

The concept of dynamism is equivalent to the concept of trait. Dynamism may be understood as relatively consistent pattern of action that characterized the persons throughout the life (Sullivan, 1953). He divided dynamism into two classes-dynamism related to particular zone of the body and dynamism related to tension. The former class of dynamism tries to satisfy the basic needs to the persons such as need for hunger and thirst. The latter class of dynamism consists of three categories-disjunctive dynamism, isolating dynamism and conjunctive dynamism. Disjunctive dynamism includes destructive pattern of behaviour that is related to what is called malevolence which refers to a behaviour pattern that is characterized by the attitude that people are evil and harmful and this world is a bad place to live. In isolating dynamism includes dynamism of lust which is a biological phenomenon and is produced by tensions either directly or indirectly related to genitals. It may involve homosexual or heterosexual behavioural patterns. Conjunctive dynamism includes beneficial behaviour pattern as we find in case of intimacy and self-system. Of these, the self-system is a very important dynamism.

The self-system is perhaps the most complex system that tries to protect person from anxiety by maintaining interpersonal security. Hence, the self system is anti-anxiety system because it contains those dynamisms that tend to reduce anxiety. This self system begins to develop out of interpersonal situations when the child is about 1½ or 2 years old. Although the selfsystem tends to reduce anxiety, it also interferes with the ability to live constructively. Just how ? When a child has more experience with anxiety, his self system becomes more inflated and separated from the rest of personality. Such self system in fact, prevents the person from taking a realistic view and objective judgment of the situation. This creates an interference in living constructively.

Personification is another important enduring aspect of personality. It refers to an image of self or of another. The image of personification is built out of experiences with anxiety or need satisfaction. Satisfying interpersonal relationship produces positive images and interpersonal relationship producing dissatisfaction and anxiety leads to negative images. Sullivan claimed that during infancy five elementary personifications are built. They are bad mother, good mother, bad me, good me and not me. The bad mother personification develops out of an infant's anxiety producing experiences with mother. The good mother personification develops out of satisfying relationship of an infant with mother. The personifications of bad me and good me develop in a similar way with rewarding experiences of satisfying feeling and anxiety producing experiences growing out mother's anxiety or rejection respectively. The not me personification develops out of very intense anxiety. Because of such painful experiences those things about self that are connected with them (painful experiences) is dissociated from the rest of the personality. In this way it can be said that the not me personification represents the dissociated aspects of the self and is accompanied by dangerous emotion or uncanny (as Sullivan has called it).

---

### 5.4.3 Developmental stages :

Sullivan has postulated seven stages or epochs of personality development. These stages are : infancy, child-hood, juvenile era, pre-adolescence, early adolescence, late adolescence and childhood. He is of view that changes in personality can take place during any stage of development but they basically take place during transition from one stage to another. How does a child perceive others and how does he react with others are basic to the development of personalty. In other words, interpersonal relationship is the basic thread that runs throughout the different stage of development of personality. His seven stages may be explained as under :

- (i) **Infancy** : This period extends form birth to the development of articulate speech, usually about 18 to 24 months of age. At the time of birth, the infant is basically like an animal but becomes human through tenderness and affection received form mothering. At this stage the infant develops a dual personification of mother. She is pereceived both as 'good-mother' and 'bad-mother'. She is perceived as 'good mother' when she satisfies her baby, needs. She is perceived as 'bad mother' when she arouses anxiety in her. It is during this stage that the baby makes the transition from the prototaxic mode of cognition to parataxic mode of cognition.
- (ii) **Childhood** : This stage begins from the development of articulate speech and learning and extends to the appearance of the need for peer relationship, that is, age of five or six. The development of language leads to fusion of different images or personifications development at infancy stage. For example, personification of 'good-mother', and 'bad-mother' are fused together into one image called 'mother'. This stage is a period of rapid acculturation because besides learning language, a child also learns cultural patterns like toilet training, eating habit, sex role expectancies. Two other basic learning processes which are dominant at this stage are dramatizations and preoccupations. Dramatization refers to the efforts of child to act like father or mother or any other significant figures. Preoccupations refer to strategies by other which a child avoids his anxiety by keeping himself engaged in some works that were early proved to be rewarding one.
- (iii) **Juvenile era** : This stage begins from the age five or six and ends when a strong need for an intimate compainion develops, that is usually at the age of eight or nine. There are three basic characteristics of juvenile era. They are competition, compromise and cooperation. However, there are three negative development in this period. They are learning of stereotypes, ostracism and disparagement. Stereotypes are the personifications that are handed down from one generation to another. Ostracism is forcible isolation which a child may experience if he falls in any outgroup. Disparagement refers to putting other people down and is usually learnt from parents who often speak about the people whom they hate and dislike.

- 
- (iv) **Preadolescence** : This stage marks the beginning from the appearance of need for intimacy until puberty. This stage is characterized by developing interest in one particular person of the same sex. In previous stage the interpersonal relationship were based upon personal need satisfaction but during this stage intimacy and love form the basis of friendships. The young person's such type of intimate companionship with the same sex has been called a chum. Sullivan maintained that without chum, the pre-adolescents may suffer from a desperate loneliness which will be worse than anxiety, and which may further interfere in completing with the task of adolescence.
  - (v) **Early adolescence** : This stage starts with puberty and ends with the need for love with a person of opposite sex. At this stage the adolescent develops genital interest and lustful relationship. Most of the problems arising in this stage centre round three basic needs-security, intimacy (with someone of opposite sex) and sexual satisfaction. In fact, these three needs collide with each other and produce various kinds of stress and strain during this period of adolescence. Sullivan has regarded this stage as a turning point in personality development because the person either successfully solves the problems related to intimacy and lust and lead a stable future life or faces serious interpersonal difficulties in future life.
  - (vi) **Late adolescence** : This stage begins with stabilization of genital activities and ends with establishing a lasting love relationship in adulthood. During this stage the syntaxis mode of cognition dominates. The most important characteristics of late adolescence is the fusion of intimacy and lust. A final outcome of this stage is self respect which is prerequisite for giving respect to others.
  - (vii) **Maturity** : Sullivan has little to say about adulthood or maturity because true maturity is beyond the scope of his system. He has pointed out that the significant achievement of each of the previous stage manifests in mature personality. There are several characteristics of a mature personality.

On the whole, we see that Sullivan has presented a fuller and a more systematic theory of personality and consequently, it has achieved wide acceptance among psychologists. Interepersonal relationship has been one of the basic principles of Sullivan's system.

His system has been criticized for incorporating some hypothetical constructs like personification, self-system, etc. But this does not appear to be a alid criticism in the sense that he has always used a more objective language in describing his system. His date were closely related to the observations of people making interaction with each other.

### 5.5 Difference Between Freudian and Neo-Freudian

We have examined Freudian system as well as neo-Freudian system in detail. A look at these two systems reveals that there are some points of distinction between Freudian system

and neo-Freudian systems.

First, Freud heavily emphasized upon biological forces especially upon sex instinct to be the major determinant of human behaviour and functioning. Neo-Freudians, on the other hand, emphasized upon social and cultural forces to be the major determinant of human behaviour and functioning.

Second, Freud claimed his two major complexes, that is, oedipus complex and electra complex to be universal and to be due to sexual jealousy. Neo-Freudians like Sullivan, Fromm and Horney explained that these are neither universal nor loaded with sexual jealousy. They have reported that there are many cultures in which the rivalry between son and father is based upon latter's dominant and influential position in the family (and not due to any type of sexual jealousy).

Third, Freud recognized anxiety to be an ego function. When ego is threatened by id and / or super-ego, anxiety emerges. Neo-Freudians, in general, and Horney in particular have stated that anxiety, particularly basic anxiety is formed in childhood when a child is allowed to feel isolated and helpless in the world that seems full of threats and hostilities.

### 5.6 Summary

1. Alfred Adler and Carl Gustav Jung have been the two most important rebels of Freudian Psychoanalysis. While rejecting overemphasis upon sex by Freud, Adler made significant contributions by way of formulating and recognizing concepts like organ inferiority and compensation, striving for success or superiority, social interest, style of life, creative power, fictional finalism, birth order. Despite these, his individual psychology has been criticized on three major grounds. His system also differed from that of Freudian system on five major grounds.
2. Carl Jung has been another important rebel of Freudian psychoanalysis. Like Adler, he also rejected Freudian overemphasis upon sex. Among his important contributions are conscious and unconscious, attitudes and functions, psychic energy and personality development. His analytical psychology, has also been criticized on four major grounds. Jung's psychology differed from that of Freud's psychology basically on three major grounds.
3. The contribution of four important neo-Freudians have been discussed. These persons are Horney, Fromm, Sullivan and Erikson, They did not rebel against Freudian psychoanalysis. However, they tried to improve upon Freud by including emphasis upon social and cultural factors. Horney is well known for some concepts like basic anxiety, neurotic trends, neurotic needs, idealized self image, rationalization and externalization etc. Fromm is known for his book *Escape from Freedom* and explaining personality in terms of various types such as receptive type, exploitative types, marketing types and productive type. Sullivan's psychology

has helped us a lot in understanding dynamics of personality as well as its different development stages. Erikson has been a very popular ego psychologist and has been such a neo-Freudian who while accepting Freudian five stage of psychosexual development, has added three more stages providing a coverage to the explanation of personality development till maturity or old age. Throughout his eight stages of psychosocial development he emphasized upon certain ego qualities that have been considered as basic for the development of personality.

4. Freudian psychology differs from neo-Freudian Psychology in at least three major respects.

### 5.7 Key words used

Freudians,  
affection,  
rational,  
projection,  
psychoanalysis,  
mechanism,  
temperament,  
unconscious,  
libido,  
super-ego sex theory,  
cognition,  
image,  
childhood,  
interest.

Neo-Freudians,  
environment,  
hostile,  
behaviour,  
neurotic,  
rootedness,  
socialization  
motivation,  
id,  
interpersonal,  
anti-anxiety,  
bad mother,  
early adolescence,

anxiety,  
creative,  
self image,  
heredity,  
personality,  
transcendence orientation,  
commodity,  
defence mechanism,  
ego,  
dynamics,  
self-system,  
adolescence,  
late adolescence,

### 5.8 Questions for exercise

#### 5.8.1 Short answer type question

1. What are the types of personality according to Karen Horney ?  
**Ans : see 5.2.2**
2. What are the types of personality according to Eric Fromm ?  
**Ans : see 5.3.4 / Sullivan's**
3. Write notes on—

- (a) Dynamics of Personality
- (b) Sullivan's enduring aspects of personality
- (c) Any two important developmental stages of Sullivan.

**Ans : see 5.4.1, for (b) see 5.4.2 and for (c) see 5.4.3**

- 4. Point out the differences between Freudian and Neo-Freudian.

**Ans : See 5.5**

### 5.8.2 Long answer type questions

- 1. Evaluate the contributions of Karen Horney in the development of Psychology.

**Ans : see 5.2, 5.2.1, 5.2.2, 5.2.3**

- 2. Evaluate the contribution of Eric Fromm as a neo-Freudian to the development of Psychology.

**Ans : see 5.3 to 5.3.4**

- 3. What are the contribution of Harry Stack Sullivan to the growth of Psychology ?

**Ans : see 5.4 5.4.3**

### 5.9 Suggested readings

- 1. Marx and Hillix : Systems of Psychology
- 2. Sharma, R.N. : History and School of Psychology
- 3. Woodworth, R.S and Sheehan, M. R : Contemporary School of Psychology
- 4. Woleman, B. B. : Contemporary Theories and system in Psychology
- 5. Schultz, D.P. : A History of Modern Psychology

\*\*\*

## Humanistic Psychology

### Lesson Structure

- 6.0 Objective of the Lesson**
- 6.1 Meaning of Humanistic Psychology**
- 6.2 Emergence of Humanistic Psychology**
- 6.3 Tenets of Humanistic Psychology**
- 6.4 Roger's Self Theory**
- 6.5 Maslow's Self Actualization or Need Hierarchy Theory**
- 6.6 Characteristics of Self Actualized Person**
- 6.7 Maslow's Contribution to Motivation**
- 6.8 Criticism of Humanistic Psychology**
- 6.9 Summary**
- 6.10 Key Words Used**
- 6.11 Questions for Exercise**
  - 6.11.1 Short Answer Type Questions**
  - 6.11.2 Long Answer Type Questions**
- 6.12 Suggested Readings**

### 6.0 Objective of the Lesson

Here learners will be acquainted to the meaning and emergence of humanistic psychology. A clear cut explanation about the tenets of humanistic psychology is being given to the learners. Moreover, an analysis of Roger's Self Theory and Maslow's Need Hierarchy Theory is presented so that learners must get a detailed idea of it. Besides, a summary, Key words of the lesson, questions for exercise and other references have also been given like other units of the lesson. It is hoped that learners would be benefitted.

### 6.1 Meaning of Humanistic Psychology

The term "humanistic psychology" was coined by a group of psychologists under the

leadership of Abraham Maslow to establish more influential theoretical alternative. It is not a single theory or organised system, rather a movement i.e. collection of thought in the line of different schools or thought. Maslow called it a third force Psychology in early 1960's.

It is primarily concerned with the fundamentals of human nature, existential philosophy of human existence. Man consciously exists in the world and aware of non-existence is death. Existence of a man purely depends on his creativity and essence in his own way. In other words, it can be said that "life is what you make it". There is freedom of choice at one's own interest. Individual is thus the chief determinant of his or her behaviour and experience.

The most important concept of humanistic approach is becoming or self-actualization which is the inherent characteristic of a person. Thus, existential humanistic view is quest for existence, fulfillment of biological sexual and aggressive instincts. It finds meaning in human existence, that is to say that, to seek new and more fulfilling pathways for greater self actualization.

Finally, existentialism stresses upon human consciousness, subjective feelings, moods and personal experiences. They relate their own existence in the world of other people. It emphasises upon the subjective nature of human being.

## 6.2 Emergence of Humanistic Psychology

Humanistic Psychology emerges as an opposition to behaviourism. as it deals with pieces of behaviour and ignoring a person as a whole. Maslow believes that individuals must be studied as integrated, unique organised whole. This is the most fundamental aspect of humanistic psychology.

They consider irrelevance of animal study as there are a number of differences between human and animal behaviour, such as – values, shame, courage, love, humour, or jealousy etc.

About human inner nature they believe that it is basically good and some times neutral. One destructive perspective arises in a person with a bad environment. It is not inherent like Freud's basic instinct of eros and thanatos, constructive and destructive both, presences since birth.

Creativity is another important factor of this school. Maslow (1950) believes that creativity in the human being is present at birth and it is universal or common to all people responsible for all kinds of expression.

Maslow also emphasises on mental health. On this ground he criticises Freud's preoccupation with the study of neurotic and psychotic individuals. It was one sided study because he never talked about mental health of the person, a healthy humanbeing functionalism, mode of living or life goals.

## 6.3 Basic Tenets of Humanistic Psychology

---

As it has been stated above, humanistic psychology is not a single organized theory or



system. It is a movement which incorporates psychologists of different lines and thoughts. Therefore, all humanistic psychologists like all structuralists or functionalists, don't think exactly alike. However, there are some common threads that bind them together. Buhler (1971) who is considered as one of the important humanistic psychologists, has spelled out some of the basic tenets of humanistic psychology in her encouraging and clear style. Those tenets, with some modifications, are presented below :

**1. Person as an whole :**

The person as an integrated, unique and organized whole is the main subject of study of humanistic psychology. The humanistic psychologists emphasize upon understanding rather than explaining human behaviour. Maslow has pointed out that psychologists, for a considerable period, have concentrated only upon minute analysis of behaviour neglecting the study of whole person which in fact, can yield more valuable information.

**2. Emphasis upon entire life history :**

The humanistic psychology is concerned with acquiring knowledge of a person's entire life history. For understanding the person as an integrated whole, it is essential that the entire life history of the person is taken into account. Thus Buhler intended to include the study of entire life cycle for complete understanding of the person. In emphasizing upon such cycle he gave considerable importance to human existence and intention. By intention he meant the experiences of the person regarding his own identity.

**3. Self-actualization as life goals :**

Humanistic psychology is not only concerned with satisfaction of biological needs and instincts but is also concerned with self-realization or self-actualization as the basic life goal. Maslow emphasized upon such goal to be highly motivating to person.

**4. Person's inner nature :**

As we know, Freud had considered man's nature as necessarily of evil character which, if left uncontrolled, would lead to destruction of others as well as to self. Contrary to this view of Freud, humanistic psychologists have pointed out that man's nature is basically good. The evil and destructive forces in a person arises from a bad environment other than from anything rotten within the person.

**5. De-emphasis upon animal's researches :**

Humanistic psychologists have de-emphasized upon animal researches. They have considered these animals researches as irrelevant because they ignore the basic characteristics of human beings such as ideals, values, art, humour, etc. Maslow and his supporters have pointed out that behaviourism had emphasized upon such animal researches too much. They further pointed out that behaviourism had "dehumanized" the persons who were nothing but simply a machine that consisted of chains of conditioned and unconditioned

reflexes. Humanistic psychologists made distinction between human behaviour and animal behaviour and concentrated upon the former. For them, the study of animal behaviour gives no clue to understanding about the basic nature of human beings.

### **6. Creative potentiality :**

Humanistic psychologists have considered creative potentials as a common characteristic to human nature. Maslow (1970) is of view that creativity is potentially present in all persons at birth. It becomes a universal human function that leads to different forms of self-expression. Prior to Maslow, Adler had also stressed the idea of creative self but it remained for Maslow to emphasize upon it a scientific way.

### **7. Emphasis upon psychological health :**

Humanistic psychology criticized the orthodox Freudian psychoanalysis by branding it to one-sided because it simply concentrated upon the abnormal part of human behaviour. They said that Freud studied sick persons and his psychology was a sick Psychology. Maslow has strongly emphasized that even the mental illness cannot be properly understood without understanding the mental health of the persons. If one studied only crippled and immature persons, it will produce only a "crippled" psychology. Therefore, he has strongly stressed upon the study of the self actualizing and psychologically healthy persons as the primary care and base for understanding human behaviour.

It is obvious, therefore, that the humanistic psychology gives overall emphasis upon "healthy functioning of human beings", his "modes of living" and his "goals in life".

Roger's self theory is based upon his experience as a client centred psychotherapist or as a non-directive psychotherapist. His method of treatment is called client centered therapy. In this method the patient (called client) makes interaction with the therapist in such a way that client gradually becomes aware of his conflict, wishes and forces. The role of therapist is passive in the sense that he never directly gives any advice but simply reflects the feelings of the client. Based upon such therapeutic influences, he developed his self theory which is also called as person-centered theory. This is a holistic theory and, therefore, it can outlined or divided only arbitrarily. However, the basic rubrics of the theory can be understood in terms of its fundamental constructs. The following three constructs. The following three constructs are important in Roger's theory :

#### **1. Organism :**

Ordinarily in psychology organism refers to biological being that responds to various stimuli in the environment. But Rogers has used this term in slightly different sense. For him, organism refers to totality of experiences going on within the whole individual at a particular moment. Thus organism is considered as a locus of all experiences varying form our own perception of events that occur within our body to our perception of events that occur in the external world.

## 2. Self :

We have just discussed that for Rogers organism has a direct reference to the totality of experiences. The totality of experiences constitutes both conscious and unconscious experiences. Such totality of experiences constitute phenomenal field or perceptual field. Thus the experiences that "can never be known to another except through empathic inference and then can never be perfectly known". (Rogers, 1959 : 210). Although these experiences are inner experiences of the organism, the sources may either be external, internal or both.

From this perceptual field or totality of experiences, the self emerges. In infancy when a portion of phenomenal field becomes personalized and differentiated as "I" or "me" experiences, the self is said to have formed. For Rogers, the self is a fluid, changing gestalt and it may be either in awareness or out of awareness. With the development of self, the infant begins to understand good or bad as well as it tries to evaluate its experiences as positive or negative. For Rogers, this self is not a separate dimension of personality as is Freud's notion of ego or Jung's concept of self. For him, an individual does not possess a self rather self incorporates the whole organism, that is, what one really is on the organismic level. There are two sub systems of self—self concept and ideal self (Rogers, 1959 : 200–203)

Self-concept consists of all those aspects of experiences which are perceived by the person in awareness. Such experiences may not sometimes be perceived accurately. Once the self sconcept of the person is formed, change and further learning become difficult, if not impossible. Those experiences which are inconsistent with the self-concept are either distorted or denied by the individual. Self-concept is different from real self or organismic self. Self-concept is limited to only those experiences with which we are aware. But organismic self may also include those experiences which are beyond our awareness. for example, adrenal gland is the part of our organismic self but unless it malfunctions, that is overreacts or underreacts that causes concern, it is not likely to be the part of our self-concept.

Another sub system of the self is the ideal self that consists of experiecnecs relating to what one thinks one ought to be and would like to be. Therefore, it contains all those attributes or characteristics that one aspires to possess. Thus the concept of ideal self is basically equivalent to the concept of super-ego in Freudian theory. A wider gap between the ideal self and the perceived self indicates incongruence and psychologically unhealthy personality.

What is relationship between the self and the organism ? We have seen that the self emerges out of the experiences of organism. In a psychologically healthy person those experiences that constitute self are in line with the experiences of the organism. In case, these wo are not incongruant with each other, anxiety results and the person becomes defensive. The two mjoy defenses are distortion and denial. In distrotion the person misinterprets an experience so that it fits well with some aspects of self concept. In denial the experience is not perceived in awareness, of these two, distortion is more common that denial. If the amount of anxiety is high, persons' defenses do not work and his personality becomes disorganized.

Under such condition of incongruence the person is given psychotherapy.

Rogers has also suggested that both the self-concept and the ideal self can be operationally measured with the help of Q-sort and content analysis.

### 3. Self-actualization :

Self-actualization is a common concept shared by many humanistic psychologists. Both stalwarts of humanistic psychology, that is, Rogers and Maslow, share this common concept. Rogers assumed that every person has an inherent tendency to actualize his unique potential. He claimed that self actualization is a growth force that is a part of person's heredity. This not only includes biological potentials but also involves a psychological growth and moving towards maintaining and enhancing the organism. It has several characteristics. First, self-actualization gradually develops from simple to complex. As the person grows richer in his experiences, his self can be better actualized that ultimately allows for greater developmet of creativity. It means that such experiences make the person more creative. Second, self-actualization is dynamic force. Persons who have adequate degres of self actualization always keep moving forward, such persons never like to stop at a particular point. They always have faith in fulfilling their self potential in socially approved way. Fogers recognized two basic needs that are related to the self-actualization. They are need for positive regards of others and the need for self regard. Both these needs are learnt during infancy when the infant is loved and cared by his mother.

Roger's self theory has been criticized. It is said that his theory has ignored the unconscious which plays a very important role in controlling behaviour. Smith (1950) has pointed out that Roger's theory is based upon a native type of phenomenology. Despite some criticisms Roger's emphasis upon self has encouraged a lot of researches and empirical findings. However, not all researches and findings are in his favour.

## 6.5 Maslow's Self Actualization or Need-Hierarchy Theory

Maslow has been considered as the spiritual father of the humanistic psychology. Like Rogers, he took the optimistic view about human nature. He belives that people have some inherent potentials and capacity for kindness, love, generosity, etc. which flourish if given a favourable social environment. But an unfavourable social environment leads to the repression of those potentials and capacities.

His self-actualization theory has been best explained in terms of the motivational processes. Maslow is of the view that human motives are innate and they are arranged in the ascending hierarchy of the potency or priority. Before we discuss his hierarchical view of motivation, it is essential to examine his basic assumptions about motivation :

- (i) Maslow assumed a holistic approach to motivation. It means, for him, the whole individual and not his any single part or function, is motivated. If we attempt to isolate motive from the whole individual and study it, it will be inaccurate and

misleading. For example, in sex motive not only the genitals are stimulated but also the brain, some endocrine glands, intestines, and thus the whole organism is motivated.

- (ii) Organism is continually motivated by one need or the other. If one need of the person is satisfied, another need automatically arises and guides our behaviour. For example, if the hunger and thirst needs (basic physiological needs) are satisfied, he will feel the need for security and protection.
- (iii) Motivation is usually complex and the complexity of motivation is due to the unconscious elements of the drive. Thus Maslow also recognized the existence of unconscious motivation. Due to this recognition, he differs from Allport who mainly emphasized upon conscious motivation.
- (iv) All people in different cultures may differ in manner in which people express their physiological needs like need for food water, sex, etc. but these fundamental needs remain the same in all people.
- (v) The various needs of the persons can be arranged in a hierarchy of potency or priority.

Maslow's theory of hierarchy of needs recognizes five needs in order of their prepotency-physiological needs, safety needs, love and belongingness need, esteem need, and self actualization need.

1. Physiological needs : They are basic and powerful of all needs for physical survival. This group of needs are food, air, water, urination, sleep and sex. All the above mentioned needs are concerned with the biological maintenance of the organism, must be satisfied at minimal level.

2. If their needs remains unsatisfied, individual is dominated by it e.g. a hungry person will never strive to compose music or construct a theory or build a new world. Such persons are pre-occupied or set for food only. Needs are crucial in understanding human behaviour. The social and physical environment also supports the satisfaction of biological needs. If physiological needs are not satisfied a person may die.

3. Safety needs : As the physiological need is satisfied the second important need to which a person is concerned, that is safety or security needs. Maslow suggests that safety needs can be observed in infants and young children because they are helpless and dependent.

4. Young children generally feel safe and secure in their family setting. When such setting is absent the child feel insecure, anxious and mistrustful. For safety needs to be satisfied child rearing practices must be permissive. Safety needs are also prominent during old age for insurance, medical and others problem some neurotic individuals are also motivated by safety needs.

5. Belongingness or love needs : This is the third level of hierarchy of needs, emerges primarily when physiological and safety needs are met. At this level group membership is more important as the person feels loneliness, friendliness, rejection and social obstruction. A student feels belongingness need, to be recognized by a group.

Maslow rejected Freudian notion that love and affection are derived from sexual instinct. Love is not synonymous with sex rather a mature love is healthy and loving relationship between two people includes respect, admiration and trust. It is both giving and receiving love.

6. Self Esteem Needs : It is the second level of hierarchy of need which is subdivided in two sets : Self-respect and self esteem. Self respect includes competence, confidence personal strength, adequacy, achievement, independence or freedom, while the esteem include prestige, recognition, acceptance, attention, status, fame, reputation and appreciation.

Maslow emphasizes that the healthy self-esteem is based upon earned respect from others.

7. Self actualization need : Self actualization is characterized by every things within the person, that one is capable of becoming self actualization is the persons desire of self improvement or his/her own potentialities. In other words it can be said that to self actualize is to become the kind of person one wants to become—to reach the peak of one's potential e.g. artist, musician, poet etc. It does not require any creative or artistic endeavour rather any one can utilise his own potential at its best. Self-actualization varies from individual to individual. Maslow expresses that at this level individual differences are at greatest level.

Several other scientists explained it differently e.g. Freud linked it with repressed childhood sexual desire. Adler has explained it as a compensation of childhood inferiority. Murray explained it as an attempt to satisfy an achievement in nurturance. Bandura related it to social learning. Skinner has explained it as a product of conditioning history.

### 6.6 Characteristics of Self-Actualized Person

- (i) They have more efficient perception of reality. They have freedom from various kinds of prejudice and bias that ordinarily tend to distort reality.
- (ii) They fully understand their self and they lack defensiveness, phoniness and self-defeating guilt.
- (iii) They are not artificial nor conventional. Therefore, they have the trait of spontaneity, simplicity and naturalness.
- (iv) They show strong interest in problems outside themselves. Most often they have a particular mission to accomplish.
- (v) They have a stronger need for privacy and autonomy. They maintain proper detachment. In fact, they can be alone without being lonely. Such people depend more upon their own feelings for growth etc.

- (vi) They have a sense of continued freshness of appreciation. Such people are constantly aware of their good fortunes, friends and health.
- (vii) They have more frequent peak experience which means a feeling of complete perfection or ecstasy.

Maslow has also made it clear that self-actualization is not an all-or-none process but rather a matter of degree. No human beings are perfectly self-actualized. Even the self actualized persons may show frailty, inconsistencies, emotional outbursts, etc.

### 6.7 Maslow's Contribution to Motivation

Maslow's other important contribution is in the field of motivation (1955). he distinguished two broad categories—deficit motives 'D' type and growth motives 'B' type motives. 'D' type motives are urgent determiner of behaviour. The 'B' type of growth motives comes after 'D' types. It arises during play.

Although Maslow's theory has been one of the most provocative of the holistic or organismic theories, it has been a bit criticized on the ground that various theoretical concepts included in the theory overlap to a considerable extent. As a consequence of this, it becomes difficult to collect data in a scientific way independently from any one set of concepts.

### 6.8 Criticisms of Humanistic Psychology

Humanistic psychology has been criticized by several, psychologist, particularly by the Behaviourists. Some of the major criticisms are as follows :

1. Behaviourists like Skinner often have pointed out that the humanistic psychology is subjective and dualistic in nature. They have further argued that the viewpoints of humanistic psychology often lack empirical validity and their method favours that of introspection which is definitely a unscientific method. Humanistic psychologists have based their findings mainly on the introspective self reports which are highly unreliable.
2. Some psychologists have felt that the humanistic psychologists have regressed psychology back to vigorous religious and Middle ages where anything must be taken on faith. These psychologists have tried to pull psychology back from the objective efforts of the experimental psychologists.
3. Maslow's humanistic approach focused primarily on two areas : (i) hierarchy of needs and the concept of self actualization. Another contribution is in the field of motivation.
4. Maslow's proposition that needs are arranged in a hierarchy (low-to high) has no empirical support except few (e.g. Porter (1961), Costa (1972)). The concept of need and its hierarchy must be satisfied from lower level to higher level.
5. Maslow further explained about motives of 'D' types (deficit) and 'B' type has also some defects of empirical validity.

However, the humanistic approach has a different approach other than psychoanalysis and behaviourism. This approach is heavily loaded with existential philosophical thought, basic tenets is "individual as an integrated whole" and irrelevance of animal research.

Carl Roger (1920-1987) was basically influenced by phenomenology and presented his self-theory, which is also known as person centered theory. His concept has also been considered (very popular) as a mode of treatment known as person centered therapy or client centered therapy.

Despite these criticisms, the contribution of humanistic psychologists are much valuable. They have provided a positive and optimistic theory and by emphasizing upon the fact that human nature is basically good, have opened vigorous possibilities for self realization. Their view point that we are master of our own fate rather than merely a product of environmental forces have been one of their major teachings to mankind.

### 6.9 Summary

1. The term humanistic psychology was coined by a group of psychologists under the leadership of Abraham Maslow in 1962. This was also branded as their force in psychology, the remaining two forces being psychoanalysis and behaviourism. In psychology humanistic psychology grew as a movement rather than as a system. Its major emphasis is that human nature is basically good rather than evil as said by Freud and we all move towards realization of their underlying potentialities and abilities.

2. Basically, humanistic psychology tends to emphasize upon seven factors. They are : to study the person as a whole, to stress upon entire life history, to move towards self actualization, to understand person's inner nature, to de-emphasize upon animal's researches, to aim at studying creative potentiality and to emphasize upon psychological health.

3. Humanistic psychology did not grow suddenly. It had some antecedent forces. Those who influenced the emergence of humanistic psychology were William James and some other self theorists. Apart from this, the existential psychology had also a direct impact upon the emergence of humanistic psychology.

4. There are two major humanistic psychologists whose view-points have been considered in this chapter. They are Rogers and Maslow. Roger's self theory is based upon the clinical experiences of Rogers gained during his person centered or client centred therapy. His system has been explained under three headings like organism, self and self actualization. His basic notion is that organism consists of totality of experiences from which gradually self emerges. There are two subsystems of self—self concept and ideal self. The greater the difference between the self concept and the ideal self, higher the incongruence and, therefore, greater the disorganization in personality. He was also of the view that every person has an inherent tendency to actualize his unique potential. This is called self-actualization which is a kind of growth force.



5. Abraham Maslow is well known for his concept of hierarchical model of motivation. Assuming a holistic approach to motivation, he proposed that there are five basic needs to the persons that have been included in this hierarchical model. They are physiological needs, safety needs, love and belongingness need, esteem needs and need for self actualization. Of these the last need, that is, self-actualization need lies at the top of the hierarchy where only some people (about 10%) reach. He has outlined several characteristics of self-actualizing person.

6. Humanistic psychology has also been criticized on the ground that it is subjective, dualistic and favours unscientific method like introspection.

### 6.10 Key Words Used

Humanistic,	influential,	organized,
third force,	existence,	existential,
consciously,	deferrinant,	instinct,
pathways,	self-actualization,	Mood,
emphasis,	subjective,	values,
shame,	courage,	love,
humour,	jealously,	destructive,
perspective,	inherilike,	preoccupation,
neurotic,	psychotic,	functionalism,
incorporates,	tenets,	modifications,
identity,	self-realization	rotten,
de-emphasise,	dehumanized,	branding,
crippled,	client centred therapy,	interaction,
rubrics,	constructs,	organism,
empathic,	self concept,	ideal self,
defenses ignored,	holistic,	prepotency,
physiological	belongingness,	maintenance,
mistrustful.	loneliness,	rejection,
obstruction,	admiration,	self esteem
inferiority,	autonomy,	consequence
introspection,	dualistic,	unscientific.

**6.11 Questions for Exercise**

**6.11.1 Short answer type questions :**

1. Explain the meaning of humanistic psychology.  
**Ans : see 6.1**
2. Explain the emergence of humanistic psychology.  
**Ans : see 6.2**
3. Discuss the antecedent forces that led to the growth of humanistic psychology.  
**Ans : see 6.2**
4. Explain the basic tenets of humanistic psychology.  
**Ans : see 6.3**
5. Explain the characteristics of self-actualized person.  
**Ans : see 6.6**
6. What are the criticisms of humanistic psychology ?  
**Ans : see 6.8**

**6.11.2 Long answer type questions :**

1. Assess the contribution of Carl Roger's in the development of humanistic psychology, or, Evaluate Roger's self theory of humanistic psychology.  
**Ans : see 6.4**
2. Evaluate the contribution of Abraham Maslow to the development of Psychology, or, Evaluate Maslow's need-hierarchy theory, or Maslow's self actualization theory.  
**Ans : see 6.7**
3. What do you mean by humanistic psychology ? What are its tenets ? Discuss the limitations of humanistic psychology.  
**Ans : see 6.1, 6.3 and 6.8**

**6.12 Suggested Readings**

1. Schutlz, D.P. : History of Modern Psychology.
2. Marx and Hillix : Systems of Psychology.

\*\*\*

## **Subject Matter, Significance and Methods of Educational Psychology**

### **Lesson Structure**

- 7.0 Objective of the Lesson**
- 7.1 Introduction to Educational Psychology**
- 7.2 Meaning of Psychology**
- 7.3 Meaning of Education**
- 7.4 Definition of Educational Psychology**
- 7.5 Scope of Educational Psychology**
- 7.6 Contribution of Educational Psychology**
  - 7.6.1 Contribution to Theory of Education.**
  - 7.6.2 Contribution to Practice of Education.**
- 7.7 Methods of Educational Psychology**
- 7.8 Rating and Ranking Method**
  - 7.8.1 Types of Rating Scales**
- 7.9 Clinical Methods**
  - 7.9.1 The Case Study Method**
  - 7.9.2 Limitations of Case Study**
  - 7.9.3 Developmental Case Study**
- 7.10 The Interview**
  - 7.10.1 Types of Interview**
- 7.11 Summary**
- 7.12 Key Words Used**
- 7.13 Questions for Exercise**
  - 7.13.1 Short-Answer Type Questions**
  - 7.13.2 Long Answer Type Questions**
- 7.14 Suggested Readings.**

## 7.0 Objective of the Lesson

The objective of the present lesson is multifaceted. One major objective of this lesson is to make the learners acquainted with the meaning of Educational Psychology, to make them understand the concept and nature of educational Psy. Besides scope of educational psychology. and its contribution will also be discussed. Method of rating and ranking, case study and interview would be discussed at length. The learners are required to follow the lesson carefully and answer the questions which will be given at the end of the lesson.

## 7.1 Introduction to Educational Psychology

It is a well known fact that the study of educational psychology has influenced the educative process in many ways. Keeping into consideration, its importance, the teaching of educational psychology has been made compulsory in teachers training programme to equip the prospective teacher with the necessary skills and competencies to enable him to deal effectively with teaching and learning problems of the class. It is a general observation that teachers which equal academic qualifications differ to a great extent in communicating their ideas effectively in the class. Thus it may be said that it is not the knowledge of the subject-matter alone which makes a good teacher. The difference may be attributed to lack of knowledge of educational psychology i.e., the knowledge of the learners, their abilities, stages of development and the influence of environment.

The present chapter will deal with the meaning of educational psychology and its contributions to education.

## 7.2 Meaning of Psychology

The word 'Psychology' comes from the Greek word. Psyche Which means Soul and Logos which means Science. Thus the meaning of psychology is the Science of soul. We know that psychology as an independent discipline acquired separate status very recently. Psychology is a positive science of experience and behaviour of a living organism in relation to its environment for the sake of adjustment. We see that a human being engages himself in a number of activities from morning till evening. He is conscious of his external environmental influences. Principles of human behaviour once applied in a teaching-learning situation becomes the subject matter of psychology.

## 7.3 Meaning of Education

The child at birth is born with certain biological inheritance. Biological heredity alone is not enough to enable him to develop harmoniously in a social culture. To equip him with necessary skills, and information concepts and attitudes, and to enable him to adjust properly in

his environment, society has created a separate agency school, where he can develop all the qualities and abilities required for successful social adjustment. Education has been defined in different ways according to the social needs of the society. Education is in a way development of desirable habits, skills and attitudes which make an individual a good citizen. In the process of education we try to shape the behaviour of young children in accordance with aims and goals of national life. Briefly we can define education as shaping of behaviour or modification of behaviour of the individual for adequate adjustment in the society. Today the aim of Education moves around four things : Learning to be, learning to learn, learning to do and learning to live collectively.

### 7.3 Relationship of Education and Psychology

Psychology is the science of behaviour. Behaviour means the activities of animate creatures which can be observed and measured in an objective way.

Education in a narrow sense is the modification of behaviour of children in a controlled environment. To shape the behaviour or to bring about some changes it is necessary to study the science of behaviour. The developmental stages of children and characteristics are very essential factors which the teacher must know to be a successful teacher. If the teacher does not know science to be a successful teacher. If the teacher does not know science of behaviour, how can we expect him that he would succeed in bringing about the desirable changes in children. We can understand it with the help of an analogy. To be a successful doctor, one must have the required professional knowledge and skill as well as the knowledge about the nature of the patient whom he wants to treat. In the same way, if one wants to be a successful teacher, he must know about the science of behaviour.

### 7.4 Definition of Educational Psychology

Educational psychology is the application of principle psychology in the field of education.

Educational psychology is the systematic study of the development of the individual within the educational settings. It helps the teacher to foster harmonious development of the student into a responsible and participating citizen, a sensitive and reflective human being, a productive and creative person.

Educational psychology is an applied discipline which combines the two different fields of education and psychology. It is the scientific study of human behaviour by which it can be understood, predicted and directed by education to achieve goals of life.

Judd describes educational psychology "as a scientific study of the life stages in the development of a individual from the time he is born until he becomes an adult."

## 7.5 Scope of Educational Psychology

Educational psychology is applied to the educative process from birth to death of an individual. The educative process includes the following areas of education of the learner.

1. **Learner** : Development characteristics, individual difference, intelligence, personality and mental health.
2. **Learning process** : Psychology of learning, motivation of learning, factors affecting learning, diagnosis of learning problems.
3. **Evaluation of learning performance** : Use of statistical methods in education and conducting research in educational problems.

## 7.6 Contribution of Educational Psychology

One simple question may be asked as to why should educational psychology be taught to prospective teachers in training colleges ? We shall examine the contributions of educational psychology to education. Educational psychology helps the teachers in the following ways :

### 7.6.1 Contribution to Theory of Education :

1. **To understand development characteristics** : Children pass through different stages of development as infancy, childhood and adolescence. These development stages have their own characteristics. If the prospective teacher knows characteristics, emerging at different stages of development, he can utilize these characteristics in imparting instruction and moulding their behaviour according to the specified goals of education.
2. **To understand the nature of class-room learning** : The knowledge of educational psychology provides a teacher the knowledge of learning process in general and problems of class-room learning in particular. It also helps in developing a comprehensive theory of class-room learning. We know from our daily experience in schools that some teachers are successful in the class room than others. Some communicate very effectively subject matter in the class to student and some fail irrespective of their knowledge of the subjectmatter. What makes this difference ? Definitely to be successful in the class, a teacher must know something other than the subject. It is the knowledge of science of behaviour which makes the difference. He must understand the students he teaches, their developmental characteristics, their abilities and influence and contribution of heredity environment in the process of an individual's personality. To instruct effectively in the class, the teacher must understand the principles of learning and various approaches to the learning process, problems of learning and their remedial measures. It also gives the knowledge of various approaches to understand the learning process, factors affecting and guidance for effective learning.

3. **To understand individual differences** : No two individuals are alike in the world. The teacher has to face a class consisting of students who have a great range of individual differences. The teacher with the help of the knowledge of the concept individual differences may adjust his teaching to the needs and the requirements of the class. He may also study the factors which are responsible to individual differences. He may be helpful in creating conducive environment in the schools where the students can develop their inherent potentialities to the maximum.
4. **To understand effective teaching methods** : Everyday experience shows that lack of proper methods of teaching sometimes results in failure of communication in the class room. Educational psychology gives us the knowledge of appropriate methods of teaching. It helps in developing new strategies of teaching. Valid psychological principles not only suggest new techniques of teaching learning but also eliminate many traditional practices which have become obsolete in the present context. Class room teaching is not dependent on any one theory. It is related and uses several theories of teaching learning. The teacher must be acquainted with the knowledge of various theories in order to organize his class-room teaching. Educational psychology provides us with the knowledge of different approaches evolved to tackle the problems of teaching at different age levels.
5. **To understand problems of children** : By studying educational psychology, a teacher may effectively understand the causes of the problems of children which occur at different age levels and he / she can successfully solve them. There is a great difference in the method of solving problems of children by a trained and untrained teacher. The teacher who is familiar with the fundamental principles of human behaviour applies his knowledge of psychology to solve problems.
6. **Knowledge of mental health** : Mental health of the teacher and the taught is very important for efficient learning. The teacher from the study of psychology can know the various factors which are responsible for poor mental health and maladjustment. He can be very helpful to prevent maladjustment in children provided that the prospective teacher is equipped with the fundamental knowledge of mental hygiene.
7. **Curriculum construction** : psychological principles are also used in formulating curriculum for different stages. Needs of the students, their development characteristics, learning pattern and needs of the society, all these are to be incorporated in the curriculum. The curriculum in recent years includes the needs of the individual and society so that maximum transfer may occur from school to social situations.
8. **Measurement of learning outcome** : Psychological tools help the teacher to assess the learning outcome of the students. He can also evaluate his teaching methods and in the light of the performance of his students can modify his strategy of teaching.

9. **Research** : Educational psychology helps in developing tools and devices for the measurement of various variables which influence the behaviour and performance of students on the basis of research studies in class-room teaching. Researches can be conducted on various problems relating to learning teaching, situation and behaviour.
10. **Guidance for the education of exceptional children** : Most important single contribution of educational psychology is the provision and organisation of the education for the exceptional children who had been neglected and devoid of educational facilities. Different methods and planning are adopted for educating the gifted, dull, mentally and otherwise handicapped children.
11. **Helps to develop positive attitude** : If we examine the activities and curriculum followed at a training school or college, we find that teachers training programme aims at developing positive attitudes towards teaching profession and provide the prospective teachers with the necessary competencies to meet the class-room challenges. They develop confidence in trainees to face the problems and adaptability to deal with unexpected problems in daily class room teaching. Training colleges provide knowledge of organizing the subject matter in sequential order which suits the needs of the class. The trainees are acquainted with the techniques of motivating children in learning. The trainees are acquainted with the hazards of teaching as profession and how to maintain mental health of himself and of his students.
12. **Understanding of group dynamics** : In recent years educational psychologists have recognized the importance of social behaviour and group dynamics in class room teaching and learning. The teacher must know about the operations which work in total social environment and their effect on learning.

So far we have mainly concentrated on the theoretical side of the contribution of educational psychology to education. It has also influenced the practical aspect of education.

#### 7. 6.2 Principles and findings of Educational Psychology practiced in the field of education :

1. **Problem of discipline** : "Spare the rod, spoil the child" was the slogan of traditional teachers who tackled the problems of indiscipline by dint of corporal punishment. Now teachers who have the knowledge of modern educational psychology realize that use of corporal punishment is inhumane. Teachers now tackle the problems of indiscipline by examining the causal factors leading to them in a more scientific way. The teacher is more co-operative now. He has changed his attitude from an autocrat to a democrat. He appreciates the concept of removed punishment and practices the proper mixture of the two in dealing with children.



2. **Use of audio-visual aids** : Prior to independence the teachers hardly made the use of audio-visual aids in their teaching. Memorization was the only method of learning. It has been experimentally proved that use of audio-visual aids makes the difficult concept more clear and definite and learning is more lasting. It is the contribution of educational psychology that teachers make use of various types of audio-visual aids in class room teaching.
3. **School and class administration** : Former autocratic method of administration in school and class-room has been changed by democratic way of life. The administration and teacher are democratic, co-operative and sympathetic. Problems of administration are now solved by mutual discussion among the various agents of schools.
4. **Comprehensive Time table** : There was a time when arithmetic and geometry were taught from morning till evening. No consideration was given to the principles of psychology. Now subjects are kept in the time table keeping into consideration their difficulty level and 'fatigue index. No two difficult subjects are taught in successive periods.
5. **Co-curricular activities** : Teachers used to give undue importance to the theoretical subjects in schools. Activities like debate, drama, scouting and games were supposed to be a wastage of time. Now we give these activities due importance for the harmonious development of the personality of children.
6. **Use of innovations** : Several innovative ideas have been introduced to improve the teaching learning process. Activity centred teaching, discussion method, micro-teaching, programmed instruction and non graded school classes at the primary stage are some of the important innovations.
7. **Production of quality text books** : Educational psychology has helped the planning of text books. We now write text books keeping into consideration the intellectual development of children, needs and their interests at different age levels.
8. **The study of educational Psychology** may be very helpful to equip our prospective teachers with necessary skills to deal with class room learning teaching problems. But, the way we are conducting courses of educational psychology are not of great help because courses of mostly theoretical in nature fail to create permanent impact on the personality of teacher trainees.

Educational psychology has been growing at a tremendous speed for the last two decades and is becoming more and more complex subject. It is dynamic in nature. The present day teachers can not be simply skilled craftsmen who, once they have learned the trade, need to learn no more. They should be professionals constantly in search of new researches on class room teaching learning process, instilled not only with dedication but with an attitude to grow professionally.

Summarizing the objective of educational psychology it can be said that its main objectives are : (1) to provide teachers with some basic skills related to teaching, (2) to give teachers guidelines to solve problems of teaching learning process, (3) to help teachers to be equipped with scientific knowledge, and (4) to include the spirit of inquiry for professional growth in the teachers.

### 7.7 Methods of Educational Psychology

In the preceding section we have briefly mentioned the contribution of Educational Psychology to education. In this section we shall describe the important methods which are generally used to collect data relating to various problems which the teacher faces in teaching learning process in class room. Educational psychology is an applied branch of psychology in the sense that it uses the research findings and principles developed by psychologists towards improving teaching, learning process in the class room. The main objective of educational psychology is to develop necessary skills and competencies in the prospective teacher to enable him to understand, control and predict the behaviour of learners in educative process at different levels. In order to accomplish its main objective, educational psychology employs various methods and techniques to collect data on problems of behaviour of the learners. The methods of educational psychology were developed and improved as psychology emerged as an independent science of behaviour from philosophical speculations of the last century to the systematic and objective science of behaviour in the present century.

### 7.8 Rating and Ranking Method

Rating scale as a method of personality assessment is old enough. This method is useful for learning of the impression an individual has made about a person with whom he comes into contact in respect to some specified traits. Teachers can use rating scales to categorise their students on a specified trait. Employers, parents and counsellors can use rating scales. Rating scales are developed to evaluate a single trait. To eliminate vagueness and to make rating scales more reliable, it is necessary that traits to be measured should be clearly defined in advance and the degree of trait should be mentioned in definite terms. Traits which can be observed in the manifestation of overt behaviour can be reliably scaled such as co-operation, leadership etc.

They are not very truly the objective methods of personality measurement. They are to be better placed with the questionnaires, inventories etc. The rating scale is a technique designed to make estimates of personality characteristics a little less subjectively and little more accurately than the usual methods of estimating and judging personality subjectively.

The rating scale may be used to test any personality characteristic. At present, the tendency has been to use a wide variety of personality traits in one scale. But if the scale is to be kept reliable and usable, a restriction should be put on the number of characteristics that can be included in it.

In its simplest form, the rating scale consists of 'Yes' or 'No' answer to questions such as "Do you consider him to be mean ? "Is he loved by his friends" "Many business firms etc., use this form of rating scale. But in most schools, colleges etc, these scales are constructed in such a manner that the rater may evaluate the particular trait possessed by an individual on a scale marked with various degrees of the possession of that trait.

An estimate can be expressed as a percentage, the most cheerful person imaginable being called 100 per cent cheerful, the average person 50 percent and, the low extreme 0 percent. Ratings of most personality traits are done on a scale which possesses from 5 to 10 steps. This means that a scale which divides a particular trait in 4 steps, from 0 to 5, or ten steps, from 0 to 10, is used to test that personality trait. In a scale consisting of 5 steps, 0 and 5 are used for extreme cases. 1 and 4 for markedly high or low individuals, 2 for just below average and 3 for just above average in a designed trait.

An example of such a scale is given below :

Excellent - Above Average – Average – Below Average – Poor

(Put your rating in this square)

Exceedingly honest – fairly honest - honest

at times – dishonest – completely dishonest

### 7.8.1 Types of Rating scales :

**(i) Checklist :** When we want to assess whether some traits are present in the behaviour of an individual or not, we can use checklist method. This consists a number of statement on various traits of personality. The statement which applies to a person is checked. Different scoring methods are used in checklist. The sample items of Vineland social Maturity scale are given below :

1. Handles others well, gets co-operation.
2. Co-operates willingly when others direct.

**(ii) Forced checklist :** In forced checklist, each item consists of two or more statements. They rather are asked to check which of the two statements is most descriptive of the person being rated.

**(iii) Self-rating devices :** Another important variety of rating scale is self rating device. This device was developed by Harrison Gough in 1960 at the University of California. It consists of 300 adject which are checked by the person himself. The person himself rates his personality. The adjective list is presented to the subject and he is instructed as "Please put a check by each adjective that applies to you." The adjective checklist is administered to get information about the self concept of the subject. It is not meant to measure 300 traits of personality. The findings which have been reported on the studies of adjective checklist contribute to a meaningful picture of the self-concepts of people who are not influenced by a group.

The list of some adjectives from the original list of Harrison Gough is given below :

1. Adventure
2. Alert
3. Cleaver
4. Fair minded
5. Original
6. Quiet
7. Shy
8. Reliable
9. Inventive
10. Clear thinking.

(iv) **The Q. sorting technique** : This technique was developed by Block in 1961 at the University of California. This is a variant on the forced choice procedure. It is used in variety of purposes. When we require a fairly wide range relative ranking, we may use this technique. This technique has been developed to eliminate the bias or raters. It makes rating more objective and reliable. The procedure of Q. sorting technique is simple one. It consists of 100 d statements printed on separate cards. When it is used for self description, the subject is instructed to sort the cards into a specified number of groups from most preferred to least preferred. The cards are randomly ordered and the subject makes a preliminary decision about each statement on the cards and puts the card in one pile, if it seems to describe him and in another if it seems wrong or misleading to him and in between these two piles if it does not apply at all. Then he re-examines the cards in the first pile and picks out the five cards that seem most appropriate to hit the nail on the head and bring out the main points about him. These cards are called nine's. From the reminder of this pile he selects eight that best describe him called eight's and then the next twelve called seven's. Then he selects the five that are most widely off the mark called one's and then another group of eight called two's and the next twelve called three's and so forth. When he finishes the distribution of cards, he should have nine piles. The forced distribution is normal. The Q. sorting technique is not so much a test of personality that could have reliability and validity as it is a language describing a personality. This test is useful for asse ors who use it to record first impression or a more considered set of judgements. It is used to develop scales of various types.

(v) **Graphing rating scale** : Another type of rating scale which is useful and convenient is the graphic rating scale. The rater checks along a line, which is supposed to represent degrees in the trait from one extreme to another. Sometimes, the line is divided into units and the rating may be assisted by descriptive phrases placed along the line." An example of one unit in a graphic scale used to rate workers is given below :

