human affairs there is no worse nuisance than a boy at the age of 14. He is neither ornamental nor useful.”

E.A Peel was of the view, “An adolescent is beset by problems of divided loyalties, accentuated by the lack of adult privilege and responsibilities. He thus appears excessively aggressive and then excessively shy, excessively affectionate and then quite suddenly detached and cool. These are all problems of the stresses and strains of transition.”

Jean Piaget defined adolescence as, “the age of great ideas and the beginning of theories, as well as, the time of simple adaptation to life.”

According to J A Hadfield, “When we speak of adolescent as growing up, we mean that the youth is leaving behind the phase of protective childhood and is becoming independent.”

G R Medinnus and R C Jhonson stated, “Adolescence begins when signs of sexual maturity begin to occur in both social and physical development and ends when the individual has assumed adult roles and is concerned in most ways as an adult by his reference group.”

It refers to “the process of development and adjustment during the so-called transitional period between childhood and maturity roughly the teen years. Typically adolescence is presumed to be a period involving certain discontinuities in development with resulting increase in psychological disturbance and a

04

particular pattern of adjustive problems, also it is presumed to be a rather critical period in psychological development forcing basic reorganization in personality”._ Encyclopedia of Educational Research

Pattern of Growth and Development During Adolescence

The adolescent’s growth and pattern along with the peculiar characteristics of this age can help us in understanding our adolescent. In the following lines, we will make an attempt in this direction:

(A) Physical Growth and Development

During adolescence, the physical growth and development reaches to its peak and human body finds its final shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to the greatest possible extent leading to a great increase in our activity. The growth and function of all other inner organs also reaches to its maximum and almost all the glands become extremely active at this stage.

There is a growth of hair under arms and around genital organs. Boys and girls develop the characteristic features of their respective sexes. There is the roundness of the breasts and hips among the girls and the decoration of faces with beard and moustaches among boys. There is a distinct change in voice among the two sexes. While the girls' voice acquires shrillness and becomes sweet, the boys' voice deepens and becomes harsher. The girls begin to menstruate monthly during this period and the boys have nocturnal emissions (discharge during sleep) accompanied by erotic dreams. In this way physiologically, the boys and girls attain all the male and female characteristics respectively during this age and prepare themselves for being called men and women.

(B) Emotional Development

Emotional Development reaches its maximum during adolescence. It is the period heightening of all the emotions like anxiety, fear, love, anger etc.

05

Once again like an infant, an individual experiences emotional instability and intensity during adolescence. At no stage the child is so restless and emotionally perturbed and touchy as in adolescence. He is too sensitive, inflammable and moody. In the words of Ross, "the adolescent lives an intensely emotional life, in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep

depression.” That is why the period is often designated as a period of stress and strains.

In this way, as Ross clarifies, the adolescence are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. It is very difficult to put check on the emotions during the peak of adolescence. Self-consciousness, self-respect and personal pride is too much increased. Group loyalty and sentiments of love etc. are developed which make an adolescent sentimental and passionate.

(C) Intellectual Development

Adolescence is the period of maximum growth and development with regard to mental functioning. Intelligence reaches its climax during this period. Intellectual powers like logical thinking, abstract reasoning and concentration are almost developed up to the end of this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything, scientifically. His power of critical thinking and observation is much developed. He does not try to follow the beaten track. He is almost

critical of everything. He develops a fine imagination. Writers, artists, poets, philosophers, and inventors are all born in this period. Improper channelization of imagination and dissatisfied needs may turn an adolescent into daydreaming. Therefore great care is to be taken for properly cultivating their power of imagination.

Hero worship is most prominent in this period. Adolescents, generally, love adventures, wandering, fairy tales and develop interest in reading such books. Their area of interest is actually widened.

06

(D) Sociable Development

Adolescence is the period of increased social relationships and contacts. Whereas a child cares a little for the society, an adolescent develops a good amount of social sense. He ceases to be egocentric, selfish and unsocial. Now he moulds his behaviour according to the norms of the society.

The social circle of an adolescent is very wide, contrary to childhood, he becomes interested in opposite sex. The friendships are no longer nominal.

He believes in making intimate friendship and attaches himself closely to a group. Peer group relationship controls the social behaviour of this age. The child develops a strong sense of loyalty towards group. He wants to be accepted by the group of which he is a member. The rejection is costly as it creates so many adjustment problems.

Another significant change in the social aspect of the child during adolescence lies in his relationship with his parents and family. He wants that his personality should be recognized by the parents and elderly members of the family. He must not be treated as a child. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents. There may even be hidden or open rebellion, if the parents try to impose their opinion and values on their adolescent children.

(E) Sexual Development

Sexual development reaches its peak during adolescence. The adolescent is sexually mature. In fact, the whole personality

structure and behaviour of the adolescent is dominated by sex. During adolescence, the sexual development like infancy goes into three stages as described ahead.

(i) Stage of auto-erotism or self love. At this stage the young boys and girls fall in love with themselves. They try to take pleasure with their own bodies. Self-decoration and enjoying it before mirror is their common practice.

07

(ii) Stage of Homo-Sexuality. At this age boys and girls are attracted towards the members of their own sex and seek gratification from each other's body by grouping them in two or three at one time.

(iii) Hetero-Sexual Stage. At this stage boys and girls are seen attracted towards each other. They are keen to make friendship with the members of the opposite sex.

(F) Moral and Religious Development.

With the development of social and civic sense, the children during the period learn to behave according to the norms of their culture and society. Also the group sense makes them follow some moral pre ethical code. It prepares a stag of proper moral development. The formation of strong sentiments during this period intensifies the process of moral development.

The impact of religious and religious practices is also felt for the first time at this age in one's life. An adolescent tries to talk about God and religious. He himself engages himself in the discourse about

philosophical concept like Soul, Brahma, the meaning of life, the question of death etc.

Characteristics of Adolescence:

Adolescence is a period of intensive growth and development with respect to children's physical, cognitive, social, emotional and sexual aspects of their personality. Adolescence is said to be a stage of great stresses and strains. The children of this age are quite perplexed and worried about their somatic variations and sudden changes in their total appearance, behaviour and attitude of the others towards them. They are worried about the sudden changes in their sex behavior, sex related physiological and psychological problems etc.

08

About a century ago, G Stanly Hall made an intensive study on the nature of adolescence and described its characteristics in detail. According to him, "Adolescence is a new birth, for the higher and more completely human traits are now born.... Development is less gradual and more salutatory, suggestive of some ancient period of storm and

stress when old moorings were broken and a higher level attained..... Important functions previously non-existent arise..... Every step of the upward way is strewn with wreckage of body, mind and morals..... Sex asserts its mastery in the field and after field, and works its havoc in the form of secret vice, debauch, disease and enfeebled heredity..... There are new repulsions felt toward home and school, and truancy and runways abound. The social instincts undergo sudden enfoldment and the new life of love awakens. It is the age of sentiments and of religion, of rapid fluctuation of mood, and the world seems strange and new. Interest in adult life and in vocations develops. Youth awakes to a new world and understands neither it nor himself..... Character and personality are taking form, but everything is plastic. Self feeling and ambitions are increased, and every trait and faculty is playable to exaggeration and excess. It is all a marvelous new birth.”

1. In the social aspect the adolescent has a strong need for the belongingness to a peer group. Emotionally, he needs to be loved, accepted and admired. He needs security, freedom from anxiety and recognition of self. There is striving for independence from parental control and a struggle for making the sexual instincts and urges satisfied or sublimated within the norms of the society and culture.
2. Adolescents are very much faithful to the group to which they belong. Their personal identify is almost merged with the behaviour of the group. They try to think, act and feel as the member of their group (generally the peer group) think, act and feel. They remain almost loyal to their groups and exhibits such loyalty towards their group in their attitudes and action. This group loyalty linked attitude,

is further generalized to exhibit loyalty towards ones family, neighborhood, religion, state and country so much so

09

as they are ready to make any sacrifice for serving the cause of the wider groups.

3. Adolescents most often struggle in identifying their selves. With regard to the concept of their self, they may come across with a crisis known as

identify crisis. A sense of identity is defined as a sense or knowledge of how one's own personality traits, values & beliefs fit together in defining who he is. At a cross road of the childhood dependence & emerging need of adolescent independence, the adolescent somehow get confused about their identity. They often put such questions to themselves as who am I, what am I capable of doing, what others actually think of him etc. However, most of the adolescents successfully come through the identity crisis either through their own struggling or as a result of proper guidance & counseling on the part of parents, elders & teachers. It ultimately helps them to develop a proper concept of themselves by getting rid of the felt identity crisis.

4. In adolescence period, new types of interests start developing in the children such as social, recreational, reading, playing, music etc. interests, generally play an important role in shaping behaviour and personality of the children. Because interest in activity motivates the individual for action.

5. Primary sex features are related with procreation and reproduction. In boys they are penis and testes in girl's ovaries, fallopian tubes, uterus and vagina. With all these developments in body structure psychological changes are sure to happen. Hence, Hetero-sexual development takes place both among boys and girls. There is an attraction for the opposite sex.

6. The power of judgment develops during this period. Intelligence reaches at peak. Abstract thinking develops and at the same time reasoning power and memory span also develops at this stage

7. The adolescent becomes day dreamer. He makes castles in the air. He possesses excessive imagination. He becomes away from reality. Hero worship is a common feature at this stage.

10

8. Adolescence is a period of expansion of one's mental capacity. Intelligence grows to the maximum level at this stage, i.e. one's capacity to think, argue, generalize and understand increases appreciably. The thought of the individual becomes increasingly flexible and abstract.

9. During this period, creativity of the child becomes sharp. He becomes eager to know about things around him and desires to make useful things. Development of new sentiments also starts in this period of life

appear powerless under the control of new feelings and emotions. Consequently the emotional life of the individual get- disturbed.

10. Life is an adjustment and adjustment is life. Adolescence is a period of social adjustments. He tries to formulate new social relations. The patterns of person group relationships vary greatly from society to society.

11. Psycho-social development is one of the major achievements of adolescents is emotional independence. The adolescent wants to be independent and self- sufficient, but he is also not prepared to take responsibility for his requirements. They live for emotional independence and psychological separation from parents; as a consequence they face confusion, frustration and anxiety. Sometime adolescent becomes rebellious. The problem becomes more acute if there is communication gap between parents, teachers and the child.

12. Desire and aspirations to love and to be loved by the parents, family members, teachers, peers and companions.

To conclude we may say that many psychological and biological changes occur during adolescence period. Hence, the parents, teachers and members of society must deal with teenagers very consciously so that possible results may come up.

Problems of Adolescents

Any period of change is likely to be accompanied by many potential difficulties. Adolescence is a period of transition from childhood which implies many

11

developmental changes. G.S.Hall has called this period as period of strain and stress fraught with many problems but other psychologists have laid emphasis on the cultural conditions as the causes of problems in adolescence. Problems of adolescence have been studied by psychologists since a long time but systematic studies were conducted for the first time by G.S.Hall in 1904.

S.R. Laycock grouped the problems of adolescent under the following major tasks:

1. Adjustment in home, school, society & to opposite sex.
2. Freedom from home.
3. Adjustment in suitable vocation.
4. Developing a sound philosophy of life.

Charlotte Pope made an extensive study of the problems of adolescent boys & girls & reported the following areas of problems

1. Teaching-Learning relationship in school: Most of the adolescents face a great problem in adjustment with teachers. Teachers are rigid, conservative & don't change their attitude. Some adolescents reported the problem of showing favour by the teacher to some students. Students resent amount of homework. It is unfortunate that our curriculum is purely theoretical and there is hardly active participation on the part of the students. Sitting passive in the class creates annoyance in adolescent boys and girls.

2. Occupational adjustments: The greatest single problem which bothers the mind of adolescent boys in India is uncertainty for future vocation. The problem, what will do after study? Haunts the mind of adolescent. There is another black side of the picture that is when he sees that thousands of adolescents are unemployed. The mind of adolescent agitates against the social order, and he becomes rebellious. It is further unfortunate that most of our adolescents study without future planning. When they finish their study they find themselves incapable of taking any independent means of livelihood.

12

3. Financial problem: If we recollect the problems of adolescents of pre-independence in India, we find that at that time problems were

limited. The problems of adolescents have multiplied with the socio-economic development of the country. The problem of money is such a problem. There are many activities of adolescent which involve money. The adolescent needs money. He feels ashamed of begging money from parents. Parents are conservative in providing money for extra activities to their sons and daughters.

4. Home life relationship and social adjustment. Adolescents want more freedom to attend social functions but parents do not permit them to move outside the home. This is particularly in case of girls in rural areas.

Second important problem, is regarding parents high aspiration regarding achievement of their sons and daughters and when they do not come up to their aspiration, there is constant quarrelling among parents and adolescents. Sometimes these quarrels result in dire consequences. Adolescent runs from his home and may commit suicide.

There is lack of understanding between parents & adolescents, regarding freedom and money. The parents treat adolescent like a child. They never discuss problems freely with them.

5. Health adjustment. Physical health is very important factor for adequate social adjustment. Both boys & girls are very particular regarding their physical appearance. Those adolescents who are either underdeveloped or overdeveloped have great problem in adjustment. The important problems of this area are weak eyes, poor teeth, too short or too tall, poor complexion, headaches, frequent colds.

6. Sex problem. Adolescence is the period of sex assertion when a new life of love awakens and the world seems strength to the adolescent. Sudden rise of sexual energy poses a number of problem to the adolescent like anxiety, a feeling of guilt and adjustment. The sexual energy can't find the desired outlets because of many reasons and consequently the sexual

13

feelings are repressed. These repressed feelings may also be the cause of mental imbalance or abnormality sometimes.

7. Emotional instability. Adolescence is the most complicated period during which personality develops new dimensions. It is a period of conflicts and complexity which made an adolescent emotionally unstable. During this period he/ she experiences intense emotional feelings, which are expressed in the form of anger, quarrel, insecurity etc. the emotional intensity of an adolescent also increases when his needs and desires are not fulfilled. Therefore the excessive emotional feelings sometimes put the adolescent into emotional disturbances, which is the undesirable part of life.

Role of education in solving problems of adolescents

Adolescent is the age of action. However, adolescents may find themselves many times on the cross road on account of their age specific characters, needs and problems felt by them for the proper growth & development of their personality. It is the duty of their

parents, teachers, school authorities & members of the society to join their hands for providing best means & opportunities not only for realizing the felt needs of the adolescents but also for the maximum development of their potentialities in the interest of their self & the society.

1. **To have proper knowledge of adolescent psychology:** Adolescence is the bridge between childhood & adulthood. The behavior of an adolescent and his personality needs a careful study. It is essential to have the knowledge of the adolescent's psychology in order to understand him. What are his specific needs? What types of changes take place during this period? What are the problems faced by the adolescent? How should they be treated? All this is essential to be known by the parents, teachers and administrators who have to deal with the adolescents.

14

2. **Providing suitable environment for proper growth:** we already know growth stops at the end of adolescence after attaining maturity. Adolescence is the stage where maximum growth takes place. To attain maximum during this stage, all that one can get with respect to physical & mental growth, suitable environment should be provided by the parents & teachers at home as well as in schools. Adolescents must be provided with balanced diet. Their eating habits should be properly checked upon.

They must be taught about health, personal hygiene, cleanliness, various diseases and their prevention etc. to keep them fit for growing..

3. **Rendering proper sex education:** Sex plays a very important dominant role during adolescence. The rapid physiological changes, secretion of sex hormones, sudden awakening of sex instinct and urges—all necessitate the provision of adequate sex information and education for adolescents. The following things may help in this direction:
 - a) They should be helped in making adjustments with regard to their new bodily changes and somatic developments. Girls should know that flow of blood during menstruation is not a disease. It is a natural process which prepares them for becoming mothers. Similarly boys should be told that the occasional discharge of semen during sleep is not in any way harmful to them and should not be a cause of worry.
 - b) Their curiosity about sex also needs to be satisfied. For this purpose parents and teachers should provide adequate information on sex hygiene and physiology, the process of birth of a baby, the hazards of immature and pre-marriage intercourse, etc in a very frank, scientific, judicious and impersonal manner.
4. **Proper dealing with adolescents:** Recent researches in the field of adolescents' psychology have revealed that adults, parents and teachers and their unreasonable ways and points of view are the real problems of adolescence. They are in the habit of criticizing the adolescents. They forget that there is a generation gap between them and adolescents. In dealing with

them, parents and teachers should realize that the demands of their of their peer group are more important than their own expectations.

5. **Training of emotions & satisfaction of emotional needs:** The age of adolescence is marked by lot of intensity, force, instability and immaturity of emotions. The adolescent youths are highly inflammable and restless. Their emotions can be aroused with slight provocation. The political parties & opportunist leader can easily fool them & use them in destroying national property. Therefore, there is a strong need of emotional education to the adolescents. Their emotions should be properly trained & emotional energies should be diverted towards constructive ends.
6. **To take care of the special interests of the adolescents:** Adolescence is the age of wide interests and aptitudes. There are wide individual differences among the adolescents with regard to their special interests and aptitudes. According to their interests and aptitudes, they should be provided with learning experiences and opportunities for participation in co- curricular activities. The curriculum should provide an open choice for various subjects and activities according to the tastes and temperaments of the adolescents.

Their curiosity, wandering and adventurous tendencies should be taken care of by activities like excursion, N.C.C. Mountaineering, scientific exploration etc. The love for humanity and ideals should be utilized in rendering social services and community services in the neighbourhood and distressed areas. In brief, adolescents should be provided with useful activities according to their interests so that they

are constantly busy and their mind is preoccupied with healthy and constructive ideas.

7. **Providing religious and moral education:** one of the causes of increasing restlessness, indiscipline, dishonesty and aimlessness among the youth of India is that there is no proper provision of religious and moral education in our system of education. Ours is a secular state and therefore the doubts are expressed on the erroneous grounds. Actually the roots and

the goals of all religions is morality. Therefore, it is education of morality and character formation that should be provided by religious education and every school, home and other social agency can work in this direction. The parents, teachers, social workers and administrators should join hands in creating suitable atmosphere and offering opportunities of practicing moral qualities.

8. **Provision for vocational education:** There is a strong desire of achieving independence in adolescents. Economic factors obstruct their way. Therefore, they are worried about acquiring self-sufficiency on the economic front. What occupation should they choose, how can they earn their livelihood are some questions, the answers of which they try to seek. Here arises the need of proper vocational guidance and vocational education for them. The youth of today is bewildered and aimless because of the indefiniteness of his vocation. The education imparted to him does not provide jobs and occupations. Therefore, the strong need of today is to provide job-oriented and vocation-based practical

examination for the adolescence. The government, society, parents and teachers should make their efforts in this direction.

9. **Arranging guidance services:** Lack of guidance creates aimlessness, indefiniteness and restlessness among the adolescents. Adolescents have their problems which need careful attention and proper solution. They are the cross roads of life. A slight mistake can lead them on the wrong path.

Therefore, it is the utmost duty of the state, society and school to provide proper guidance services to the students as well as to their parents. Guidance services should be organized in a proper form both inside and outside the schools. There should be well trained guidance workers and personal. As far as possible, individual guidance should be provided.

The list of suggestions regarding the solution of the adolescent's problem and the satisfaction of their needs cannot be called complete with the above mentioned few points. The task is gigantic and requires strenuous efforts from all directions. Moreover, it is difficult to prescribe some common rule or

17

formula for the direction and guidance of adolescents with respect to their problems and needs. It is not a mass phenomenon. In actual sense, there are no problem adolescents. Therefore, the focus of guidance is always the individual and not the problem. Every adolescent is to be studied carefully as he requires special guidance and help for the solution of his problems and satisfaction of his needs.

Concept & Characteristics of Mental Health:

In a book entitled *Mental Hygiene in Public Health*, P.V. Lewkan has written that a mentally healthy individual is one who is himself satisfied, lives peacefully with his neighbors, makes healthy citizens of his children, and even after performing these fundamental duties has enough energy left to do something of benefit to society. Possessing mental health, an individual can adjust properly to his environment, and can make the best effort for his own, his family's and his society's progress & betterment. In *The Human Mind*, K.A. Menninger has written, "Let us define mental health as the adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness. It is the ability to maintain an even temper, an alert intelligence, socially considerable behavior and a happy disposition." The chief characteristics of mental health, it is evident, is adjustment. The greater the degree of successful adjustment, the greater will be the mental health of the individual. Lesser mental health will lead to lesser adjustment and great conflict. The healthy individual can interpret any new situation & adapt it to suit himself, or adapts himself to suit it. He maintains a healthy and benevolent attitude towards life. He is aware that difficulties visit everyone in life, so that running away from them is cowardice. Mental health stands for the health of the mind as Carter V. Good in the Dictionary of Education (1959, p.263) has termed it as "The wholeness of the mind" analogous of the wholesomeness of the body implicit in physical health. Accordingly, mental health is concerned with the health of one's

18

mind and its functioning in the same way as the physical health is concerned with the health of one's physical organs and their functioning.

According to Waltin J.E.W, “ Mental health concerns with the development of ‘wholesome’ balanced personality, one who doesn't comfort himself like a series of compartmentalized selves- honest on Sunday, dishonest on Monday, generous today, crebbed tomorrow, reasonable and logical at times, at other times confused and inconsistent. “

According to Norma e Cutts and Nicholas Mosely, “Mental health is the various strains of the environment we meet in life and mental hygiene is the means we take to assure the adjustment.”

It is interesting to note that the study of mental health dates back to the times of early Greeks. Hippocrates, a Greek physician in the 5th century BC, made the study of the mentally ill people and pointed out that they suffered from the mental illness because of lesions in the brain or some decay of the nervous system.

Mental health has a wider scope than physical health. It concerns with the all round development of one's physical or bodily aspects. Moreover, it aims at the balanced personality, a personality like the balanced physical system who is able to stand firmly in the midst of stress and strain and who can exhibit adequate emotional maturity and balance between his needs and circumstances. For this he should behave as an integrated personality

and not a split personality or mind torn between various courses of action or inconsistent behavior patterns. Truly, speaking, for passing judgement about one's mental health, we may safely take consistency of his behavior as none of the sound criteria. The individuals were able to take proper judgement and are consistent in their behavior can be said to enjoy good mental health in comparison to those who are in conflicts and practiced double standards in behavior.

There are certain well-known characteristics of mental health. They have been mentioned briefly as follows:

19

1. **Nothing called perfect mental health:** It is difficult to see a person who is mentally healthy in all the aspects. Truly speaking, perfect mental health is a fiction & not a reality. Hence it is always better to talk of optimum mental health in place of perfect mental health.
2. **Mental health is a dynamic concept:** Mental health denotes a state of balance or equilibrium of our mind. This balance is not static, it is quite dynamic. The circumstances in our life are never static & since they are changeable so is our adjustment. The adjustments we have achieved at any point with our self & the environmental forces may not be helpful in future & so one's mental health is always in a state of dynamics. For Example suggestibility at the age of two may be normal trait of personality but not so after attaining maturity.

3. **Mental health cannot be achieved without physical health:** The saying that “a sound mind lives in a sound body” is quite true. For achieving an optimum level of mental health, one has to first acquire adequate physical health.
4. **Mental health & efficiency are not the same thing:** It is not essential for the successful & efficient men to be mentally healthy as well. One may be quite efficient & successful at his work or profession but he could be most unhappy, full on anxiety, etc, otherwise.
5. **Mental health & social ability is not the same thing:** While a mentally healthy person is so sociable, it is not necessary for a sociable or socially adaptable person to be healthy minded. One may be sociable but extremely anxious to please everybody. Similarly he may be amenable because of an inherent feeling of insecurity of inferiority.
6. **Mental health differs from ethical standards:** Mental health differs from ethical standards. Morality does not guarantee mental health. There exist many individuals who are very moral but suffer from serious abnormalities like phobias or sex perversions.

Common characteristics of a mentally healthy person as proposed by several psychologists are listed below:

1. Adaptable and resilient mind
2. Freedom from prejudice
3. Cheerful and optimistic outlook
4. Satisfied with the work or occupation
5. Capacity to think independently
6. Well- regulated instincts and habits
7. Definite philosophy of life
8. Socially adaptable
9. Insight into one's own conduct
10. Normal sex- consciousness

Meaning and Definition of Adjustment:

In the words of Laurence F. Shaffer, "Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs." Accordingly, the process of adjustment has two primary or main elements: one, the needs of the living organism and two, the conditions or circumstances that influence these needs. These needs can be bio-genic, originating in society, personal or communal, or arising from any other conceivable source. On the other hand, the individual or outside him. Factors within the individual that influence these needs are his physical and mental states, capacity, attitudes, interests, etc. for example, weakly constituted individuals cannot fulfill their own psychological motives, and thus their needs are definitely affected by

their lack of strength. Factors arising within the environment are usually geographic conditions, social conditions, political and cultural influences. And, these conditions and circumstances can help as well as deter the fulfillment of individual's requirements. In this manner, the nature of

21

influences upon the person's needs can be of two kinds- favourable and unfavourable. Positive or favourable influences help in the fulfillment of needs while unfavourable influences hinder their satisfactions.

Example of Adjustment:

Adjustment can be well understood with the aid of a concrete example. A student is actuated by a strong desire to stand first in his class, and to do so by scoring very well. He works extremely hard but fails to achieve his objective because he has not the necessary mental equipment. Lack of the requisite intelligence forms an obstacle to the satisfaction of this motive, and hence, as a result, the student condescends to lower his aim somewhat by aiming at securing a second division. In order to accommodate this change of objective the student changes his mode of study. A change of response, a suitable modification of the objective and the objective is achieved with satisfaction. The adjustment problem is also solved. Such a process of adjustment is a universal phenomenon,

and is to be seen at every level of life, at various times and under most conditions.

Definitions:

Gates, Jerslid and others, "Adjustment is a continual process by which a person varies his behavior to produce a more harmonious relationship between himself and environment."

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

H C Simth," A good adjustment is one which is both realistic and satisfying. At least in the long run, it reduces to a minimum the frustrations, the tensions and anxieties which a person must endure."

Traxler observed," Occasionally, in the use of the the term adjustment we imply that the most desirable state of adjustment is the one in which the individual is

22

perfectly happy and satisfied with all aspects of his life and one in which he has reached the level in all his contacts with his environment that he would be glad to persist through his life."

James C Coleman,” Adjustment is the outcome of the individual’s attempt to deal with stress and meet his needs; also, his efforts to maintain harmonious relationships with the environment.”

The above discussion can lead us to summarize in the following way:

- Adjustment is a process that takes us to lead a happy and well – contented life.
- Adjustment helps us in keeping balance between our needs and the capacity to meet these needs.
- Adjustment persuades us to change our way of life according to the demands to the situation.
- Adjustment gives us strengths and ability to desirable changes in the conditions of our environment.
- Adjustment is multidimensional.
- Adjustment brings us happiness and contentment.

Therefore, a comprehensive definition of adjustment would be, “Adjustment is a condition or state in which one feels that one’s needs have been (or will be) fulfilled and one’s behavior conforms to the needs of a given environment or the environment is changed (or will be changed) in a manner as it conforms to the needs of the individual.”

Characteristics of a well- Adjusted Person:

A well- adjusted person is expected to possess the following characteristics:

- Physically adjusted: A well adjusted individual enjoys wholesome adjustment in terms of his physical health and physiological well-being.

23

- Emotionally adjusted: A well- adjusted individual demonstrates a well- balanced emotional behavior. He is able to express desirable emotions in proper amount as per the needs of the situation and his own well-being.
- Socially adjusted: A well- adjusted individual is a socially mature individual. He knows his social environment and has a desired and capability to adjust his self to the demands of the social life.
- Satisfaction of the basic needs: His basic needs like organic, emotional and social needs are fully satisfied or in the process of being satisfied. He feels reasonably secure and maintains his self esteem.
- An adequate philosophy of life: A well adjusted person weaves his philosophy around the demand of the society, culture and his own self so that it does not clash with his environment on one hand and his self on the other.

Areas of Balanced Adjustment:

- Good physical health.
- Emotionally balanced, free from conflicts and frustrations.
- Work efficiency or full use of one's occupational skills.
- Competence in inter personal relations.
- School adjustment.

Adjustment Mechanism or Defence Mechanism or Mental Mechanism:

In our life, we have so many aspirations and ambitions but it is not possible to achieve all that we desire. There are many situations when we fail in our attempts and get frustrated. Our failures and frustrations may bring injury to our ego and give birth to the feelings of inferiority and anxiety. Most of us do not like to face the reality by accepting our shortcomings and failures but tend to resort to

24

certain mechanisms for defending our inadequacies or anxieties. These mechanisms or devices are called defence mechanism or mental mechanism.

When an individual comes across with any type of stress in the form of a conflict, frustration, anxiety or pressure, his immediate reaction is either to be aggressive or to be withdrawal type or plays neutral role. This type of response helps him to reduce his mental tension. These common ways which the individual uses to defend or escape from conflicts are known as defense or adjustment mechanism. The defense mechanism leads the individual to preserve his self concept and to protect him from anxiety and worries. Every individual uses these mental mechanisms to some extent. Any

habitual method of overcoming blocks, reaching goal satisfying motives, relieving frustration and maintaining equilibrium is called adjustment mechanism. Thus, in order to lead a healthy, happy and satisfying life one has to learn the various ways of adjustment that is coping with one's environment as affectively as possible.

To understand this term more clearly, let's have a look at some of the popular definitions:

According to Page, "When psychological equilibrium is threatened by severe emotional trauma, frustrations, or conflicts, the mind resorts to a variety of protective subterfuges and devices called mental mechanisms or dynamisms".

Carroll observed, "An adjustment mechanism is a device resorted to in order to achieve an indirect satisfaction of a need so that tension will be reduced and self-respect maintained".

Arkoff, "Certain patterns of behavior that are employed for protection against threat or anxiety are called defence mechanisms. Sometimes they are referred to as 'Ego defence mechanisms' since they serve to defend the ego or the self from threat.

Davison and Neale said, "A defence mechanism is a strategy, unconsciously utilized, that serves to protect the ego from anxiety."

25

On the basis of these definitions, we can draw the following conclusions about the nature and characteristics of defence mechanisms:

- Defence mechanisms are devices in the form of a certain pattern of behavior
- These mechanisms provide protection against whatever threatens our ego or self-esteem.
- Defence mechanisms are quite temporary defence against anxiety and inadequacies. By resorting to them, one tries to deceive himself more than anybody else.
- Defence mechanisms are largely unconscious. They tend to operate in a machine – like or automatic way.
- Defence mechanisms should not be confused with symptoms of neuroses or other abnormal conditions. These mechanisms are purely psychic or mental devices or ways of perceiving and desiring.
- Defence mechanisms may be evolved by anything in conflict with our minimum ideal of what the self must be.
- The excessive use or dependence upon the mental mechanisms may lead to one or the other type of abnormalities in one's behavior causing serious disturbances in his physiological as well as psychological functioning.

Important Defence Mechanisms

- **Sublimation**
- **Compensation**
- **Rationalization**
- **Projection**

26

Sublimation: - Healthy redirection:

You may have used the term ‘sublimation’ in your chemistry textbook as a process of purifying the solids & gases through desired heating & evaporation. That is why; it is also named as purification. In psychology, we use this term as a way or means of purifying or modifying our undesirable or unsocial desires & feelings. In this way, as a means of purification, sublimation may be considered as a special type of mental or adjustment mechanism which helps in the rechanneling or redirection of our repressed and undesirable wishes, impulses, drives, emotions or actions in some socially acceptable form and thus saving us from the mental agony and other troublesome physical consequences. As a result of the adoption of sublimation as an adjustment mechanism one may be successful in channeling or redirecting one’s so-called undesirable behaviour involving the emotions of love and lust towards love for humanity or God.

Sublimation is a kind of compensation in which a frustrated lover redirects his energy and efforts into other socially acceptable and culturally valued activity. The term was first used by Freud to refer to an unconscious process by which a sexual impulse or its energy (libido is deflected) so as to express itself in some non sexual and socially

acceptable activity. Sublimation can be done through dancing, arts, music and crafts etc.

In our day today life, we may have enough examples to demonstrate the role of sublimation. By adopting this mechanism, a woman who is experiencing trouble playing the roles of wife and mother may direct her energies to social or professional activities, a student quite brave but aggressive in behavior may turn into a good player. By re-directing and channeling his tremendous energies and strong will power, a young man may be found to write beautiful poems and in this way may discharge or sublimate some part of the strong sexual desire he was unable to discharge directly to his beloved.

Allport defines sublimation as, “A device by which an individual’s anti social impulses are made socially acceptable.”

27

Coleman defines sublimation as , “the gratification of sexual desires in non- sexual activities that serve as a substitute”.

Compensation: - Overcoming inferiority:

We use the term compensation to those instances where individuals suffering from feelings of inferiority because of some real or imaginary

defects, attempt to regain their proficiency in some other lines. It is the tendency of every person to make-up deficiency of one trait or area of development in other area. When a person feels weak and fails in one area, he comes compensates in another field. The students who do poorly in school work, compensate in non-academic activates. Someone who was physically weak worked so hard that he became best in physique.

Compensation is generally of the following types:

I.Direct compensation:- It is the process when an individual removes his specific weakness and frustration in the same field by unusual efforts. Demosthenes who had physical defect and was not able to speak effectively due to sluttering became great orator.

ii. **Over compensation:-** It is the process when an individual moulds his outstanding weakness into an outstanding strength. Theodre Roosevelt, asthemic and often sick as child became a rough rider and a lion hunter in his later life.

iii. **Substitute compensation:** - When an individual finds himself weak in one area and sees no scope for improvement in that area, he attempts to become outstanding in another area. A weak student may compensate by becoming an outstanding athlete.

iv. **Indirect compensation;-** Most of the compensation is indirect. A boy may steal things to compensate for being humiliated by his parents. The

28

father, who wanted to be a doctor but failed, enjoys his son's success as a doctor.

V. Neurotic compensation:- This process is used by an individual when normal compensatory mechanism fails. The mentally weak student attempts to get first division but his ability is not equal to it . He fails in his attempt again and again. He develops neurotic compensation; he falls ill and develops symptoms, stays at home and becomes the centre of attention of the members of his family.

Rationalization-Making excuses:

It is a defence mechanism in which a person tries to justify his otherwise unacceptable social behavior or act by giving socially acceptable reasons for it and thus attempts to deceive others and himself by inventing good reasons to justify his content. Thinking on these lines a rationalizer will view and explain his idealness as “needed relaxation, and his cowardice as “caution”. A child makes use of rationalization when he tries to offer lame excuses for his failure. He may blame unfairness’ or ambiguity of

the questions, teacher or parents or his poor health and thus try to disguise his weakness and deficiency.

The use of rationalization is all most universal. We all, at one time or the other, interpret our behavior in an acceptable or

reasonable way in order to prevent a threat to our sense of well being and thus try to maintain or even enhance our image.

The mechanism or rationalization may be well- illustrated by considering two special types of attitudes known as sour-grapes mechanism, and sweet –lemon attitudes.

In sour-grapes mechanism, based on the fable of the fox and the grapes, an individual, unable to obtain what he wants, tries to avoid the bitterness of disappointment by maintaining that he did not want it any way. The young man who fails to get the job saves face and self respect by declaring that he did not

29

really want the job. A boy failing to win a place in his school cricket team maintains that he actually did not want to waste his time in playing cricket. Similarly, a young man rejected by his fiancée may maintain that he did not actually want to marry her as she did not meet his standards. All such justifications, explanations and excuses help the individuals in getting relief from the tension or frustration by playing down the good points and stressing on the unpalatable ones.

In sweet lemon reaction, the individual maintains that whatever happens is for the best or whatever he has obtained is the best he could obtained. A senior lecturer is denied promotion to the post of principle

which in fact is a severe blow to him, but he adjusts to his frustration by saying that he is more happy in his present post where he enjoys comparatively more security of services and also gets to devote more time for the welfare of his family.

To conclude we can say that this is most commonly used defense mechanism, primarily to save one's self esteem. An individual invents excuses for his failure rather than plainly admitting incompetency. It

helps him to justify his behavior. Only that which is injustice is justified by an individual. It softens the disappointment connected with unattainable goals.

PROJECTION- Blaming Others

A person may have inferior impulses, traits or motives that can involve him in a threatening situation. For his defence, he may now resort to the mechanism of projection by attributing to or observing the unacceptable motives in other persons. Arkoff points out "used as defence, projection implies that a person has certain thoughts or feelings or actions which are threatening to him which he then denies are his and instead attributes to others." (1968, p.156)

When a person with some shortcomings observes and criticizes the failings of others, he may be said to make use of projection as defence. Similarly, a student

30

which has been caught cheating in the examination may defend himself by saying that others have also cheated. A person with an unacceptable sexual urge may try

to accuse his wife for her 'flirtations' and the wife may be considerably worried about the adultery of her husband. A boy who is tempted to be homosexual may accuse others of making indecent advances.

It is not necessary that the objects of one's projection must always be persons. Animals, natural and supernatural forces or even inanimate objects may serve as well. A student may blame his fortune for his failure. A badminton player may attribute his failure to his racket. The boy after falling from a chair may kick the chair for being responsible for his fall.

Thus in projection what is desirable or unacceptable is neither explained (as in rationalization) nor counter-acted (as in reaction formation) or made up for (as in compensation), but one gets rid of it by projecting it (attributing or observing in) on others.
