GED S2 01

Psychological Foundation of Education

SEMESTER- II

EDUCATION

BLOCK-2

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

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BLOCK INTRODUCTION

In the second block of this course, the *Ninth Unit* explains the meaning and nature of learning, laws and methods of learning and the *tenth Unit* deals with the different theories of learning. The *Eleventh Unit* deals with the meaning and nature of memory, its various types, the marks of good memory, factors of memory and the economic methods of the process of memorization. Besides these, in this unit,there are also discussed the characteristics and the various causes of forgetting.The *Twelfth Unit* explains the concept and differences of intelligence and creativity, classifications of intelligence and various theories of intelligence. The *Thirteenth Unit* deals with the nature, characteristics and definitions of personality as well as the genetic and cultural factors of personality. The *Fourteenth Unit* explains the theories of personality and lastly the *Fifteenth Unit deals* with one of the important aspects of psychology that is mental health and hygiene and various adjustment mechanisms.

While going through a unit, you will notice some along-side boxes, which have been included to help you know some of the difficult, unseen terms. Some “ACTIVITY’ (s) have been included to help you apply your own thoughts. Again, we have included some relevant concepts in “LET US KNOW” along with the text. And, at the end of each section, you will get “CHECK YOUR PROGRESS” questions. These have been designed to self-check your progress of study. It will be better if you solve the problems put in these boxes immediately after you go through the sections of the units and then match your answers with “ANSWERS TO CHECK YOUR PPROGRESS” given at the end of each unit.

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UNIT 9 : LEARNING

UNIT STRUCTURE

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9.1 LEARNING OBJECTIVES

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

- define the concept of learning
- identify the process of learning
- explain the laws of learning, and
- discuss the methods of learning.

9.2 INTRODUCTION

Learning is a natural and common experience in life. Everyone loves to learn. All living creatures learn. But human alone learns to rationalize. Learning is the key process in the behaviour of human beings. Generally, learning process begins from the birth of a child and continues till death. Learning process begins consciously or unconsciously in the life of every living being from its very infancy. Learning may be described as a form of growth or change in a person, which brings a change or which modifies one's behavioural pattern.

Learning as used here refers to the concerted activity that increases the capacity and willingness of individuals, groups, organizations and communities to acquire and productively apply new knowledge and skills, to grow and mature and to adapt successfully to changes and challenges. Such learning empowers individuals and organizations to make wise choices, solve problems and break new ground. In particular, it is sustainable; it is a lifelong, renewable process for people and for the institutions that serve people. Learning certainly includes academic studies and occupational training through high school and beyond. But it also encompasses the physical, cognitive, emotional and social development of children in the earliest years of their lives.

In educational psychology, learning is the most essential component. Educational psychology is the study of human behaviour can be modified through learning. The child starts learning as soon as he comes in contact with the environment. We come across this phenomenon in almost every walk of life.

Learning situations are most natural and common in life and everyone of us learn one thing or the other although we may not be aware of it. Actually, learning involves new ways of doing things. For example, a child touches a burning candle and gets burnt and he withdraws. Another time when he faces a burning thing he takes no time to withdraw himself away. He learns to avoid not only burning candle but also all burning things. Then we say that the child has learned that if he touches a flame, he gets burnt.

Learning is a relatively permanent change in behaviour or knowledge that comes from experience or training. Experience and training are found to play a dominant role in moulding and shaping the behaviour of an individual from the very beginning. This unit is intended to provide the concept of learning along with its characteristics and nature, laws of learning and methods of learning.

9.3 MEANING OF LEARNING

When one is stimulated by a new situation one tends to respond and this response is known as learning. Learning leads to a process of

modification of behaviour which gives the learner new ways of doing things. It is an active process. Every organism in this world is engaged in adopting itself to the environment with whatever original endowments it possesses. Original endowments mean instincts, reflex actions etc. which are required to be changed with the changed environment. Learning therefore, means acquiring some new idea or new behaviour. It is a process by which the individual acquires various habits, attitudes and knowledge that are necessary to the demand of life. Broadly speaking, learning stands for all changes and modifications through experiences and activities that an individual undergoes during his life time. Learning is a relatively permanent change in the behaviour or performance of an individual which results from practice. In this way the behaviour of an individual undergoes change and gets modified through direct or indirect experience. But this modification need not always be for the better. Sometimes we should learn things to fulfill the requirement of a particular environment.

9.3.1 Definitions of Learning

It is very difficult to give a universally acceptable definition of learning because various theories developed by psychologists attempt to define the term from different angles. Some of the definitions are:

According to Gates and others, “Learning is modification of behaviour though experience”

According to Webster’s dictionary learning is “The act of experience of one that learns; knowledge of skill acquired by instruction or study, modification of behavioural tendency by experience .’

According to Gardner Murphy ‘The term learning covers every modification in behaviour to meet environmental requirements.’

According to Crow and Crow, ‘Learning is the acquisition of knowledge, habits and attitudes. It involves new ways of doing things and it operates in an individual’s attempts to overcome obstacles or

to readjust to new situations. It represents progressive change in behaviour. It enables him to satisfy interests to attain goal.'

According to F.S.Freeman,' Learning is the process of developing the ability to respond adequately to a situation which may or may not have been properly encountered.'

An analysis of these definitions reveals:

- Learning is the modification of behaviour through experience and training.
- It is a continuous process starts at birth and continues till death.
- It is a process to meet environmental requirements.
- As Crow ands Crow points out learning involves new ways of doing things and it operates in the individual's attempt to overcome obstacles or to adjust new situations.

So, the goal in learning can be classified into two broad categories

a) acquisition of knowledge, and
b) acquisition of skill.

Acquisition of knowledge means the bringing up of an intellectual. Acquisition of skill means emotional modification and control through learning.

Psychologists have studied learning in a variety of ways, from examining the salivation of dogs in response to meat powder, to how rats press a lever in the pursuit of obtaining some kind of reward, to offering children rewards for doing what is asked of them, to examining how people are able to tie their shoe laces.

Learning learns heavily on the concept of ***maturation*** in stages of biological and mental development. It is assumed that a child passes through all stages of development in reaching maturity. The teacher finds out what a child is ready for and then devises appropriate materials and methods. Much of the work on reading skills, for instance, makes use of the readiness concept.



Maturation : It is a natural developmental process. It is the growth which takes place within the individual. The maturational changes are the results of unfolding of inherited traits.

9.3.2 Nature of Learning

We are by nature curious and creative. It is our natural desire to want to acquire knowledge, but the way in which we learn and our reasons for learning can be very different. Some people learn best when they see what is being taught, while others process information best through learning. Many will prefer movement or touching to make the learning process complete. The best approach to learning styles is a multi-sensory approach. This type of environment allows for children, who are primarily kinetic or motor learners, to be able to learn through touch and movement; it allows the visual learner to see the concept being taught, and the auditory learner to hear and verbalize what is being taught. Ideally, the best learning takes place when the different types of processing abilities can be utilized.

Learning as adjustment : Right from birth , the individual is faced with the problem of making adjustment to his physical as well as social environment . Learning is the proper means to achieve this end.

Let us take an example: on the very first day of school, almost every child cries. But gradually they adjust with the school environment.

Learning as development : Here the development is free to move towards either direction – positive or negative. There is no guarantee that the individual will always pick-up good knowledge, desirable habits, interests and attitudes. He has equal chances to pick - up opposite of this.

Example : Learning and Development is one of the most happening activities. From classroom facilitations to interactive workshops and knowledge sharing forums, we run the range of development.

Learning and behavioural change : Learning brings changes in the behaviour of an individual through which the individual gets himself adjusted to the changing situation. Learning can be defined

as the process leading to relatively permanent behavioural change or potential behavioural change. In other words, as we learn, we alter the way we perceive our environment, the way we interpret the incoming stimuli, and therefore the way we interact, or behave.

Learning and maturation : Learning is a natural developmental process. It is the growth which takes place within the individual. Maturation and learning are closely related to each other. Maturation helps in the process of learning which can only take place if the stages for that type of learning has been achieved through a process of maturation .

Learning and Motivation : Motivation is the process of affecting, supporting and regulating activity. In the field of education, it is assumed that an individual's action and behaviour is determined by some internal stimuli. Thus it can be said that motivation is that force which implies or incites. Motivation is an important, in fact, the most important factor in learning. The teacher cannot arouse the interest of the children without motivation, without which no learning is possible. Motivation is important in learning due to moulds the behaviour of the child; develop their personality in the right manner and proper motivation helps to maintain discipline.



CHECK YOUR PROGRESS

Q.1. State whether the following statements are true or false.

i) Learning is modification of behaviour.

ii) Learning starts after school education.

iii) Learning means development of knowledge.

iv) Maturation and learning are closely related.

v) Learning is adjustment.

9.4 LAWS OF LEARNING

Different psychologists have defined various laws of learning. Amongst these, psychologist Thorndike formulated three major laws of learning which are widely accepted and applied in the field of education. They are :

i) **Law of Readiness :** When a person is ready to act or to learn, he acts or learns more effectively and with greater satisfaction than when not ready. Before actual learning, one must be mentally prepared.

A person learns best when he has the necessary background, a good aptitude, and is ready to learn. He does not learn much if he sees no reason for learning. Getting a student ready to learn is usually the teacher's job. A clear objective and a good reason for learning sometimes help to motivate students to learn even when they start off not caring. A student who is usually ready to learn meets the instructor halfway. Sometimes the instructor can do little to create in the learner the readiness to learn. Outside responsibilities, overcrowded schedules, health, finances, or family affairs can take away a student's desire to learn.

Educational Implication : The teacher should make proper use of this law. Whenever we are physically sick or mentally disturbed and at that time if some thing is taught to us, we cannot pay attention to it and as a result do not learn it.

ii) **Law of Exercise :** Those things most often repeated are the best learned. This is the basis for practice and drill. The mind rarely retains, evaluates, and applies new concepts or practices after only one exposure. A student learns by applying what he has been taught. Every time he practices, his learning continues. There are many types of repetitions. These include student recall, review and summary and manual drill and physical applications. All of these serve to create learning habits.

Laws of exercise are mainly those of respective habits, as in rote memorizing or the acquiring of muscular skills. Law of exercise has two sub–parts: (a) Law of use and (b) Law of disuse.

a) **Law of use :** When a modifiable connection is made between a situation and a response keeping other things equal, the strength of that connect is increased .

b) **Law of disuse :** When a modifiable connection is not made between a situation and a response over a period of time keeping other things equal, the strength of that connection is decreased.

Educational Implication : Educational Implications of the law of exercise is great. It lays importance on the value of repetition, drill and practice for memorizing and mastering of any learnt material. It emphasizes that there should not be a long gap between one practice and the next one because long time disuse may lead to forgetting. The teacher should therefore, make the students practice whatever has been taught. Frequent test should be taken to make the students practice the subject learnt. This law is very helpful in the teaching of mathematics, science etc.

iii) **Law of Effect :** Law of effect means that the learning takes place properly when it results in satisfaction and the learner derives pleasure out of it . On the other hand, if the learner faces failure or get dissatisfaction, the progress on the path of learning is hampered. For example: When a child solves questions correctly he feels encouraged to do more. But if he fails repeatedly, he is unwilling to make subsequent attempts.

This law is based on the feelings of the learner. Learning is stronger when joined with a pleasing or satisfying feeling. It is weakened when linked with an unpleasant feeling. An experience that produces feelings of defeat, anger, frustration, futility, or confusion in a student is unpleasant for him. This will decrease his learning capabilities. Therefore, instructors should be cautious about using punishment in the classroom. Every learning

experience does not have to be entirely successful, nor does the student have to master each lesson completely. However, every learning experience should contain elements that leave the student with some good feelings. A student's chance of success is definitely increased if the learning experience is a pleasant one.

Educational Implications : This law has great educational importance. The teacher can apply it in the classroom situation by introducing the principles of pleasure and pain, reward and punishment. When the student does something wrong and he is punished for it, he will not do the work again because punishment gives him pain. On the other hand, if the student is rewarded for his success or any good work, it gives him pleasure and he wants to repeat the work, making it permanent. Thus, the learner's feeling or emotional state affects learning.



CHECK YOUR PROGRESS

Q.2. What are Thorndike's three major laws of learning?

.....

Q.3. Say True or False :

I. Thorndike's laws of learning are not accepted in education.

II. There should not be long gap between one practice and another.

Q.4. Mention two sub parts of the law of exercise?

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.....

9.5 METHODS OF LEARNING

On the basis of extensive research and study the psychologists have given us different methods of learning, some of them are :

a) **Learning by doing or trial and error method.**
b) **Learning by imitation.**
c) **Learning by observation.**

a) **Learning by doing :** It is a simple method of learning . It is also called trial and error method. When an individual is doing something for the first time, then he is likely to make several mistakes. After repeating the process for a few number of times, learning process will stay permanent gradually.

This method of learning is common to children as well as adult. For example, when a baby learns to walk or takes food by a spoon, he or she commits many mistakes at the beginning. But correct responses will start appearing after a few repetitions.

Educational Implications : This method can be very useful in classroom teaching. The teacher should try to build up the bond or connections between the stimuli and the response. The child should made practice what ever has been taught again and again. More particularly in subject like mathematics and science, this method must be used. The child may make mistakes in the starting but gradually the number of mistakes will come down and he will be able to learn properly and perfectly.

b) **Learning by imitation :** Imitation means copying the acts of somebody else. Children learn more by imitating than by understanding. They learn to talk or to develop habits by imitating their parents and elders.

We can divide imitation into two types:

Unconscious or spontaneous imitation : Sometimes we unknowingly imitate others' way of talking , walking etc.. Such imitation is unconscious imitation.

Conscious or deliberate imitation : Sometimes we may like the habits , gestures , way of talking of somebody else which results in our attempt to copy them. We consciously imitate them and try to develop their qualities in us . Such imitation is known as conscious imitation.

Educational Implications : The teacher who teaches in small classes can make use this method to a greater extent, as children usually learn by imitating their elders. The teachers can also be role models for the elder students and try to develop the desirable qualities in them.

c) Learning by observation : This method of learning is based on the principles of Gestalt theory of learning. It is also known as learning by insight or insightful learning. Learning by observation means that an individual perceives the things as a whole, or learning takes place when the whole pattern or situation appears clearly and distinctly in the mind of the learner.

Creatures that can learn by observation have an important advantage over those who can't learn the hard lessons. Hard things learned by one individual can be readily copied by others. Infants can learn what foods to eat, what foods to avoid, what animals are dangerous predators, what animals are preys, and so on.

Several animals have been found to learn from observation, including Chimpanzees, Dolphins, birds such as the Jackdaw, and others. Different groups of animals in distinct regions have distinctive habits, and might be said to have primitive cultures. Indeed, the ability to learn from observation is probably a cornerstone of culture; without such ability, it is unlikely that a culture might develop. Of course, human culture depends on other learning mechanisms beyond simple learning by observation, but here is a conjecture for you:

*Gary's Conjecture on Culture: Any species that can learn from observation can develop a culture.

One way to examine such an assumption is to examine various species, to determine which animals are capable of learning by observation, and which have a culture.

Educational Implications : This method is based on the maxims of teaching, i.e. proceed from whole to the parts. The complete object is grasped first, and its parts are comprehended later. Therefore, the teacher should present the whole or complete object to the students and then proceed to explain its parts.



CHECK YOUR PROGRESS

Q.5. Mention two different types of method of learning?

.....

.....

Q.6. Which method of learning is applicable to teach mathematics in a group of young children?

.....

Q.7. Which method is based on maxims of teaching?

.....

.....

Q.8. What are the three major laws of learning?

.....

.....

Q.9. When do we apply the law of use?

.....

.....

Q.10. Children learn more by imitation than by understanding. (True or False)

.....

Q.11. Mention two types of imitation.

.....

.....

Q.12. Which method of learning we generally use for young children?

.....

.....



9.6 LET US SUM UP

- Learning is most natural and common in life and everyone learns. All living creatures learn. But human learns to rationalize.
- Learning is the key process in the behaviour of human beings. Generally, learning process begins from the birth of a child and continues till death. Learning as used here refers to concerted activity that increases the capacity and willingness of individuals, groups, organizations and communities to acquire and productively apply new knowledge and skills, to grow and mature and to adapt successfully to changes and challenges.
- In educational psychology, learning is the most essential component. The child starts learning as soon as he comes in contact with the environment. We come across this phenomenon in almost every walk of life.
- God has created us to be curious and creative. It is our natural desire to want to acquire knowledge, but the way in which we learn and our reasons for learning can be very different. Right from birth , the individual is faced with the problem of making adjustment to his physical as well as social environment . Learning is a proper means to achieve this end.
- Learning as development, is free to move towards either direction – positive or negative .There is no guarantee that the individual will always pick-up good knowledge, desirable habits, interests and attitudes. He has equal chances to pick - up opposite of this. Learning can be defined as the process leading to relatively permanent behavioural change or potential behavioural change. Maturation and learning are closely related to each other. Maturation helps in the process of learning which can only take place if the stages for that type of learning has been achieved through a process of maturation.

- Different psychologists have defined various laws of learning and among them, psychologist Thorndike formulated three major laws of learning which are widely accepted and applied in the field of education. They are: Law of readiness, Law of exercise, Law of effects. Law of exercise has two sub–parts: (a) Law of use and (b) Law of disuse
- On the basis of extensive research and study the psychologists have given us different methods of learning, some of them are :
  a) Learning by doing or trial and error method.
  b) Learning by imitation.
  c) Learning by observation.
- All the methods and laws have the significant of the educational implications.



9.7 FURTHER READING

1) Educational Psychology by S. K. Mangal.
2) Educational Psychology by S. S. Chouhan.
3) Educational psychology by Dr. S. S. Mathur.



9.8 ANSWER TO CHECK YOUR PROGRESS

Ans. to Q. No. 1 : i) True, ii) True, iii) True, iv) True, v) True.

Ans. to Q. No. 2 : Thorndike formulated three major laws of learning**.**

Ans. to Q. No. 3 : True, they are widely accepted and applied in the field of education.

Ans. to Q. No. 4 : Law of exercise has two sub–parts:
a) Law of use and
b) Law of disuse.

Ans. to Q. No. 5 : Learning by imitation and learning by observation are the two different types of method of learning

Ans. to Q. No. 6 : Learning by doing or trial and error method method of learning is applicable to teach mathematics in a group of young children.

Ans. to Q. No. 7 : Learning by observation is based on maxims of teaching.

Ans. to Q. No. 8 : Law of readiness, Law of exercise and Law of effect are the three major laws of learning

Ans. to Q. No. 9 : Law of Use is applied when a modifiable connection is made between a situation and a response keeping other things equal, the strength of that connect is increased.

Ans. to Q. No. 10 : True, Children learn to talk , develop habits by imitating their parents and elders .

Ans. to Q. No. 11 : The two types of imitation are Unconscious or Spontaneous imitation and Conscious or Deliberate imitation.

Ans. to Q. No. 12 : Learning by imitation is generally used for young children because Children learn more by imitating than by understanding.



9.9 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q.1. What is learning?

Q.2. How do you linked learning with the process of maturation?

Q.3. What are the three major laws of learning?

Q.4. What do you mean by Law of Exercise? Explain

Q.5. What is meant by Trial and Error Method of learning?

Q.6. What is meant by Learning by Imitaion?

Q.7. What is Learning by Observation?

B) Long Questions (Answer each question in about 300-500 words)

Q.1. What is learning? Discuss its nature with examples.

Q.2. What is trial and error method of learning? Discuss its educational implications.

Q.3. Discuss the different laws of learning with its educational implications.

Q.4. Discuss various methods of learning. Which one is commonly followed by the young children?

Q.5. What are the educational implications of unconscious and conscious imitation of learning? Discuss

Q.6. Discuss about the educational implications of learning by observation.

UNIT 10 : THEORIES OF LEARNING

UNIT STRUCTURE

10.1 Learning Objectives

10.2 Introduction

10.3 Theories of Learning

10.4 Behavoiouristic Theories in Learning

- 10.4.1 Theory of Connectionism
- 10.4.2 Theory of Classical Conditioning
- 10.4.3 Theory of Operant Conditioning

10.5 Limitations of Behaviouristic Approach

10.6 Cognitive Theory in Learning

- 10.6.1 Theory of Learning by Insight

10.7 Limitations of Cognitive Approach

10.8 Let Us Sum up

10.9 Further Reading

10.10 Answers to check your progress

10.11 Model Questions

10.1 LEARNING OBJECTIVES

After going through this unit you will be able to

- explain the behaviouristic approach to learning.
- illustrate the theory of connectionism.
- discuss the classical conditioning and operant conditioning theory of learning.
- explain the cognitive approach to learning.
- describe the theory of learning by insight and
- discuss educational implications and limitations of the behaviouristic and cognitive approach to learning.

10.2 INTRODUCTION

The previous unit has acquainted you with the meaning, nature, methods and laws of learning. This acquaintance will help you in understanding the mechanism behind human learning, which is a vital question for psychology and education. Psychologists have attempted to interpret how people and animal learn through various theories. Theory gives us systematized information of an area of knowledge. It serves as a guideline to conduct further researches in the area and produce new facts. A learning theory is an attempt to describe how people and animals learn. It also describes and explains the conditions under which learning does and does not take place. Learning theories are mainly concerned with the modes operandi, procedure, style or techniques of learning which can be applied to all learning tasks. Theories that appeared during the twentieth century have been supported by experimentation.

In this unit we will study the various theories of learning. While dealing with the various theories we will study the elements of behaviouristic and cognitive approaches to learning which have emerged in the recent years. The characteristics and limitations of each approach have been discussed in this unit along with this educational implications.

10.3 THEORY OF LEARNING

Learning theories may be broadly classified under two different heads:

i) Connectionism or Behaviouristic Theories, and

ii) Cognitive or field theories.

i) Connectionism or Behaviouristic Theories belongs to the school of behavoiurism. “Behaviourism” is a term coined by J. B. Watson (1925). The Behaviourist described learning in terms of connection or association between stimulus and response under this category we may include Thorndike’s Theory of connectionism, Ivan P. Pavlov’s classical conditioning and B.F. Skinner’s Operant Conditioning.

ii) Cognitive or field Theories of learning belong to the school of

Gestalt Psychology and cognitive psychology. These Theories emphasise the role of purpose, insight, understanding, reasoning, memory and other cognitive factors in the process of learning. Theory of learning by insight is included in this category.

Let us now discuss both these behaviouristic and cognitive theories of learning.

10.4 BEHAVIOURISTIC THEORIES OF LEARNING

The Behaviourists interprets learning as a connection between stimulus and response. This approach to learning emphasises that behaviour begins with reflexes, i.e., natural responses and new behaviours result from the acquisition and new bonds of stimulus and response through experiences. Behaviourism has its root in the Associationnistic School of psychology. The behaviouristic approach has the following important characteristics:

- Behaviourists believe in the objective of study of behaviour. Both animals and human beings can be studied objectively.
- Learning brings about changes in behaviour
- Its chief emphasis is on environment. Learning takes place if environment conditions are arranged appropriately to generate changes. Learning is the result of continual interaction of the individual with the environment.
- Conditioning is the key to understanding behaviour, which is composed of stimulus and response links and can be successfully analyzed by the objective scientific method.
- Behaviourists believe that one unit of knowledge gets associated with a new unit of knowledge by virtue of similarity, contrast or contiguity.

10.4.1 Theory of Connectionism

The famous psychologist E. L. Throndike (1974-1949) was the initiator of the theory of connectionisms. All learning, according to Throndike, is the formation of bonds or connection between Stimulus - Response (S-R) The process of forming connections depends on a number of variables which operate in the environment and the organism. Thus the environment provides the stimulus and the individuals make responses or show reaction. According to this theory learning is possible if a bond can be established between these two factors i.e., S and R through repetition. Throndike introduced the concept of reward in learning. This is also known as reinforcement. Responses which are followed by satisfaction or pleasure are reinforced and the organism is encouraged to repeat the responses again and again. As such, its connection strength increase and learning takes place. This theory is also known as the reinforcement theory of learning.

Throndike Experiment : Throndike conducted several experiments on animal learning with cats. His experiments have broad and important implications for human learning. Certain definite principles have emerged out of his studies which characterize quite newly the way in which children and adults form new association and learn new things.

Throndike's experiments on cat in the puzzle box at the beginning of the 20th century bring out learning. These experiments are widely known and often quoted in psychology of learning. The experimental set up was very simple. A hungry cat was locked in a puzzle box. A fish was kept outside the box and the smell of the fish motivates the cat to try to come out the box. The cat had to pull a string to come out of the box. In its attempt to come outside to get the food, the cat makes random movements of jumping, dashing, running, squeezing etc. Accidentally, the cat pulled the string and the door of the box opened, came out and ate the food. Throndike

then put the cat back inside the box for a second trial. Again, the cat was found to scramble around but it soon succeeded in pulling the string. Over a series of successive trials, the cat became increasingly efficient in getting out of the puzzle box. The cat took less and less time to pull the string each time it was put back in the box and the number of errors was also reduced on subsequent trials. Eventually it escaped almost as soon as it was put into the box. Thus, the animal finally learned the trick.

Throndike concluded that the learning of the cat in the puzzle box can be explained in terms of formation of direct connection between the stimulus and the response and it follows a mechanical process of trial and error. Learning is a gradual process by which unsuccessful movements are eliminated and successful behaviour is retained.

According to Throndike, the cat's learning is random or chance learning. It is purely mechanical. There is no place of reasoning in learning. In the language of Throndike, "learning is the establishment of bonds between stimulus and response and it follows a mechanical process of blind trial and error."

Educational Implication of Connectionism : Throndike's connectionism has been critised on the ground that it is a lower form of learning. It does not encourage understanding of the problem, and the creative ability of the learner is ignored. Yet it must be said that it is still important in modern pedagogical Theory.

In learning certain school subjects are considered important to gain efficiency in learning in order to the application of connectionism is unavoidable. Even in learning reasoning subjects like science and mathematics trial and the error method is helpful in developing concepts and efficiency, when the learner makes his trials and errors in his own way and evaluates his own methods.

Considered from physical point of view all learning primarily aims at the formation of habits through repetition or exercise. Habit makes a man perfect. So perfection can be attained in learning only through repetition.

As we have read, Throndike introduced the concept of reward or reinforcement, educational implication of this is quite obvious in a student's progress in learning. The teacher may use the technique of reward and punishment in strengthening a desirable behaviour and attitude and removing the undesirable one of his students.

Hence, the connectionism theory may not be acceptable into but it cannot be denied that man in his forward march towards higher civilization depends mainly on the trial and error method of learning. This method of learning is greatly responsible for the building up of man's store house of modern scientific knowledge.



LET US KNOW

Connectionism theory of learning was developed by E. L. Throndike. According to this theory learning is a bond connection between stimulus and response. Learning is not sudden. It is a gradual process that results from repetition. The number of errors and amount of time taken are high at the initial stage but gradually errors are eliminated and learning takes place.



CHECK YOUR PROGRESS

Q.1. Who developed the theory of connectionism?

.....

Q.2. What is learning according to connectionism?

.....

Q.3. Connectionism theory belongs to _____ approach of learning.

.....

10.4.2 Theory of Classical Conditioning

The theory of classical conditioning was decovered by Russian Physiologist Ivan P. Pavlov (1849-1936). He was basically interested in studying the process of gastric secretion in dogs. In 1890 Pavlov designed an apparatus that could measure how much a dog's mouth waters in response to food or other things in its environment.

We know that salivation is the natural response to food when it comes in contact with the tongue. This response is immediate and does not require any consciousness or will. It may thus by call a reflex action. Pavlov noticed that the dog salivate in response in response not only to food but also to the sight or flavour of the food. He desired a series of experiments to determine the conditions under which it occurred. As a result of such experiments, a very important principle of learning has been established. It is known as classical conditioning theory of learning.

Classical Conditioning Experiment : As stated above Pavlov restricted his experimental studies to the process of secretion of saliva in dogs. Food in the mouth of the organism produces the saliva. When we put food in the mouth of the dog, the dog salivates. This is a natural response. Here the food is termed as 'unconditioned stimuli and the salivation by the dog as 'unconditioned response'. The stimulus of food is called unconditioned because it means that the response depends upon no special condition. Unconditioned responses are unlearned and imply no pre condition. During his experimentation on dogs, Pavlov introduced the sound of a bell as a natural stimulus or conditioned stimulus. The bell, for example, was sounded at the time when food was presented to the dog or just before. Thus, the sound of the bell was paired with presentation of the food a few times. The dog was found to salivate in response to the sound of the bell. The response which was learned was called by Pavlov as 'conditioned reflex' or 'conditioned response' Model of classical conditioning is given below.

	Stimulus	**Response**
1.	S1 (Food)	R1 (Salivation)
2.	S2 (Bell)	R2 (Normal reaction)
3.	S1 + S2 (Food and bell)	R1 (Salivaton)
4.	S2 (Bell alone)	R1 (Salivation)

Classical conditioning may be defined as "a process in which a natural stimulus, by pairing with a natural stimulus, acquired all the characteristics of a natural stimulus." In the above model, salivation in response to the sound of the bell, which was not a natural stimulus, is technically called 'conditioned response'

Educational Implication of Classical Conditioning Theory : Pavlov brought a revolution in the field of psychology. He explained learning in terms of physiological changes by adopting an objective method of study. Conditioning was accepted as theoretical framework and practical technique of solving a variety of applied problems.

According to Pavlov, all learning is conditioning or de conditioning. The motor driver stops his vehicle at red light and starts at green light. This is not his natural response.

He had to become conditioned so that he might put the brakes upon his vehicle as soon as he saw the red signal, without any prior thought. He knows that the failure to do this is sure to be followed by punishment. The child also learns things in this way. As soon as the teacher steps into the classroom, the child has to stand up. Such conditioning is a must in learning.

Classical conditioning does not have direct application to classroom learning. But the principles of classical conditioning can be such as cleanliness, respect for elders, punctuality etc. Similarly, it can be used for de-conditioning anxiety and fear in the maladjusted children. Classical conditioning can be used to develop a favourable or unfavourable attitude on the part of the learner towards learning, the teacher and the school.



CHECK YOUR PROGRESS

Q.4. Who developed classical conditioning?

.....

Q.5. What is conditioned response?

.....

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Q.6. All learning is conditioning or de-conditioning. (True/False)

Q.7. All learning is intended to form through repetition and exercise. (True/False)

10.4.3 Operant Conditioning

The Theory of operant conditioning was developed by B.F. Skinner (1904-1990) an American physiologist of Harvard University. Skinner conducted a series of experiments with rats, cats, monkeys and pigeons with a view to understanding the process of learning. He developed his own apparatus known as “Skinner box” and the method of observation to study and analyse behaviour in a systematic and objective way.

The term ‘operant’ emphasizes the fact that behaviour operates upon the environment to generate its own consequences. It means that a response or behaviour is not necessarily depends upon a specific known stimulus.

It is more correct to think that a behaviour or response is dependent upon its consequences. Therefore, for training an organism to learn a particular behaviour or response, it may be initiated to respond in such a way as to produce the reinforcing stimulus. The individual’s behaviour should get the new and or reinforcement and he should act in such a way that he is rewarded again and again. In other words, if the behaviour pays off, it is likely

to be repeated. Therefore the learning process and the environment should be designed in such a way that it creates minimum frustration and the maximum satisfaction in a learner , with proper reinforcement for the desired training or learning.

Skinner's Experiment with Rats : A hungry rat was put into the Skinner box, which is also known as Operant Chamber. The experimenter delivers some food pellets for the rat to eat by a mechanism from push button switch attached outside the operant chamber. The pellets are delivered one by one; the hungry rat eats each pellet as soon as it drops. In the second step the experimenter stops releasing the Pellets and the rat is left alone in the box with the lever. After an initial period of inactivity, the hungry rat begins to explore the box. Accidentally, it presses the lever and immediately a pellet of food was released, that is positive reinforcement is contingent upon pressing the lever. After eating the pellet the rat continues to explore, stopping from time to time. Then after a while, the rat presses the lever again, and again a pellet was released. Thus the lever pressing response was rewarded and so it continued. In this way ultimately the rat learned to press the lever as desired by the experimenter.

'*Operant conditioning*' is also known as reinforcement conditioning. Here, the reinforcement is correlated with the response rather than the stimuli. In this type of conditioning reward or reinforcement is not possible unless the response is emitted. In the above experiment the lever pressing response of the rat was rewarded with food pellets. Thus, reinforcement becomes contingent upon the stimulus.

Educational Implication of Operant Conditioning : Operant conditioning has generated a great amount of research studies all over the world. It has revolutionized the field of learning by putting forward the following practical ideas and implications:

- The principle of *operant conditioning* may be applied in behaviour modification. Good qualities should be identified

in students and through positive reinforcement; they should be encouraged to improve them further. For example.- encouraging good handwriting, cleanliness, punctuality etc.

- Operant conditioning advocated the avoidance of punishment for unlearning or undesirable behaviour. Punishment proves ineffective in the long run. Therefore, operant conditioning experiments suggest the appropriate alternatives for punishment in the form of rewarding the appropriate behaviour and ignoring the inappropriate behaviour.
- The most important condition of this theory in educational practice is the concept of programmed learning and introduction of teaching machines in teaching learning. Let us elaborate both the concepts.
  - **Programmed Instruction :** In programmed instruction the subject matter is broken down into small steps and carefully organised into a logical sequence which can be rapidly learned by students. Each step builds upon the previous one. Reinforcement is given in each step. The learner is given rapid feedback concerning the accuracy of his learning. The learner is able to learn at his own pace.
  - **Teaching machine :** Such machines present items in an essentially predetermined sequence permit the students to respond and give them, immediate feedback. Teaching machines are automatic devices which present questions, provide means of response and inform the student about the correctness of his response.

10.5 LIMITATIONS OF BEHAVIOURISTIC APPROACH

The behaviouristic approach to learning has certain limitations. They are as follows:

- The behaviouristic approach considers human being as a machine which may not be acceptable.

- This approach explains emotion, thoughts and actions entirely by reference only to his overt or observable behaviour.
- In all behaviouristic theories results of experimental studies are derived by studying the animal behaviour only. It is doubtful whether it will yield the same result on human being also.
- The operant reinforcement system does not adequately take into account the elements of creativity, curiosity and spontaneity in the human beings.
- A behaviourist argues that all human behaviour is acquired and it gives no place to the importance of genetic inheritance.
- Skinner's theory of learning dehumanises the learning process on account of its emphasis on the mechanization of the mental process.



LET US KNOW

The Theory of operant conditioning was developed by B.F. Skinner. To understand the process of learning he conducted a series of experiments. The term operant emphasizes that behaviour operates upon the environment to generate its own consequences. For training an organism to learn a particular behaviour or response, reinforcement is necessary. It is also known as 'reinforcement conditioning'. In operant conditioning learning objectives are divided into small steps and reinforced one by one. The most important contribution of this theory in educational practice is programmed learning and teaching machine.



CHECK YOUR PROGRESS

Q.8. Who developed operant conditioning?

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Q.9. What is reinforcement?

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Q.10. Explain– Programmed learning, Teaching machine.

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10.6 CONGITIVE THEORY OF LEARNING

We have discussed the behaviouristic theories of learning and their educatonal implications. In this section of the unit, we will study the cognitive learning theories, which give importance to cognition (perception) in learning. In cognitive approach, learning is considered an inner psychological functioning such as perception, concept formation, attention, memory and problem solving. In this approach the learner first perceives the total situation of the problem, finds a relationship between the elements of the object or the problem and finds out a strategy of solving the problem.

The main characteristics of Cognitive Approach are as follows :

- In the cognitive approach, learning is considered as an active and dynamic process.
- Learning requires cognitive effort and accurate conceptual understanding.
- The learner is purposive and interacting within the field of his or her goals.
- It is the most suited form of learning for concept formation , problem solving and higher mental processes.

10.6.1 Theory of Learning by Insight

The *Theory of learning by insight* is the contribution of the Gestalt School of Psychology. The school was developed in Germany in 1912 under the leadership of Wertheimer, Koffka and kohler. The German word 'Gestalt' may be translated as "form" or configuration, more simply as an organised 'whole', in contrast with collection of parts. Gestalt psychologist considers the process of learning to be a Gestalt, i.e., 'organised whole'.

The Theory of learning by insight was introduced by the Gestalt psychologists. The basic idea of this theory is that a thing or a problem cannot be understood by the study of its constituent parts but only by the study of it as a totality or whole. Primarily Gestalt psychology is concerned with the nature of perception. While learning, a learner always perceives the situation as a whole and after examining and evaluating the different relationships, takes the proper decision intelligently Gestalt psychologists used the term "insight" to describe the perception of the whole situation by the learner and his intelligence in responding to the proper relationship. In this connection we can mention Kohler, the German Psychologist. He used the term 'insight' to describe the learning of his ones. He conducted many experiments on Chimpanzees from 1913-1917 to show learning by insight. In one experiment, a chimpanzee was placed in a cage. There were two sticks inside the cage- one longer than the other. One was hollow at one end so that the other stick could be thrust into it. Outside the cage, on one side at a distance too far from the chimpanzee a bunch of bananas was kept. The chimpanzee was hungry. When he saw the bananas, he tried to reach it with his long arm but failed. Then he used the short stick but failed again. All of a sudden the chimpanzee perceives that the two sticks can be joined together to form a long stick and reached the banana. Thus the chimpanzee perceived the situation and established the relationship between the sticks and the bananas.

Kohler repeated the experiment by bringing some variations in the design. On the basis of his experiments he described the process of 'Learning by insight' as follows:

- The learner perceives the situation in its totality.
- The learner analyses the various aspects of the situation and tries to establish a meaningful relationship among them.
- The process goes on till he solves the problematic situation all of a sudden. That is what we mean that a learner suddenly gets an insight into the problem.

Educational Implications of the Theory of Insightful Learning :
The most important contribution of the Insight Theory is that it has given importance on inner psychological functioning such as perception, concept formation, problem solving etc. It has made learning purposeful and a goal oriented task. The learner has to be motivated by arousing his interest and curiosity for learning process. It is not a mechanical process.

- This theory of learning has laid emphasis on perceiving the learning problem as a whole and is very helpful in higher stage of education.
- In a classroom situation the teacher should not work out everything of a lesson problem without leaving any room for the student's own exercise. Rather he should act as guide in combining and correlating the parts of the problem in a classroom situation. The problem will solved by the students themselves.
- Creative potential of the student may find expression through this method. It encourages undertaking research and experimental studies in higher education.
- In modern education learning and knowledge related to a subject is considered as an integrated whole. This has made significant contributions in the organisation of curriculum, scheme of studies, work plan for teaching learning etc.

10.7 LIMITATIONS OF COGNITIVE APPROACH

In the field of learning, criticism has been made against the term 'insight'. Insight may be defined in two ways. One way of defining it is that is descriptive of some end-result. For example- it a child can operate a mechanical toy quickly and accurately, we say he is showing 'insight'. Another way of defining the term is to make it an explanatory principle of learning. An example is when we say that a person 'learns by insight' the Gestalt psychologists use the term sometimes descriptively and sometimes as an explanatory approach. Psychologists find it hard to accept insight as an explanatory principle.

According to some psychologist insight into the problem may be preceded by the long trial and error process. It is very difficult to know how much of trial and error learning has preceded the flash of understanding.

Insight may work well in higher stage of learning but it is not suitable for young learners whose power of thinking, reasoning and intelligence are inadequate to cope with the problem. Even an ordinary individual in society may not be capable of exercising insight.

On the whole we must admit that the 'Theory of insight' with its emphasis on understanding the relations has greatly influenced educational theory.



CHECK YOUR PROCESS

Q.11. Explain the meaning of the term "Gestalt"

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Q.12. Who developed the Insight Theory of learning?

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Q.13. What is learning by insight?

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10.8 LET US SUM UP

- In this unit we have discussed the different theories of learning. We have divided the theories in two broad categories- cognitive and behaviouristic.
- Under behaviouristic category, first we have discussed Throndike's Connectionism, which explain learning as a bond connection between stimulus and response.
- Operant conditioning of Skinner gave importance on operant behaviour or response behaviour, which should be reinforced from time.
- Under behaviouristic approach, we have studied the basic tenets, the characteristics and the concept of behaviourism, its educational implications and its limitations also.
- Under the cognitive approach to learning we have discuss the insight theory of learning developed by Gestalt psychologists. They tried to interpret learning as a purpose as well as an exploratory and creative enterprise. A learner while learning must perceive the situation as a whole; then he will be able to learn. We have also studied the main principles, characteristics, educational implications and limitations of the theory.



10.9 FURTHER READING

1) Aggarwal, G.. C. (1996*) Essential of Educational Psychology*, Vikas Publishing House, New Delhi.
2) Chauhan S. S. : Advanced Educational Psychology, Vikas Publishing House, 1993.
3) Sarma M. (2008) Educational Psychology, Tushar Publishing House, Dibrugarh.

10.10 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1 : E.L. Throndike.

Ans. to Q. No. 2 : Learning is a bond connection between stimulus and response

Ans. to Q. No. 3 : Behaviouristic approach

Ans. to Q. No. 4 : Ivan P. Pavlov

Ans. to Q. No. 5 : Conditioned response means an artificial stimulus is associated with the natural stimulus. The reaction of the organism is same as natural stimulus.

Ans. to Q. No. 6 : True

Ans. to Q. No. 7 : True

Ans. to Q. No. 8 : B. F. Skinner.

Ans. to Q. No. 9 : Reinforcement means rewarding the learner at every step of learning.

Ans. to Q. No. 10 : *Programmed learning* is a method of learning thorough a specially designed machine. Subject matter is presented in small steps and carefully reinforcement. *Teaching machines* present lessons in predetermined sequence provide means of response and infrom correctness.

Ans. to Q. No. 11 : Gestalt is a German word meaning configuration or from.

Ans. to Q. No. 12 : Gestalt psyshologists Koffka, Kohler and Wertheimer.

Ans. to Q. No. 13 : Learning by insight is preceiving or understanding the situation as a whole. First analyse the different parts of the problem. Solution will come as a flash of light and that is insight.



10.11 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q.1. What is connectionism? Explain

Q.2. Who developed the theory of classicial conditioning? Explain the basic thought of classical conditioning.

Q.3. What are the educational implications of classicial conditiong? Explain

Q.4. What do you mean by behaviouristic approach? What are the limitations of this approach?

Q.5. What do you mean by learning by insight? What are the main characteristics of cognitive approach of learning?

B) Long Questions (Answer each question in about 300-500 words)

Q.1. Explain the theory of Connectionism. Discuss its limitations.

Q.2. What are the main differences between classical and operant conditioning?

Q.3. Explain the contribution of Skinner towards educational theory and practice.

Q.4. What is insight learning? Illustrate with classroom learning.

UNIT 11: MEMORY AND FORGETTING

UNIT STRUCTURE

11.1 Learning Objectives
11.2 Introduction
11.3 Memory, its Meaning
11.4 Factors of Memory
11.5 Marks of Good Memory
11.6 Types of Memory
11.7 Economic Methods of Memorization
11.8 Forgetting
11.9 Let Us Sum Up
11.10 Further Reading
11.11 Answers to Check Your Progress
11.12 Model Questions

11.1 LEARNING OBJECTIVES

After going through this unit you will be able to -

- explain the meaning of the term 'memory'
- analyze the importance of memory in learning.
- classify the different factors of memory.
- identify the characteristics of good memory.
- describe the different types of memory.
- adopt the easier methods of memorization.
- explain the term of 'forgetting' and classify the different causes of forgetting.

11.2 INTRODUCTION

This unit will introduce you to a very important mental aspect of human beings i.e. memory. In today's world, the most important objective of education is the expansion of knowledge of the learners for better adjustment with the changing social scenario, and this is possible by the maximum retention of the knowledge gained. When an individual learns something, certain things are very important from the psychological point of view –

(a) What is the form of the learnt material,

(b) How he recalls what he has learnt,

(c) How much of it has been forgotten.

It is commonly observed that memory increases the efficiency of a person as it records, retains and helps in recalling any information after a gap of time. This unit deals with the meaning of the term 'memory', its factors and types, whether memory can be improved or not, and the meaning of the term 'forgetting' and its different causes.

11.3 MEMORY - ITS MEANING

To memorize or to remember is one of the most important mental processes of a human being. It is a process through which a person brings to his mind any past information to facilitate his learning at present thereby improving his adjustment with the environment. H.J. Eysenck defined 'memory' as the 'ability of an organism to store information from earlier learning processes (experience retention) and reproduce that information in answer to specific stimuli."

Memory consists of two major abilities of the mind, (a) the general power to store information of past experiences, and (b) the ability to recognize, at present, anything that was learnt in the past. These abilities are important for a person as they guide him to achieve his goals. Woodworth and Marquis defined memory as "a mental power which consists in learning, retaining and remembering what has previously been learnt."

11.4 FACTORS OF MEMORY

Memory is a mental ability in which different types of processes are involved. There are four different factors or processes in memory. They are briefly explained below :

a) **Learning**: This is the first factor of the process of memory. Learning is the acquisition of new information of experiences which leads to establishment of association of ideas in mind. This factor is the way to register the first impression of an object or idea without which memorization cannot take place.

b) **Retention:** Retention is the second factor of memory. It means the sustenance of an experience in the subconscious level of the mind for a sufficient amount of time. When anything is learnt, it is natural that some of the learnt material is saved or stored in the mind. So it is clear that with the trials of learning retention takes place. However, it differs from individual to individual.

c) Recall: The third factor of memory is recall. It means the presentation of any past experience in the form of an image or language in the conscious level of the mind. It involves the association of ideas. For example, seeing a car on the roadside, a person may remember the name of its owner. The reason for this is that the car owner is known to the person sometimes. An individual can remember two things at the same time if they are learnt side by side. So for recall, vividness or clarity, frequency and interest of the learnt material is very essential.

d) Recognition: Recognition is the fourth factor of memory. Recognition is the capacity to be aware of a previous experience. If a person can identify an 'object or idea' at present of which he has a past experience, it is called 'recognition'. It means familiarity with something, the ability to judge whether something is identical with a perceived experience on an earlier occasion. It is easier to recognize than to recall. Sometimes we may not be able to recall a friend but when we see him or hear his voice, we can easily recognize him.



CHECK YOUR PROGRESS

Q.1. What is the meaning of memory?

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Q.2. Explain briefly the different factors of memory.

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11.5 MARKS OF GOOD MEMORY

When a person can remember more of a learnt material than others he is said to have a good memory. Good memory has certain characteristics. They are:-

- When a person can easily and rapidly learn a material it definitely shows a good memory as he is relating it to a material learnt earlier. Half learned material cannot be retained or reproduced properly in the mind.

- An individual with good memory means that he can retain the maximum amount of learnt material in his mind.
- Another sign of good memory is easy recall. The capacity to bring forth the image or language for use in the present situation, or in other words, easy reproduction of a learnt material to achieve a purpose is a mark of good memory.
- Clear and quick recognition is a sure sign of good memory.
- Utility or service ability is a sign of good memory. Remembering the past situations and also trying to forget the irrelevant things point towards good memory.

11.6 TYPES OF MEMORY

Memory can be classified into different types. A brief description of the different types is given below:-

- **Habit Memory and True Memory:** Habit memory means memory of an object or idea resulting in a mechanical repetition of the activity. A habit is formed by doing a particular activity repeatedly over a period of time; for example, playing a musical instrument. Habit memory becomes more a physical activity. But true memory involves independent recollection of a past experience. It involves the ability to reproduce a learnt material without any mechanical mechanism.
- **Rote Memory and Logical Memory:** Rote memory is verbal repetition of a learnt material mechanically; it is somewhat similar to habit memory and impossible without understanding the learnt material. For example, learning the addition or multiplication tables. But, on the other hand, Logical memory involves proper understanding of the material learnt. When the content of a lesson is understood by a student, then he can retain it in his mind for a longer period and can reproduce it, whenever required, in future. It does not depend on the mechanical verbal repetition. Usually teachers encourage logical memory in higher classes while rote memory can be useful occasionally especially in lower classes.
- **Immediate Memory and Permanent Memory:** When a learnt material is reproduced or recalled immediately after learning it is called immediate memory. Here, the time gap between learning

a material and reproducing it is very little. For example, pupils studying just before the exams and then reproducing the learnt material, but only a part of it are remembered after a long period of time. But permanent memory is different — when after a sufficiently long period of time the learnt material can be easily recalled by a person it is called permanent memory. The ability to remember a material after a long gap is the best type of memory. It is true memory.



CHECK YOUR PROGRESS

Q.3. Describe the characteristics of good memory.

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Q.4. Is it easier to recognize than recall?

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Q.5. Describe:

(a) Rote memory and Logical memory.

.....

.....

(b) Immediate memory and Permanent memory.

.....

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11.7 ECONOMIC METHODS OF MEMORIZATION

There are certain methods by the help of which a person can remember easily. Many psychologist say that memory is inborn or even hereditary. William James said that a person's ability to remember (memory) cannot be changed or improved. But it has been observed that certain conditions definitely help the retention of the material learnt. Some of the

conditions are:-

- **Meaningful content:** The material learnt should be meaningful to the learner. The subject matter which is relevant to the learner is easily retained in the mind.
- **Previous knowledge:** The principle of 'known to unknown', 'easy to difficult' should be followed. Previous knowledge of a material related to the new subject matter is essential to remember the new lesson learnt.
- **Good Health of the learner:** To remember an experience, good health of the learner is necessary. On the other hand, if the learner is sick or tired, retention of the subject matter learnt is not difficult.
- **Interest:** Interest increases the attention of the learner and as a result the content of the material learnt is retained better. A person focuses his attention on those things in which he is interested. Therefore, a very important condition which facilitates memory is the interest of the learner.
- **Will-power to learn:** A learner must have the determination to learn a particular thing if he is to achieve his goal. Strong will power of the learner will automatically lead to better memorization.
- **Practice of the learnt material:** Repetition or practice of the material or subject learnt results in better retention. Better understanding will follow from the repetition of the subject matter and as a result it is remembered by the learner.
- **Learning by doing:** Theoretical learning should be associated with 'learning by doing'. It means that students should be involved actively in the learning process. Certain activities related to the learnt material must be given to the learners so that they can understand the material clearly. Proper knowledge of the students will lead to quick retention of the subject matter.
- **Rest:** Over learning does not facilitate memory. On the other hand, rest between learning different materials is necessary to refresh the body and mind as it removes fatigue and boredom.



CHECK YOUR PROGRESS

Q.6. Is the rest necessary to remember? If so, why?

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Q.7. Explain why good health and interest of the learner are important for a better memory.

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ACTIVITY 11.1

Explain how practical knowledge of a subject matter helps in memory?

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11.8 FORGETTING

As we live, we experience many things and from each of them we gain some impressions.. But after a time gap, it is observed, that many things are 'forgotten'. Forgetting is the process of fading of some impressions from the mind, or in simpler words, inability to remember is forgetting.

It is not possible to remember everything that a person learns since his birth. So a person selects certain things to remember and forgets others in order of priority.

It can, therefore, be said that to remember, forgetting is necessary.

The depth of impression of an object or idea depends on the learner's understanding of the subject matter. If proper understanding of the learnt material occurs, it is retained in the mind for a longer period of time and can be recalled easily; but on the other hand, half-learned material and just a cramming of the subject matter results in forgetting. Famous psychologist Sigmund Freud said that sometimes forgetting unpleasant or painful experiences is helpful in remembering the useful and pleasant impressions. Some of the definitions of forgetting are given below :

- Adams said, "True learning is judicious forgetting."
- According to Nunn, "Forgetting is failing to retain or able to recall what has been acquired."
- To James Drever, " Forgetting means failure at anytime to recall an experience when attempting to do so, or to perform an action previously learned."

Characteristics of Forgetting: The process of forgetting has the following characteristics:

- It is the inability of retaining an impression in the mind.
- Like memory, forgetting is also a mental process.
- Just like memory, forgetting is also a mental process.
- When there is memory, there is bound to be forgetting.
- Forgetting usually occurs in the initial stage of a learning process. Once understanding of the subject matter develops, forgetting decreases.

Causes of forgetting: After a lot of research, different psychologists have pointed out different causes of forgetting. They are briefly discussed below:

- **Lack of Interest:** One usually forgets about those objects or idea in which he has no interest. Sometimes one remembers something for a long time but eventually if he loses interest in it, he forgets it. Therefore a teacher should try to generate interest in the students while teaching in the classroom so that they remember the subject matter well.

- **Old Age:** An old man forgets more easily than a younger one. This is mainly because of physical and nervous weakness. With age, body cells and organs degenerate and they affect the motor abilities as well as the mental processes like memory.
- **Brain Injury:** Serious brain injury especially of the cerebrum area definitely affects the power to memorize. The cerebrum of the brain determines complex mental functions like thinking, learning, memorizing, imagination etc. If this part is injured them memorization becomes difficult.
- **Lapse of Time:** Forgetting occurs with lapse of time. Impressions created in the mind as a result of learning fade away with the passage of time.
- **Lack of Practice:** When the learnt material is not practiced frequently, then forgetting occurs. A well organized material is easily remembered and can be practiced frequently. A teacher should carefully organize the subject matter and encourage the students to practice so often that they can remember it well.
- **Emotional Condition:** Uncontrolled emotions like fear, anxiety, anger etc. lead to an individual's forgetfulness. In situations where an individual is emotionally charged, i.e. if he is too angry or too afraid of something then he tends to forget a learnt material.
- **Retroactive Inhibition:** If something is learnt soon after another, then the material previously learnt is forgotten. If no time gap is given between the learning of the two items then this retroactive inhibition results in.
- **Repression:** Repression is the process of deliberately trying to forget unpleasant experiences and pushing them into the depth of the mind. However too much repression is not beneficial for the individual as these may find expression in undesirable manner.
- **Use of Drugs and Alcohol:** Addiction to intoxicating drugs or alcohol has a detrimental effect on our nervous system and this seriously hampers memory.



LET US KNOW

- Forgetting is the inability to remember a learnt material.
- Depth of impression of an object or idea depends on how much the learner has understood it.
- Half learned material or just cramming of the subject matter without understanding it results in forgetting.
- Just like memory, there is bound to be forgetting.
- Forgetting of certain things is necessary to remember certain others.
- When there is no interest in learning a material, or if it is a forced learning, it results in forgetting.
- When the cerebrum port of the brain is damaged due to injury, then memory is weak.
- When there is a long time gap after a material is learnt then the impressions created in the mind fade away.
- When a learnt material is not practiced frequently, forgetting occurs.
- When a person is emotionally charged, he is likely to forget the learnt material.
- If different materials are learnt rapidly without any time gap between them, then forgetting results in.
- Repression is also a cause of forgetting. It is the deliberate effort to forget unpleasant experiences from the mind.



CHECK YOUR PROGRESS

Q.8. Define the term 'forgetting'

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Q.9. What are the different causes of forgetting?

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Q.10. Describe how lack of interest and old age lead to forgetting.

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Q.11. Does brain injury cause forgetting? How?

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Q.12. What is retroactive inhibition? How does it hamper memory and leads to forgetting?

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ACTIVITY 11.2

Recommend some suggestions for alienating the causes of forgetting based on your own experiences.

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"Proper emotional condition is necessary for memory" Justify.

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11.9 LET US SUM UP

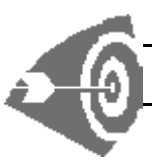
- Memory is the ability to retain information from learnt materials and reproduce those in future to achieve a purpose.
- Memory involves two abilities of the mind – the general ability to store information of the past experiences and the ability to recognize, at present, any object or idea that was learnt in the past.
- After discussing the meaning of memory, we also described the four factors of memory, i.e., learning, retention, recall and recognition.

- We have also discussed the characteristics of good memory and the different types of this mental process, like rote memory, logical memory, habit memory, true memory, immediate and permanent memory. It is important to know about the various methods which help a person to memorize, as these can be beneficial for young learners.
- All the end of the unit, another process which is totally opposite to memory has been discussed. This is forgetting. Lack of memory of a learnt material is forgetting. There are several causes of forgetting, as lack of interest, old age and brain injury, emotional conditions like anxiety, fear etc., lack of practice and also repression.



11.10 FURTHER READING

1) Aggarwal, J.C., "Essentials of Educational Psychology", Vikas Publishing
2) Chaube, S.P., "Educational Psychology", Lakshmi Narain Agarwal, Educational Publishers, Agra-3
3) Safaya R.N., Shukla, C.S. Bhatia B.D., "Modern Educational Psychology", Dhanpat Rai Publishing Company (P) Ltd., New Delhi.



11.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. No. 1: Memory is the ability to store information of a learnt material in the mind.

Ans to Q. No. 2 : The different factors of memory are –

a) Learning: It is the process of acquisition of new information of experiences. It is the way of registering the first impression of an object or idea without which memorization cannot take place.

b) Retention: It means the storing of impressions of the learnt material in the mind.

c) Recall: It is the third factor of memory which involves the presentation or reproduction of any past experience in the form of an image or language. For recall, vividness or clarity, frequency and interest of the learnt material is very essential.

d) Recognition: Recognition is the capacity to be aware of a previous experience. If a person can identify a learnt material, at present, of which he has past experience, it is called recognition.

Ans to Q. No. 3 : The characteristics of good memory are: **-**

a) The ease and rapidity of learning a material.

b) The maximum retention of a learnt material.

c) Easy reproduction of a learnt material to achieve an end.

d) Clear and quick recognition, choosing to remember relevant materials and deliberate effort to forget unpleasant ones point towards good memory.

Ans to Q. No. 4 : It is easier to recognize than recall. It means familiarity with something, the ability to judge whether something is identical with a perceived experience on an earlier occasion. We may not able to recall an object or idea but when we see or hear it, we can easily recognize it.

Ans to Q. No. 5:

(a) Rote Memory and Logical Memory: Rote memory is verbal repetition, mechanically, of a material, it is somewhat similar to habit memory. Rote memory occurs without proper understanding of the subject matter; for example, learning multiplication tables by young students. But logical memory involves proper understanding of the learnt material. It does not depend on mere physical repetition.

(b) Immediate Memory and Permanent Memory : When a learnt material is reproduced or recalled soon after learning it, it is called immediate memory. The time between learning a material and reproducing it is very less. But after a long time most of the learnt material is forgotten. But the ability to remember something even after a long period of time from learning it, is called permanent memory. Permanent memory is the best form of memory.

Ans to Q. No. 6: Rest is very necessary for memory. Continuous learning leads to monotony and physical as well as mental fatigue. Therefore optimum rest between learning different materials necessary to refresh the body and mind as it removes fatigue and boredom.

Ans to Q. No. 7: Good health of the learner and his interest in the subject matter are important for memory. If a person is sick he cannot concentrate

in learning a thing and as a result does not remember it properly; interest, again, increases attention of the learner and consequently he remember the object or idea better.

Ans to Q. No. 8: Forgetting means fading of impressions from the mind, or in other words, inability to remember something is forgetting. According to James Drever, "Forgetting means failure at anytime to recall an experience when attempting to do so, or to perform an action previously learned".

Ans to Q. No. 9: The different causes of forgetting are lack of interest, old age,brain injury, lapse of time, lack of practice of learnt material, emotional condition, use of alcohol and drugs, retroactive inhibition and repression.

Ans to Q. No. 10 : Interest in a subject matter is a very important condition for remembering it. But when there is not interest the learnt material is after forgotten. Again, as one becomes old the body cells and organs degenerate and as a result, mental processes like thinking, memory etc. are affected.

Ans to Q. No. 11: Serious brain injury especially of the cerebrum affects memory. The cerebrum determines complex mental functions like learning, memorizing thinking, imaginingetc., and so, if this part is damaged due to injury, a person finds it difficult to remember an object or idea.

Ans to Q. No. 12: If a material is learnt soon after another then the impressions of the material previously learnt fade away. If there is hardly anything gap between the learning of the two subjects then the psychological condition called retroactive inhibition occurs.



11.12 MODEL QUESTIONS

A) Very Short Questions (Answer each question in about 50 words)

Q.1. What is meant by memory?

Q.2. What is meant by retention?

Q.3. What is meant by recall?

Q.4. What is meant by rote memroy and logical memory?

Q.5. What are the marks of good memory?

B) Short Questions (Answer each question in about 150 words)

Q.1. Explain briefly two most important factors of memory.

Q.2. Describe the characteristics of good memory.

Q.3. Describe two economic methods of memory.

Q.4. Is the rest necessary to remember? If so, why?

Q.5. Explain why good health and interest of the learner are important for a better memory.

C) Long Questions (Answer each question in about 300-500 words)

Q.1. Define memory. Discuss the factors of memory.

Q.2. Mention four types of good memory.

Q.3. Briefly describe the different types of memory.

Q.4. How can memory be improved?

Q.5. Why do we forget? Discuss some of the causes of forgetting by giving suitable examples.

UNIT 12 : INTELLIGENCE AND CREATIVITY

UNIT STRUCTURE

12.1 Learning Objectives
12.2 Introduction
12.3 Concept and Definition of Intelligence
  12.3.1 Characteristics of Intelligence.
  12.3.2 Types of Intelligence
  12.3.3 Classification of Intelligence Test
  12.3.4 Theories of Intelligence.
12.4 Meaning and Concept of Creativity
  12.4.1 Nature and Characteristics of Creativity
  12.4.2 Creativity and Intelligence
12.5 Let Us Sum Up
12.6 Further Reading
12.7 Answers to Check Your Progress
12.8 Model Questions

12.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- define the concept and definition of intelligence.
- identify the characteristics of intelligence.
- identify the various types of intelligence.
- classify the Intelligence tests.
- describe the theories of intelligence.

12.2 INTRODUCTION

After having a discussion on the various issues of psychology, let us now deal with one of the important components of psychology i.e. Intelligence. In this unit, we are going to discuss the concept of intelligence, its characteristics, its various types and tests and the theories that give us insight into the real meaning of intelligence and its importance as a study in education process. Intelligence is a general mental ability that makes man as a rational being due to his possession and demonstration of the reasoning capacity. The cognitive faculties like observation, imagination, conception and reasoning are included in the meaning of intelligence. Hence, in a word, we may say that intelligence is not a thing or object but it is a way of acting in a situation.

12.3 CONCEPT AND DEFINITION OF INTELLIGENCE

Intelligence is a very wide concept which not only means the intellectual activities but also includes the capabilities for solving practical problems of life as well. We use the word 'intelligence' in everyday life. Dictionary has defined it as "the capacity to acquire and apply knowledge" in our day today life. It is intelligence that makes man differ from the animal. Endowed with certain cognitive abilities man is able to reason, think, discriminate, understand, adjust and face new situations. Therefore, man is superior to animals in all such aspects of behaviour. Besides these, attitude, interest, knowledge, skill etc. all are associated with the concept of intelligence.

The word 'intelligence' finds a fairly comprehensive use, but it has been defined in a number of ways by the psychologists. One group of psychologists have defined intelligence as a general mental ability to learn. Another group have defined intelligence as the power of adaptation or adjustment to his or her environment. Terman has defined intelligence as the ability to carry on abstract thinking.

Stern, according to him, Intelligence means a general capacity of an individual consciously to adjust his thinking to new requirements. It is general a mental adaptability to new problems and conditions of life.

A comprehensive definition of intelligence is given by Wechsler. According to him, "Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally, and to deal effectively with his environment." It means intelligence is a capacity to act, think and deal rationally in order to adjust to any type of environment.

From the above definitions of intelligence, we can find out the real structure of intelligence and what it actually is. It reveals that intelligence is a capacity of an organism, allround mental efficiency possessing the power of discrimination and adjustment to a relatively novel situation. It means that intelligence is such a capacity through which we can judge well, understand properly and reason well and thus it helps basically –

- To carry on the higher process of thinking
- To learn
- To adapt oneself to a novel situation.



CHECK YOUR PROGRESS

Q.1. How would you define intelligence?

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Q.2. How has Wechsler defined Intelligence?

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12.3.1 Characteristics of Intelligence

After going through the concept and various definitions of intelligence, now we are able to understand that intelligence is not a single or simple faculty, but a compound of various elements. Following characteristics reveal clearly the concept and ideas of intelligence.

- **Intelligence is the power or capacity of human being**: Intelligence is the power or capacity of human being which helps to make reason, understanding and well-judgment. Intelligence is the capacity which is ***innate*** as well as acquired.
- **Intelligence means all-round mental efficiency:** All round mental efficiency means that it includes all the qualities in mental development of an individual. Through the process of intelligence the whole general and abstract thinking, reasoning powers are revealed.
- **Intelligence is a power of good responses from the point of truth:** As a global or aggregate capacity of an individual, intelligence is a ***conglomeration*** of many powers as a whole in the structure of truth.
- **Intelligence is the ability of adaptation and adjusting to a new situation:** According to Wells, an eminent psychologist, intelligence is the property of recombining our behaviour pattern so as to act better in a novel situation. It means that intelligence is the potent factor through which the adjustment and re-adjustment to any situation is easily possible.
- **Intelligence is the ability for abstract thinking as well as the capacity to learn from the past experience:** Intelligence is the

Innate: inborn; quality, feeling etc. one is born with.

Conglomeration: mixture of different things that are found together.

ability to think abstractly. It is also the capacity to learn from the past experience and hence, it makes the profitable use of the past.

- Intelligence is not knowledge though acquisition of knowledge depends to a great extent on intelligence and vice-versa.
- Intelligence is not a guarantee against abnormal behaviour, backwardness and delinquency in spite of the fact that it is one of the factors contributing towards achievement, adjustment and character formation of a person.

In short, we may say that intelligence is the power or capacity through which man can identify himself as 'man' that is, a man of 'super-human' ability.It is the capacity through which we can reason, think, comprehend or appreciate, analyse and judge. Even on the controversy on intelligence about its nature as 'acquired or innate', the modern psychologists are of the opinion that intelligence is partly innate but due to repetition or exercise it can be developed. Therefore, we can say that the capacity of intelligence is both innate and acquired.



CHECK YOUR PROGRESS

Q.3. State any five characteristics of Intelligence.

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ACTIVITY 12.1

Do you think that intelligence is innate? What do the modern psychologists say about it?

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12.3.2 Types of Intelligence

After knowing the various characteristics of intelligence and its background, now we have to go through the various types of intelligence. Some psychologists believe that intelligence is not just one capacity. According to them several kinds of intelligence can be distinguished from one another.

Thurstone classifies intelligence in the following ways, which are –

(i) Spatial
(ii) Perceptual ability
(iii) Memory
(iv) Number
(v) Verbal comprehension
(vi) Word-fluency
(vii) Reasoning.

E.L. Thorndike has classified intelligence into three categories which are as follows-

(a) Concrete intelligence
(b) Abstract intelligence
(c) Social intelligence.

Let us analyse Thorndike's classification:

(a) Concrete Intelligence: Concrete intelligence is also known as mechanical intelligence. It is the intelligence that has the relation with concrete materials. It is the ability of an individual to comprehend actual situations and to react to them adequately. The concrete intelligence is evident from various activities in our daily life. This kind of intelligence is measured by performance tests and picture tests in which an individual is asked to manipulate concrete materials.

(b) **Abstract Intelligence**: Abstract intelligence indicates the ability to respond to words, numbers, formulas, diagram and letters etc. This formula is ***conspicuously*** absent in animals. An abstractly intelligent person is able to discover relations among symbols and to solve the various problems with the help of such aids (symbols, formula, diagram, letter etc.)

(c) Social Intelligence: Social intelligence means the ability of an individual to react to social situations of his or her daily life. Social intelligence is possessed by those people who are able to handle



Conspicuous: Very easy to notice

people well and also have the ability to make friends easily and understand human relations. Adequate adjustment in social situations is the index of social intelligence.

In fact, although Thorndike has divided intelligence into three categories, yet in real sense, all types are more or less inter-related. Some people may have more abstract intelligence than the mechanical and social intelligence, or some may have more mechanical intelligence than the abstract and social intelligence. Psychologists have found that abilities are positively related. The abstractly intelligent scientist may not be a skilled mechanic, but he or she is likely to be better than the average in mechanical sense and so forth.



CHECK YOUR PROGRESS

Q.4. Point out the classifications as well as types of Intelligence given by Thurstone.

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Q.5. What are the classifications of intelligence explained by E.L. Thorndike?

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12.3.3 Classification of Intelligence Test

Intelligence is measured with tests. An intelligence test is a general measure of current cognitive functioning. It is used to predict academic achievement over a period of time. The tests include items and sub-scales which consist of questions or exercises arranged into groups that increase the level of difficulty.

Intelligence test can be classified into two broad categories, namely-

- Individual test
- Group test.

Individual test means that one individual is tested at a time. It needs highly trained test administrator. On the other hand *group test* means that a group of individual is tested at a time. Group tests are less time consuming.

Another way of classifying the intelligence test is based on the form of the test. Accordingly there are two types of tests:

- **Verbal or Language tests**: These tests make use of language. In these tests, the instruction is given in words (either in written or oral form or both). Individuals are asked to use language as well as paper pencil for giving the responses. The test content of these tests is loaded with verbal material.
- **Non-Verbal and Non-Language Tests**: These tests involve such activities in which the use of language is not necessary. The use of language is eliminated from the test content and response except in giving directions. Non-verbal tests are also called as Performance tests.



LET US KNOW

The principal characteristics of performance tests are :

- Test contents of these are in the form of material objects.
- What an individual has to do is indicated by the tester either through oral instructions or signs.
- Individual's response depends upon what he does or performs than by what he says or writes.
- Generally non-verbal or performance tests are individual tests.



CHECK YOUR PROGRESS

Q.6. What are the two broad categories of intelligence test? Mention them briefly.

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The following diagram shows the classification of intelligence tests clearly dividing them mainly into two tests i.e. individual tests and group tests and its sub-sections.

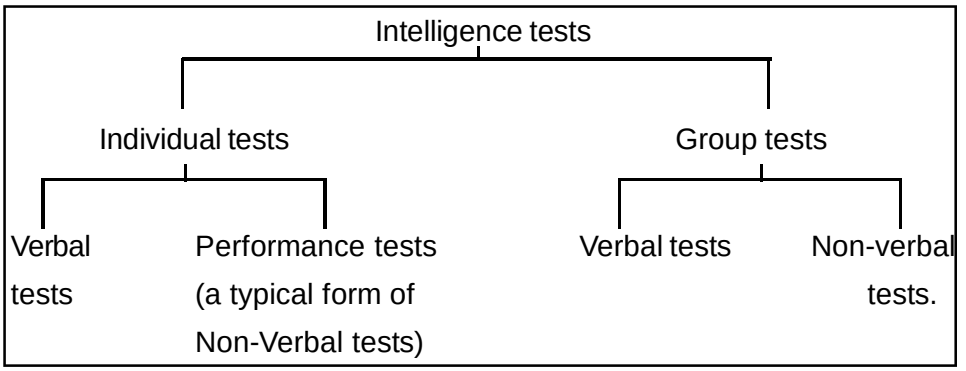


Fig.1. Classification of Intelligence tests.

Let us now briefly discuss these classifications of intelligence tests:

Individual Verbal tests require the involving of language and they are to be administered to an individual at a time. Stanford-Binet Scale is an example of Individual verbal tests. It is the revised form of Binet-Simon scale. It was Terman who revised Binet Simon scale at Stanford University in 1916. Binet-Simon scale as well as the revised form of Stanford-Binet Scale is used for measuring intelligence of an individual. Terman, through this scale, introduced the concept of I.Q.(Intelligence quotient) by correlating the mental Age with Chronological age. In 1937 another revision was carried on with the help of Maud A. Merril. This scale is widely used as an individual intelligence test. The other common Verbal Individual Intelligence test is ***Samanya Budhi Pariksha*** which is used in India for measuring the intelligence.



LET US KNOW

In 1904, the French Minister of Public Instruction appointed a commission to formulate methods and to make recommendations for the instruction of feeble-minded children in the public schools in Paris. At that time Alfred Binet was the Director of the Laboratory of Physiological Psychology at Sorboune. Alfred Binet was a French citizen. He was interested in the treatment of abnormal children. He was also a member of that Commission which was formed by the French Minister. Binet prepared the first rough scale of intelligence test in collaboration with Theophile Simon, which was introduced to test the feeble minded children. Actually, Alfred Binet is said to be the father of intelligence test

construction movement. Binet-Simon scale arranged 30items, graded for different levels. This scale included item like at age 3- point out the nose, eyes, mouth and eyes. At age 7- Tell what is missing in the unfinished picture. In 1916, Terman revised Binet's scale at Stanford University. This scale is now generally known as 'Stanford Binet'. Terman made some modifications by avoiding certain drawbacks in Binet's test such as that the Binet scale was too low and too difficult at the upper age levels and the instruction which was made is also not clear. Terman as well as Merril through revising the scale, introduced to measure the intelligence of individual, extending from age 2 to 22 years. The task to be performed by the subjects (individuals) in these intelligence tests range from simple manipulation to abstract reasoning. It was Terman who through the scale of 'Stanford Binet' introduced the concept of I.Q.(Intelligence quotient) by correlating the Mental Age with Chronological age. The formula of Intelligence Quotient is :

$$\text{I.Q.} = \frac{\text{M.A.}}{\text{C.A.}} \times 100$$

Individual Performance tests: Individual Performance test is a non-verbal or non-language test of intelligence for testing an individual. In these performance tests, the contents and responses are in the form of performance and language is not used at all. In these tests the items which require responses in terms of motor activities are included. Block building or cube construction, to fit the block in the holes, tracing a maze, picture arrangement or picture completion are some of the activities of Performance individual tests.

The *Pintner Paterson Scale, the Arthur Point Scale, Alexander's Battery of Performance Tests* are some scales for measuring the intelligence of an individual through performance tests.

In India, Dr. Chander Mohan Bhatia developed a battery of performance tests known as ***'Bhatia's Battery of Performance Tests".***

Group Verbal Intelligence tests: These tests require the use of language and are applied to a group of individuals at a time. Army Alpha Test (developed in the First World War) and Army General Classification Test (developed in the Second World War) belong to these categories.

Group Non-Verbal Intelligence Tests: These tests do not necessitate the use of language and are applicable to a group of individuals at a given time. In these tests, material does not contain the test words or numerical figures. It contains pictures, diagrams and geometrical figures etc. printed in the booklet. Army Beta test, Chicago Non-Verbal test, Raven's Progressive Matrices test are some examples of Group Non-verbal Intelligence test.



LET US KNOW

Army Beta Test was developed during World War I, in U.S.A. for testing the intelligence of those soldiers who were either illiterate or were not used to English language.

Chicago Non-Verbal Test is most useful for young children aged between 12 to 13 years.

Raven Progressive Matrices Test: This test was developed in the U.K. It is a very popular non-verbal group test of intelligence. This test has been designed to see the relationship between geometric figures or designs in order to evaluate the subject's ability.



LET US KNOW

As regards the growth of intelligence and their individual level, certain marked levels have been discovered in the following ways:

1. Low Intelligent group- these includes idiots, ***imbeciles, morons*.**
2. Feeble minded
3. Normal or Average
4. Superior
5. Very Superior
6. Genius.

The following table illustrates the relationship between I.Q. and degree of brightness. The table is based on the studies by Terman and Merril.



Imbeciles and Morons: a person having a very low level of intelligence, very stupid.

Classification of Types		I.Q. (Intelligence Quotient)
1.	Near genius or genius	140 and above
2.	very Superior	130-139
3.	Superior	120-129
4.	Above Average	110-119
5.	Normal or Average	90-109
6.	Below Average	80-89
7.	Dull or Borderline	70-79
8.	Feebleminded, Moron	50-69
9.	Imbecile	25-49
10.	Idiot	0-24

Illustration2. Distribution of Intelligence in Normal population.

12.3.4. Theories of Intelligence

Already we are familiar with the concept, characteristics and types of intelligence. Now we will discuss the theories of intelligence. Theories of intelligence propounded by psychologists' reflect the components of intelligence. The theories are:

- **The Monarchic Theory**: According to this theory, intelligence is regarded as an adaptiveness which enables a creature to adjust itself to changing environment. This theory has believes in the inborn all round mental efficiency of an individual. This theory has the view that a person who can perform one intellectual task very well, can also perform another task equally well. Dr. Johnson, who believed in such a doctrine, said that if Newton could have turned his mind to poetry, he would have been as great a poet as he was a mathematician.
- **Oligarchic Theory**: Prof. Thomson has developed this theory. According to this theory, intellectual abilities are regarded as belonging to some groups. The main view of the theory is that there is much correlation between the abilities belonging to the same group and there is little correlation between the abilities belonging to other groups. This theory requires the involvement of cognitive (knowledge) abilities which are manifested in groups of abilities.
- **Anarchic Theory:** Prof. Thorndike was the chief exponent of Anarchic theory. According to this theory, mind is highly

particularized and composed of independent faculties. This theory believes that a man may be expert in doing one kind of work; he may not be expert with the same ability to do another kind of work. For example, if a boy is good in literature he may not be equally good in a subject like Chemistry.

- **The Eclectic Theory:** The Eclectic theory is also known as Two Factors of theory or Spearman theory. This theory has been propounded by Spearman. It consists of two factors-i.e. general factor and specific factor. The general factor is symbolized by 'g' and the specific factor is symbolized by's'. Here, the 'g' factor is always the same for the same individual and the's' factor varies from the subject to subject according to the nature. But there are differences in general abilities within the different individuals as well as their special abilities. Thus, different individuals differ both in the 'g' as well as's' factors. Different performance requires different amount of 'g' and's'. For instance, an individual who possesses 'g' factor shows better performance in Mathematics and Classics whereas in music and drawing's' factor predominates.
- **Thurstone's Primary Mental Ability Theory:** This theory was developed by Thurstone, an American psychologist. It is also known as *group factor theory or multifactor theory* of mental organization. This theory believes that intellectual activity is neither an expression of highly specific factors nor the expression of a general factor. According to this theory, it is believed that these factors of intelligence are independent and there is no co-relation among these general and specific factors of intelligence. According to Thurstone, the primary mental abilities are:
  - Verbal Comprehension (V).
  - Word Fluency(W)
  - Spatial Relations(S)
  - Number Ability(N)
  - Memory(M)
  - Reasoning(R)
  - Perceptual Ability(P)



CHECK YOUR PROGRESS

Q 7: What do you mean by the Eclectic theory of intelligence explained by Spearman?

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ACTIVITY 12.2

After giving through all for above mantioned theories, how would you like to justify which theory is more relevant at the present moment to understand the intelligence of human being.

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12.4 MEANING AND CONCEPT OF CREATIVITY

After knowing the concept, classifications, types and theories of intelligence as a whole, now we are going to discuss a very important component of this unit that is creativity and how the creativity can be differentiated from the intelligence. Both intelligence and creativity are mental abilities. But the basic difference between the two is that intelligence is a general capacity or ability of an individual whereas creativity requires divergent thinking. Let us briefly discuss the meaning and concept of creativity.

Creativity is the capacity or ability of a person through which something new ideas, objects, arrangement or re-arrangement of old elements can be built up for bringing about uplift in the society. The creative thinkers always explore new areas and makes new observations, new predictions and new inferences.

According to Guilford, creativity involves divergent thinking with respect

to the traits of fluency, flexibility and originality of thought process. It means that creativity involves the thinking process in various forms with the originality and flexibility in the thought process.

Another attempt has been made to define creativity by Zbigniew Pietrasinski, a Russian Psychologist, who emphasized creativity as' Creativity is a resulting in new products of a definite social value.'

12.4.1 Nature and Characteristics of Creativity

Our concept of creativity will be clear if we go through the characteristics of a creative child. The characteristics and nature of creativity in a person can be summed up as follows:

- Creative child is courageous in the conviction of his beliefs and values.
- The creative child is curious to know more and more about his environment.
- Independent judgment is another characteristic of a creative child.
- The creative person is independent in thinking about the problems of various types.
- Creative child becomes pre-occupied with a task where he concentrates all his mental energies on the task in hand.
- Willing to take risk is another capacity of a creative child.
- The creative child has vision of future problem.

12.4.2 Creativity and Intelligence

After knowing the concept and nature of creativity, now we are going to discuss the relationship between the creativity and intelligence. Although certain degree of intelligence is warranted for creative thinking yet both are independent abilities. Cognitive process involved in intelligence and creativity may be somewhat different. The **differences between intelligence and creativity** are summarized below:

- Convergent thinking is the basis of intelligence whereas divergent thinking is the basis of creativity.
- Highly creative persons usually possess intelligence to a high degree, but it is not always essential for an intelligent person to be creative, because one may possess high intelligence capacity without having creative abilities.

- The speed and accuracy of the cognitive behaviour are emphasized in intelligence testing, while in testing creativity emphasis is given on flexibility, originality and innovation.

Thus, these are some of the basic points on the basis of which the differences between intelligence and creativity can be brought out.



12.5 LET US SUM UP

- Intelligence is a general mental ability that distinguishes a man as a rational being because of his possession and demonstration of the reasoning capacity.
- Intelligence is also a stepping stone to aptitude reform. It is also a special mental ability that can channelise the performance of a man in specific direction.
- Intelligence basically helps one -to carry on the higher process of thinking, how one learns and adapts oneself to a novel situation.
- Although Intelligence can be divided into so many types but specifically it is of three types-
  (a) Concrete intelligence
  (b) Abstract intelligence
  (c) Social intelligence.
- Intelligence test can be classified into two broad categories, namely-
  (a) Individual test and
  (b) Group test.
- Individual test is also divided into (a) Verbal test and (b) Performance test; on the other hand the Group test is also divided into (a) Verbal and (b) Non-Verbal test.
- Monarchic theory, Oligarchic theory, Anarchic theory, Spearman or Eclectic theory, Thurstone's Primary Mental Ability theory are the different types of theories of intelligence.
- Intelligence and Creativity have some basic differences. The most basic difference is that convergent thinking is the basis of intelligence whereas divergent thinking is the basis of creativity.



12.6 FURTHER READING

1) Bhatia B.D. and Safaya R.N.: *Educational Psychology and Guidance*, Dhanpat Rai &Sons, Delhi

2) Mangal S.K.: Essentials of Educational Psychology, Prentice Hall of India Private Limited.2007



12.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. No. 1: Intelligence is a very wide concept which not only means the intellectual activities but also includes the capabilities for solving practical problems of life as well. Intelligence is a stepping stone to aptitude reform as well as it is a special mental ability that channelises the performance of a man in specific direction.

Ans to Q. No. 2: A comprehensive definition of intelligence is given by Wechsler. According to him, "Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally and to deal effectively with his environment." It means, intelligence is a capacity to act, think and deal rationally in order to adjust to any type of environment.

Ans to Q. No. 3: The five characteristics of intelligence are:

- Intelligence is the power or capacity of human being
- Intelligence means all-round mental efficiency
- Intelligence is a power of good responses from the point of truth
- Intelligence is the ability of adaptation and adjusting to a new situation
- Intelligence is the ability for abstract thinking as well as for availing of past experience

Ans to Q. No. 4: Thurstone classifies intelligence in various ways, they are –

- Spatial
- Perceptual
- Memory
- Number
- Verbal
- Word-fluency
- Reasoning.

Ans to Q. No. 5: E.L. Thorndike has classified intelligence into three categories, namely

(a) Concrete intelligence

(b) Abstract intelligence

(c) Social intelligence.

Ans to Q. No. 6: The two board categories of intelligence test are: Individual test and Group test.

Ans to Q. No. 7: Spearman developed the Eclectic Theory which is also known as Two Factors theory. This theory consists of two factors i.e. general factor and specific factor. The general factor is symbolised by 'g' and the specific factor is symbolised by 's'. The 'g' factor is always the same for the same individual and the 's' factor varies from the subject to subject according to the nature. Thus, different individuals differ both in the 'g' as well as 's' factors. In fact, different performance requires different amount of 'g' and 's'. For instance, an individual who possesses 'g' factor shows better performance in Mathematics and Classics whereas in music and drawing's' factor predominates.



12.8 MODEL QUESTIONS

A) Very Short Questions (Answer each question in about 50 words)

Q.1. What is intelligence?

Q.2. How has Wechsler defined intelligence?

Q.3. What are the characteristics of intelligence?

Q.4. What are the classifications of Intelligence made by Thurstone?

Q.5. What is Concrete intelligence?

Q.6. What is Abstract intelligence?

Q.7. What is meant by Social intelligence?

B) Short Questions (Answer each question in about 150 words)

Q.1. How do you differentiate intelligence from creativity? Explain

Q.2. How do you define that Intelligence is innate or required? Explain

Q.3. What are the two broad categories of intelligence? Mention it briefly

Q.4. Explain brifly the Individual Verbal Test of intelligence

Q.5. What is meant by Individual Performance Test of intelligence

C) Long Questions (Answer each question in about 300-500 words)

Q.1. What do you understand by Intelligence? What are the various theories regarding the nature of intelligence?

Q.2. What are the various theories of intelligence? Which theory is more convincing and how?

Q.3. Formulate a definition of intelligence which in your opinion is the best. What are the types of intelligence?

Q.4. Explain the nature of intelligence and how it can be measured.

Q.5. Distinguish between group test and individual tests. Explain the various classifications of these tests.

Q.6. How can intelligence be measured? What is the Intelligence Quotient? Write briefly about the Stanford Binet test.

Q.7. Define creativity. What are the natures of creativity? What are the differences between intelligence and creativity?

UNIT 13 : PERSONALITY AND ITS FACTORS

UNIT STRUCTURE

13.1 Learning Objectives

13.2 Introduction

13.3 Definitions and Nature of Personality

13.3.1 Characteristics of Personality

13.3.2 Temperament, Character and Personality

13.4 Genetic and Cultural Factors of Personality

13.5 Let Us Sum Up

13.6 Further Reading

13.7 Answers to Check Your Progress

13.8 Model Questions

13.1 LEARNING OBJECTIVES

After reading this chapter, you will be able to:

- define the concept of personality.
- point out the nature of personality as a concept.
- know the factors that influence the development of personality.

13.2 INTRODUCTION

Personality is a term that has many general meanings. Sometimes the word refers to the ability to get along well socially. For example, we speak of experiences or relationships, which are said to give a person “more personality.” The term may also refer to the most striking impression that an individual makes on other people. We may say, ‘she has a shy personality’.

To a psychologist, personality is an area of study that deals with complex human behaviour, including emotions, actions, and cognitive (thought) processes. Psychologists study the patterns of behaviour that make individuals different from one another.

The word personality is used not only in the field of psychology, but can be applied in most of the other fields of one day-to-day life. A good deal of research has been done on the topic but no final conclusions have been drawn as regards the nature of personality.

The psychologists have defined the term personality in various ways but they were not completely successful in explaining it in clear and definite terms because human personality is a very complex phenomenon. Personality is not a fixed state but a dynamic totality, which is continuously changing due to interaction with the environment.

The conduct, behaviour, activities, movements and everything else concerning the individual are known as personality. It is the way of responding to the environment; the way in which an individual adjusts with the external environment is personality.

13.3 DEFINITIONS AND NATURE OF PERSONALITY

The term personality has been derived from the Latin word “Persona” which was associated with Greek theater in ancient times. The Greek actors commonly used to wear masks on their faces during their performances on the stage. The mask worn by the actors was called persona. Personality was thought to be the effect and influence which the individual wearing a mask left on the audience.

In modern time also, for a layman, personality means the effect and influence of an individual on other people.

Some of the most referred ***definitions of personality*** are: -

Each individual’s characteristically recurring patterns of behaviour are known as personality. – L. Kolb

Personality is that which permits a prediction of what a person will do in a given situation. – R. B. Cattel

In the words of Munn, “Personality may be defined as the most characteristic integration of an individual’s structure, modes of behaviour, interest, attitude, capacities, abilities, and aptitudes.”

Woodworth and Marquis define personality as “the total quality of an individual’s behaviour as it is revealed in his characteristic habit of thought and expression, his attitudes, interests and his own philosophy of life.”

Allport who devoted most of his time for research on personality defines: “personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment.”

This definition is very comprehensive and includes all aspects of an individual’s personality. Here, the word ‘dynamic’ means that personality is undergoing a constant change but is still organized. It constitutes two types of systems: mental and physical, and these two systems interact with the internal and external environments. The word ‘determine’ emphasizes that it is the psychophysical system, which activates the organisms for action.

In a layman’s terminology, by personality we mean the sum total of the ways we behave, especially towards others. For instance, based on one’s good physical appearance, good character, aggressive or good manners, a person may be categorized as having a “fine”, “strong” or a magnetic personality.

Psychologically, personality is the integrated and dynamic organization of the physical, mental, moral, and social qualities of the individual that manifests itself upon others in social life.



CHECK YOUR PROGRESS

Q.1. What is Personality?

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Q.2. Mention any one definition of personality.

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Nature of Personality : Personality is a whole rather than a sum of parts**.** We cannot identify the personality of a person on the basis of his physique or his intellectual level or his character. But all these elements put together are made to function in harmony which makes his personality. The conduct, behaviour, activities, movements and everything else concerning the individual are known as personality. It is the way of responding to the environment. The way in which an individual adjusts with the external environment is personality. Let us discuss the following points regarding the nature of personality.

- **Personality is the result of both heredity and environment** : Heredity involves all those physiological and psychological peculiarities, which a person inherits from his parents. These peculiarities are transmitted to us through genes. It is indisputable that heredity determines the difference of sex and it is on this basis that some scientists contend that heredity determines personality because it is the difference of sex, which determines the personality of men and women.

  Environment has a very significant effect on man. Its effect starts from his birth and continues almost till his death. The status of the child, youth and the old man in the family and in the society is not same and as a result of this difference, a man's roles, temperaments, ways of thinking, tendencies and character are affected; all these determine the personality of men and women.

  In the same way, the status of the person in places like school, occupation, social situation, etc. affects his personality.

- **Personality is composed of traits, which are by and large learned or acquired :** By the time we become a mature personality, the contribution of learning is so prominent that we often misinterpret personality as the equivalent of learning. It is

important to note that learning plays a very important role in the making of one's personality. In order to explain the dynamics of one's personality, it is sometimes convenient to refer to the various types of learning, which a person is able to exhibit in his behavioural range.

- **Personality implies an integration of various traits :** All the elements, which are ultimately identified as parts of personality structure, get integrated rather than assembled together. Thus, the integration of various traits results into a distinct whole which is known as personality of an individual.

  Personality represents a unique integration of traits so as to differentiate one person from another on the basis of this very quality. The unique way in which we laugh or smile, weep or cry, talk or lecture, greet or salute becomes the watermark of our personality.

- **Personality is a dynamic process :** Personality is the dynamic organization within the individual. Here, dynamic means that personality is undergoing a constant change but is still organized. Personality development is a reciprocal relationship between the ways in which a person views his experiences and his actual social and interpersonal experiences. Development of personality is a continuous growth, which occurs because of the inherent tendency toward self-growth on the one hand and our personal, environmental nd social experiences on the other hand. Therefore, we can say that personality is a dynamic process.

13.3.1 Characteristics of Personality

We have seen how personality has been variously defined by psychologists, though there are differences in views, but even then all psychologists agree on certain common characteristics. Our understanding of the nature of personality will be clear if we go through the characteristics of personality. These are:

- **Unique :** Each individual personality is unique and specific. No two persons, not even identical twins have exactly the same qualities and attributes.
- **Organization :** Personality is not just one or more aspects of behaviour, but it is one's total integrated behaviour, woven into a whole. The greater the degree of organization, the more healthy and normal the person is.
- **Consistency or stability :** Consistency or stability is one of the characteristics of personality. A person is recognizable from situation to situation by the consistent characteristics that are reflected in his behaviour.
- **Dynamic :** Although the personality of an individual remains stable to a large extent, it can't be said to be static, It is always dynamic and continuously in the process of change and modification. Think about your own personality – what type of person you are at the present moment and what type you were while studying in school.
- **Self consciousness :** Personality exhibits self consciousness and it is the proud possession of human being. Man is described as having personality when the idea of "self' enters into his consciousness. A dog or a cow has no personality of its own because neither of the two possess self-consciousness.
- **Psychophysical systems :** Personality is neither exclusively physical nor is exclusively mental. Similarly it is neither the product of heredity exclusively, nor it is the product of acquired behaviour or learning exclusively. Organization of personality entails the functioning of both 'body' and 'mind'. Psychophysical systems composed of habits, attitudes, sentiments etc. are the product of hereditary endowments and the acquired life experiences of the individual.
- **Social :** Personality is completely social. Personality has existence only in relation to the external world. An individual's

relation with his environment, his feelings, attitudes, are basic to the idea of personality. An integrated personality is one which make harmonious adjustment to environment, particularly the social environment.



LET US KNOW

Personality Characteristics : (i) Each individual personality is unique, (ii) Personality is one's total integrated behaviour, (iii) It is all that a person is (iv) personality is a dynamic concept (v) Personality exhibit self consciousness, (vi) Personality is a social concept.

13.3.2 Temperament, character and personality

Two terms 'temperament' and 'character' are often confused with personality. Some psychologists find no difference between personality and temperament. Temperament can be termed as a system of emotional disposition. This system of emotional disposition represents only the affective side of an individual's personality. Objectively considered, temperament is simply the emotional life of a person. Moreover individual's temperament is determined by his hereditary make up. Personality is something more than this. These three aspects of mental life- knowledge, feeling and action are equally developed in it. Therefore personality must be taken as being much beyond one's temperament.

The words character and personality are often used as interchangeable expressions. But personality should not be taken as synonymous with one's character. Character is an ethical concept and it has nothing to do in psychology. It represents a moral estimate of the individual, while personality is a psychological concept. It is a

more comprehensive term which includes character as one of its constituents.

Thus we may say that all these three temperament, character and personality are intimately related to one another and the first two forms are integral part of the personality.



CHECK YOUR PROGRESS

Q.3. Say Yes or No :

a) The term personality has been derived from the Latin word “Persona”.

b) Personality is the result of both heredity and environment.

c) Personality of an individual is fixed.

d) Personality develops through learning.

e) We cannot identify personality of a person on the basis of his physique.

Q.4. Mention the characteristics of Personality.

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Q.5. Write Briefly :

a) Temperament

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b) Character

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13.4 GENETIC AND CULTURAL FACTORS OF PERSONALITY

Hereditary and culture both play an important role in the development of personality. An individual is the by-product of the constant interaction of heredity and environmental influences. The factors, which influence the development of the personality of a person, can be broadly classified into two groups:

A. GENETIC OR HEREDITARY FACTORS

B. CULTURAL FACTORS

In the 1960s and 1970s, some psychologists dismissed the whole idea of personality, considering human behaviour to be content specific. This idea was supported by the fact that personality often does not predict behaviour in specific contexts. However, more extensive research has showed that when behaviour is aggregated across contexts, that personality can be a modest to good predictor of behaviour. Almost all psychologists now acknowledge that both social and individual difference factors influence behaviour. The debate is currently more around the relative importance of each of these factors and how these factors interact.

A) GENETIC OR HEREDITARY FACTORS : Here hereditary means biological hereditary, which the child inherits from his forefathers in the form of chromosomes. Hereditary factors determine a person's temperament. This is what makes people seem so much like other people. There have been different classifications of temperaments offered for thousands of years, but there is a general agreement that there are four basic temperaments - *Depressed, Indifferent, Choleric, and Optimistic*. Each person has a blend of two temperaments, one inherited from the father and one inherited from the mother.

The biological factors affecting the development of personality are of three types:

i) Ductless glands,

ii) Physique and

iii) Body Chemistry

i) Ductless glands: Ductless glands send their secretions directly to the blood without ducts. Their secretions are called hormones. These hormones are responsible for many changes in the personality of an individual. Different glands secrete one or more types of hormones, which affect personality. Some of them are: Pancreas, Thyroid gland, Adrenal gland, Gonads and Pituitary glands

ii) Physique : Another important biological factor affecting personality is physical structure. Physical characteristics influence an individual's style of life, his mode of behaviour, action, tendencies, goals of life etc.

How appearance affects others' opinions? Recent studies have shown that children begin picking their playmates at a very early age by such standards as facial attractiveness and body form.

The relationship of self-opinion to personality has been recorded through many experiments. In one experiment, males had their self-esteem intentionally raised or lowered by receiving false reports on a personality test. The males whose self-esteem was intentionally lowered interpreted a positive evaluation from a female as affection more often than those with the higher self-esteem did. Experimenters interpreted this result by postulating that those people with lower self-esteem are more likely to cling to any positive stimulus, whether real or perceived (Kleinke, 1978). This interpretation makes it easy to see why people with lower self-esteem are more likely to embrace things like drugs (which give a temporary and false positive stimulus) (Ewen, 1998).

iii) Body chemistry : Body chemistry is based on the features of physiology. For the psychologists studying the development of personality, "nature vs. nurture" was a central debate. "Nature vs. nurture" suggests that biology (a person's

genes) and society (the environment in which a person grows up) are competing developmental forces. In the past, the debate sought to find whether one might be more important than the other. Today most psychologists would concede that both nature and nurture are necessary for personality development. Both help to make us who we are.

The study of twins is very useful for studying genetic differences. For example, in order to understand the influence of both nature and nurture, we might study identical twins that share a home environment and have the same genetic makeup and fraternal twins who share a home environment but do not share the exact same genetic makeup. In such studies, researchers have found that genetic differences can account for 40 to 50 percent of differences in personality traits, while environmental influences account for about 30 percent of differences in personality traits

Genes may not directly influence personality traits, but genes do govern the development of our nervous and ***endocrine*** systems. Hence, to the extent that body chemistry affects our behaviour, we can argue that genetics influences the personality. As an example, we can look at the relationship between *testosterone and aggression. Men, on average, are more physically aggressive than women. Boys engage in far more roughhouse play than girls. Men also commit 90 percent of all violent crimes.



Endocrine is connected with glands that put hormones directly into blood.



LET US KNOW

Testosterone – A steroid hormone that stimulates development of male secondary sexual characteristics, produced mainly in the testes.

Parenting is a complex, multi-determined set of behaviours that is influenced by parental personality, psychopathology, values and marital quality and by a range of child characteristics, that appears to be strongly influenced by parental and childhood temperament and exposure to psychiatric illness.

B) CULTURAL FACTORS : From the above discussion we have seen how genetic or hereditary factors affect personality. Now let us turn to cultural factors. Culture and environment have positive effects on the development of personality. Personality of an individual is gradually shaped by culture. Every society is characterized by its cultural heritage, which is transmitted from generation to generation in the form of social heredity.

Culture refers to the total life activities of a society. What the people think or do and feel represent the culture of a society. Biological inheritance is the same in human beings all over the world but it is the difference in their cultural conditions, which helps in developing unique personality characteristics in the individuals of different cultural groups

We can easily identify people reared in different cultures by the personality patterns they possess. India is a big country having many sub-cultures within a broad culture. The personality of the individuals within these sub-cultures is moulded by the customs, beliefs, rituals and religious faiths. Culture is a great educator of human beings, sometimes directly and sometimes indirectly.

Research has also shown that personality continues to change as a result of new experiences and modifications in the environment.

The home environment plays a role in determining personality. Influences from outside the family are also important to the development of personality. Under the general rubric of “culture” we might include schools,

churches, and other institutions with which an individual comes into contact.

A person who is born to a culture that practices things that would be considered extreme by others—such as head hunting, polygamy, and human sacrifice—will have different values from a person who was not exposed to those things. A culture that rewards aggression and athleticism will shape the personalities of the most gifted athletes to be confident, entitled, and self-centered. Where as a culture that only recognized intellectual pursuits is more likely to render those same individuals “nervous”, indecisive, and fearful.

Children are born and they live not only in a society but also in a specific part of it. Therefore, they are a influenced by particular subcultures of class, race, religion, and region, as well as by specific groups such as family and friends. During their lifetime, they continually encounter new or changing conditions, both personal and social, and must learn to adjust to them. The most important socialization, however, occurs during infancy and childhood, when the foundations of the later personality traits are laid. Whether a child becomes outgoing or shy, intellectually advanced or average, or energetic or subdued depends on many unique influences effects are difficult to predict at the child’s birth. A variety of factors influence child development. Heredity guides every aspect of physical, cognitive, social, emotional, and personality development. Family members, peer groups, the school environment, and the community influence how children think, socialize, and become self-aware.

After a comprehensive research the factors which are identified as important determinants of child personality are:

- Parents’ economic conditions,
- Their Education Level,
- Family size,

- Family Structure,
- Children's socialization level,
- Peer group,
- School Environment,
- Parent's involvement level in children's day to day activities,
- Extra curricular activities and government policies.

On the basis of results and findings of the study, different recommendations are proposed, focusing on parents reasonability towards child education, governments role in providing equal quality education to all classes of children compared emphasizing on improving parent, teacher and children relationships.

Studies on child's psychology help to understand better the personality development of children. Nurturing children in the best way is the key to attain broader objective of building an educated, well-behaved society and nation and this objective can be achieved through conducting research on children's psychology.



CHECK YOUR PROGRESS

Q.6. What factors do affect the personality?

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Q.7. Culture and environment have positive effects on the development of personality. Explain.

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13.5 LET US SUM UP

- The term personality has been derived from the Latin word 'Persona'. Persona means mask. According to the concept of mask, personality was thought to be the effect and influence of an individual wearing a mask. Psychologically, personality is the integrated and dynamic organization of the physical, mental, moral, and social qualities of the individual that manifests itself to others in social life.
- Culture refers to the total life activities of a society. What the people think or do and feel represent culture of a society. Biological inheritance is the same in human beings all over the world but it is the difference in their cultural conditions, which develops unique personality characteristics in the individuals of different cultural groups.
- Hereditary and culture both play an important role in the development of personality. An individual is the by-product of the constant interaction of heredity and environmental influences.
- Here hereditary means biological hereditary, which the child inherits from his forefathers in the form of chromosomes. The biological factors affecting the development of personality are of three types: Ductless glands, Physique and Body Chemistry.
- People may be honest in one situation and dishonest in another. They may be passive in some situations but aggressive in other situations or with different people. Many contemporary approaches to the study of personality therefore emphasize the role of specific social experiences and environmental events in the development and modification of behaviour. Psychologists are gradually moving away from broadly theorizing the nature of personality. Instead, they are studying the conditions that determine the complex behaviour of men.

- Hereditary factors determine a person's temperament. This is what makes people seem so much like other people. There have been different classifications of temperaments that have been offered for thousands of years, but there is a general agreement that there are four basic temperaments. These are Melancholy, Phlegmatic, Choleric, and Sanguine. Each person has a blend of two temperaments, one inherited from the father and one inherited from the mother
- Environmental factors determine a person's personality with temperament forming the baseline characteristics of that personality. The environmental factors include everything from prenatal influences, the way a person is raised and the outside influences such as location, schooling, friendships, traumas or joys, religious instructions and experiences, political events, significant relationships, etc. They also include personal choices and their consequences. This is what makes everyone unique from everyone else.

So, you could say that hereditary factors basically determine how we are like each other, and environment factors shape the hereditary foundation to make each of us unique and special in the world.



13.6 FURTHER READING

1) Aggarwal, G. C. (1996*) Essential of Educational Psychology*, Vikas Publishing House, New Delhi.
2) Chauhan S. S. : Advanced Educational Psychology, Vikas Publishing House, 1993.



13.7 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1 : The term personality has been derived from the Latin word "Persona". The mask worn by the actors was called persona in Greek ancient times. In modern time also, for a layman, personality means the effect and influence of an individual on other people.

Psychologically, personality is the integrated and dynamic organization of the physical, mental, moral, and social qualities of the individual that manifests itself upon others in social life.

Ans. to Q. No. 2 : According to Allport, "Personality is a dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment."

Ans. to Q. No. 3 : a) Yes, b) Yes, c) No, d) Yes, e) No.

Ans. to Q. No. 4 : The characteristics of personality are:

- Each individual personality is unique and specific
- It is an individual's integrated behaviour
- Personality is dynamic and continuously in the process of change and modification
- personality exhibits self consciousness
- Personality is completely social.

Ans. to Q. No. 5 :

a) Temperament : Temperament is an ingredient of personality. It may be defined as a disposition with the person to respond to emotional stimuli and situations and to express himself emotionally in a unique manner.

b) Character : Character is an ethical concept; Character is refused to as good or bad, weak or strong according to power of self-control of an

individual. Ethical concept of character has nothing to do with psychology. But the conative aspect of character constitutes an important ingredient of personality.

Ans. to Q. No. 6 : Hereditary and culture both play an important role in the development of personality. An individual is the by-product of the constant interaction of heredity and environmental influences. The factors, which influence the development of the personality of a person, can be broadly classified into two groups: (a) Genetic or Hereditary factors and (b) culture factors.

Ans. to Q. No. 7 : Personality of an individual is gradually shaped by culture. Every society is characterized by its cultural heritage, which is transmitted from generation to generation in the form of social heredity.

The environmental factors include everything from prenatal influences, the way a person is raised and the outside influences such as location, schooling, friendships, traumas or joys, religious instructions and experiences, political events, significant relationships, etc.



13.8 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q.1. What is meant by personality?

Q.2. Mention some important characteristics of personality.

Q.3. How would you like to define personality?

Q.4. How does the factor of heredity influence personality?

Q.5. How does the factor of environment influence personality?

Q.6. Mention the biological factors affecting the domains of personality.

Q.7. What are hormones?

B) Long Question (Answer each question in about 300-500 words)

Q.1. Discuss the various factors which influence the development of personality.

Q.2. Personality is the result of both heredity and environment. Explain.

Q.3. Discuss the influence of culture on personality development.

UNIT 14 : THEORIES OF PERSONALITY

UNIT STRUCTURE

14.1 Learning Objectives

14.2 Introduction

14.3 Theories of Personality

14.4 The type Approach

- 14.4.1 Hippocrate's Classification
- 14.4.2 Kretschmer's Classification
- 14.4.3 Sheldon's classification
- 14.4.4 Spranger's Classification
- 14.4.5 Jung's Classification
- 14.4.6 Evaluation of Type Theories

14.5 The Trait Approach

- 14.5.1 Allport's Classification
- 14.5.2 Cattell's Classification
- 14.5.3 Evaluation of Trait Theories

14.6 The Psycho-Analytical Approach

- 14.6.1 Freud's Pschoanalytic Theory of Personality
- 14.6.2 Evaluation of Freud's Theory

14.7 Let Us Sum Up

14.8 Further Reading

14.9 Answers to Check Your Progress

14.10 Model Questions

14.1 LEARNING OBJECTIVES

After going through this unit you will be able to

- list and describe the different Type Theories of Personality
- explain the concept of Trait and its related Theories
- evaluate Freud's Psycho-Analytic Theory of Personality.

14.2 INTRODUCTION

In the earlier unit we have discussed in detail about the concept and nature of personality along with its factors. We have observed that human personality is a complex organization of a psycho-physical system that needs a deeper insight and understanding. Our understanding of personality will be incomplete if we do not discuss its theories. Various theories in one way or the other try to describe the basic structure and underlying entities or the constructs involved in personality along with the process by which these entities interact.

This unit deals with various theories of personality developed by psychologists from time to time.

14.3 THEORIES OF PERSONALITY

Psychologists have developed various theories of personality to study its structure and growth. We know that personality is revealed in the distinctive characteristic ways in which one reacts to everyday situations. Personality always functions as a whole. But psychologists seem to emphasize the examination of personality from different angles, such as, types, traits, nature etc., and this has made the topic a complex one. However, it will not be possible for us to describe all types of theories in this discussion. We will confine ourselves to discussing the following broad categories:

- **The Type Approach :** The view point of Hippocrates, Kretschmer, Sheldon, Spranger and Jung belong to this category.
- **The Trait Approach :** Theories like Allport's theory and Cattel's theory are based on the trait approach.
- **Psycho-Analytical Approach :** Theories developed by Sigmund Freud belongs to this category.

Let us now briefly discuss the view points propounded in these theories.

14.4 THE TYPE APPROACH

The type theories of personality were prominent in ancient times. The advocates of type approach classified human personalities into a few clearly defined types and each person, depending upon his behavioural characteristics, somatic structure, blood types, fluid in the body or personality traits was described as belonging to a certain type. Based on such an approach the physicians of our ancient system of medicine "Ayurveda" classified human beings on the basis of three elements of the body, namely 'pitt' (bile), 'vaat' (wind) and a 'kuf' (mucus). An almost similar approach was followed by Hippocrates, one of the disciples of great philosopher Aristotle in the fifth century B.C. After wards many other scholars and psychologists tried to divide people into types depending upon their own specific criteria.



Hippocrates : **(**460 B.C.-377 B.C.) was a Greek Philosopher. His work is of great significance to Historians as the books written by him or his followers, are the first example of what Greek medical thought are based upon.

14.4.1 Hippocrates's Classification

According Hippocrates, the human body consists of our types of humours or fluids- blood, yellow bile, phlegm (mucous) and black bile. The personality of an individual is typed according to the dominance of one of them in the body. The types are :

i) **The sanguine type :** In this type of people, the predominant body fluid is blood and they are active, warm hearted, quick, pleasant and hopeful.

ii) **The Melancholic type :** This type is characterized by a predominance of the body fluid called black bile. People of this type are bad tempered, dejected, sad, depressed, pessimistic and self involved. Phobias and abnormal fears are common in them.

iii) **The choleric type :** Yellow bile is the predominant body fluid in this type of people. They are easily angered and experience quick strong and unpleasant emotional excitement.

iv) **The phlegmatic type :** This type of people has a predominance of phlegm. They are characteristically apathetic, slow, weak, indifferent and emotionally calm.

14.4.2 Kretschmer's Classification

Ernst kretschmer, a German psychiatrist, classified human beings on the basis of physical constitution and attempted to establish relationship between personality characteristics and body build:

i) **The pyknic type :** This type of people have a body build charcterised by short neck, fat face, broad trunk and short arms and legs, This type of people tend to be sociable jolly, easygoing and good natured

ii) **The Leptosomatic type :** These types of people have a body which is lean, tall and angular with long arms and legs. They are shy, reserved, sensitive and have introvert personality.

iii) **The Athletic type :** These types of people are strong and muscular. They are energetic type of people.

iv) **The Dysplastic type :** It is a mixture of other three types. Dysplastics have abnormal and disproportionate body building.



Sheldon : (1898-1977), American Psychologist and Physician, known for his theory associating physique, personality and delinquency.

14.4.3 Sheldon's Classification

Sheldon divided all human beings into three broad categories of physical dimensions and their corresponding temperamental characteristics, which are

i) **Endomorphic :** This type of person has a highly developed viscera but weak in somatic structure. They are easy going, sociable and affectionate.

ii) **Mesomorphic :** The Mesomorphic persons are muscular and strong. They like muscular activity, loves risk and adventure.

iii) **Ectomorphic :** They are thin and tall, having weak somatic structure. These types of persons are introvert, unsociable and reserved.

14.4.4 Spranger's Classification

On the basis of reaction shown in social contexts, Spranger, a German philosopher divided human beings into the following six categories:

i) **Theoretical :** Persons who are theoretical in nature neglect social and political participation.

ii) **Aesthetic :** Worshipper of beauty, form and harmony.

iii) **Social :** Persons who are interested in social activities.

iv) **Political :** They are dominating and desirous of power.

vi) **Religious :** A person of religious type values and believes in the existence of the Supreme Being.



Spranger : (1882-1963) German Philosopher, pedagogue and psychologist.

14.4.5 Jung's Classification

Jung divided all human beings basically into two distinct types- **introvert** and **extrovert** according to their social participation and interest which they take in social activities.

i) **Introvert :** A person who tends to withdraw into himself, especially when faced by emotional conflicts and stress in his environment is introverts in a nature. Introverts are shy, they avoid people and prefer remaining alone. Philosophers and scientists are generally considered introverts.

ii) **Extrovert :** Extroverts are oriented towards the external world. They deal intelligently with social situations and people. They are outgoing, social, friendly and free from worries. Politicians, businessmen, social workers are considered as characteristically extrovert in nature.

iii) **Ambivert :** This type of person who has mixed personality and could not be classified either as extrovert or as introvert.



Jung : (1875-1961) was a Swiss psychiatrist and founder of analytical psychology.

14.4.6 Evaluation of Type Theories

The classification of human beings into types has been criticized by the psychologists on the following grounds:

- They place emphasis upon one or another phase of development.
- They deal with extreme rather than normal human nature.
- It is not easy to categories human beings into three or four types.
- Types are discontinuous and non-scaleable.
- There is multiplicity of type theories which are difficult to apply in practice.



CHECK YOUR PROGRESS

Q.1. List the type of personalities classified by Hippocrates and Sheldon.

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Q.2. Write briefly:

a) Spranger's classification

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b) Extrovert

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c) Introvert

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14.5 THE TRAIT APPROACH

In the trait approach the personality is viewed in terms of various traits. In modern psychology, type approach is not so widely used as the trait approach in order to understand the development of personality. Trait may be define as the characteristic behaviour of an individual that explains his unique but relatively stable response to environmental demands. In our day-today communication we label people as honest, aggressive, fearful, stable enduring, dependant, lazy or dull. Such adjectives refer to the dominant trait that characterizes them. Thus, these patterns are said to be the basic units of one's personality that can be discovered thought observing one's behavior in a variety of situations. The characteristics of the traits are:

- Scalable i.e they can be measured.
- They are not directly observable but they can be inferred from the behaviour, activities and communication of the individuals.
- Traits are not static; they are flexible during childhood and tend to be stable with maturity and growing age.
- They are characterized by functional unity. They are learned in interaction with the environmental unity.
- Traits are mental sets. It is a readiness to respond to any variety of situations in a consistent way.
- They are also higher order habits. They are the organized frame of reference regarding emotions, beliefs etc. about the environment.

14.5.1 Allport's Classification

Traits, according to Allport are the basic units of the personality. We develop some organized tendencies in the course of our continuous and gradual development, which can be termed as traits. Allport classified all human traits into three broad categories.

- **Cardinal traits :** Cardinal traits are the primary traits. These traits are dominant in every aspect of one's behaviour and

attributes and they are central to the description of one's personality.

- **Central traits :** It includes characteristic tendencies, which can be ordinarily used to describe a person such as, honesty, kindness, submissiveness etc. ***According to Allport***, for knowing an individuals' personality, we need to know only five to ten such central traits. He mentioned five central traits and within each of these five he included a number of qualities or characteristics. These are:
  - **a) Intelligence :** Intelligence is ability in many different ways. It is manifests itself in novel situation.
  - **b) Mobility :** The quickness with which a person responds to a stimulus, the ability to co-ordinate movements, speed, impulsiveness, steadiness or unsteadiness- all these are implied by mobility.
  - **c) Temperament :** The various aspect of the individual's emotional behaviour comes under this category.
  - **d) Self expression :** Traits like ascendance or submission, reclusion, free expression or reservedness, range of interests, dominant interests, aspirational level come under this head.
  - **e) Sociality :** This trait refers to the responsiveness of the individual to others reaction of him. Social maturity consists in the realization that one cannot live a full life apart from the outside society.
- **Secondary traits :** Secondary traits are not as dominant as the cardinal or central traits. They are not so strong enough to be the integral part of one's personality.



Allport : (1897-1967) American Psychologist. Allport researched human attitudes, prejudices and religious beliefs. His theory of personality, which rejected both Freudian psychology and behaviorism, emphasized the uniqueness of the individual as well as their various problems.

The trait theory propounded by Allport emphasized that an individual differs from others, but also has common traits with others within the limits of cultural norms. To him personality is the dynamic organization of all the behavioural traits that an individual possesses.

14.5.2 Cattell's Classification

The most recent advanced theory of personality based on the trait approach has been developed by **R.B. cattell**, an American psychologist. He has defined a trait as a structure of personality. He mentions four types of traits.

- **Common traits :** Certain traits are widely distributed in population, as honesty, creativity, aggression, cooperation, generosity, friendliness etc. They are called common traits. A common trait is one that appears to some degree or in opposite form in every person.
- **Unique traits :** These include temperamental traits, emotional reactions and energy possessed by particular persons.
- **Surface traits :** Surface traits are the results of environmental molding and therefore they are different in different cultures. They can be recognized by manifestations of behavior like curiosity, dependability, tactfulness etc.
- **Source traits :** Source traits are the underlying structures or courses that determine the behavior of the individual. They are inferred from behavior. Dominance and emotionality are source traits.

R.B. Cattell, through ***factor analytic approach***, determined the contribution of heredity and learning factors in the development of traits in the individual.



R. B. Cattell : (1905-1998) was a Britis and American psychologist known for his exploration of wide variety of substantive areas in psychology.

14.5.3 Evolution of the Trait Theory

The Trait theory of personality has been criticized by psychologists on the following grounds.

- There is no agreement among psychologists with respect to the use of the term trait.
- It is said that trait is a behavioural disposition which is considered to be enduring, not changing with change in

situation. But trait is not a permanent or static characteristic of the individual because personality undergoing perpetual change.

- There is no foolproof way of measuring traits because it is difficult to quantify human trait.
- Behaviour of an individual cannot be predicted on the basis of scores on trait inventory. Traits are only points of references.



CHECK YOUR PROGRESS

Q.3. Write five characteristics of personality traits.

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Q.4. What are the type of trait, according to Allport and Cattell?

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14.6 THE PSYCHO-ANALYTICAL APPROACH

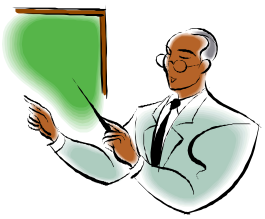
The psycho- analytical approach to personality was created and advocated by Sigmund Freud. It place importance on the dynamics of human behavior. Freud propagated the analysis of the psyche or mind and used psychoanalysis as a method for understanding behavior and for treating illness. His school of thought is known as the school of psychoanalysis and the approach adopted for understanding human behavior and personality is known as the psycho-analytical approach.

14.6.1 Freud's Psychoanalytic Theory of Personality

Basic concepts : Freud gave utmost importance to instincts as the determinant factor of human behaviour. The two instincts (a) Eros-(instinct for self preservation) and (b) Thanatos, (the death instinct) are considered to be the cause of all human acts and behaviour.

Psychic structure : According to Freud energy comes from libido. It denotes sexual energy. The structure of personality is constituted of the three unified and inter-relating systems, namely ***id, ego*** and ***superego*** which are in continuous conflict with each other. They channelize the energy to gratify the libido according to their own functioning and norms.

- **The id :** the id is the raw, savage and immoral basic stuff of a man's personality that is hidden in the deep layers of his unconscious mind. It is solely guided by the pursuit of pleasure and avoidance of pain. It is totally out of contact with reality. Logic and reasoning have no place in the id. It lacks moral judgment and it has no sense of social value. It only demands immediate gratification of his desires and wishes.
- **The ego :** The ego is called executive personality. The main function of ego is to check the unlawful activities of the id. The ego has to be vigilant all the time and to control effectively the claims and demands of the id, the super ego and the external world. The ego is 'I' that thinks, feels, wills, decides and acts. Since it is constantly in touch with the realities of the world, the ego is guided by the reality principle.
- **The super ego :** super ego is the moral censor of the personality. It strives to internalize the norms, ideals and values of our society, which are emphasized by social institutions like family and school from early childhood. It represents the ideal and aims at perfection. It seeks to follow the moral and social norms.



LET US KNOW

Id is biological, it seeks pleasure. Ego is psychological and tests reality. Super ego is social self and looks towards attaining perfection.

Dynamics of Personality : Freud put forward a dynamic concept of personality by conceptualizing the continuous conflict among the id, ego and super ego. The individual seeks gratification of the instinctive desires and impulses. This results in a clash between him and his environment. The control exercised by parents and social institutions brings in a state of war between id and superego. Ego constructs a mechanism to work a compromise between id and super ego to reduce tension built-up in individuals.

The development of Personality : Freud organized his personality theory around psycho-sexual stage of development. There are four stages of psycho-sexual development: ***Oral , Anal, Phallic and genital***. Bodily pleasure or ***erogenous zone*** keeps moving with age/ developmental stages from mouth to anus to genitals. Individual's experience at each stage leaves its imprint. Over indulgence or deprivation of sex may cause fixation resulting in the arrest of sexual impulses.

14.6.2 Evaluation of Freud's Theory

Freud's psychoanalytic theory created a revolution in the theory and practice of psychology. His approach to human behavior has greatly influenced all social sciences. Many researches have been conducted to test the theory of psycho-analysis. The ***chief advantages of Freud's theory*** are:

- The psychoanalytic approach is a comprehensive theory and it includes all aspects of personality and its complexities.
- It has given a good method for the study of human behaviour.
- The theory recognizes the importance of unconscious motivation in the development of behaviours patterns.
- Freud's emphasis on the role of sex in one's life has brought out the necessity of providing proper sex education to the students.
- Freud's approach to personality is a holistic approach. It does not divide personality into specific traits. It gives more emphasis to the functioning of the individual as a whole.
- Freud's psychoanalysis has contributed significantly to providing education for mental health and also to the method of treatment for those who are mentally ill and disturbed.

But there are psychologists who do not agree on the basic concepts and methodology used by Sigmund Freud. His ***theory has been criticized*** mainly on the following grounds:

- It treats mankind to be selfish, pleasure seeking and animal like rather than social and humane.
- The data of psycho-analysis consisted of the reports of the patients without any verification from other sources. No systematic procedure was followed in data collection and its recording and has never been validated against any criterion.
- It over emphasizes the role of sex in human life.
- It attaches too much importance to the role of the unconscious as a determinant of behaviour.



CHECK YOUR PROGRESS

Q.5. What is psychoanalysis?

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Q.6. Who is the pioneer of psychoanalysis?

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Q.7. Write short notes on :

The id, the ego and the super ego.

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14.7 LET US SUM UP

- In this unit we have discussed the personality theories. Personality theories explain the structure of personality with reference to an approach, e.g., type, trait and psychoanalytic approach.
- The type approach tries to divide personality on the basis of body fluid, structure and nature. Hippocrates classifies personality according to body fluid and Kretschmer talks of biological type based on body structure. Sheldon explains his concept of type as the relationship between a person's physique and behaviour. Spranger divided human beings on the on the basis of interest. Jung's approach was limited to introversion and extroversion.
- Allport identifies cardinal, central and secondary traits. They represent individual's personal disposition. Cattell used factor analysis to identify the surface traits and source traits.
- Freud's psychoanalytic theory gave much importance to instincts. According to Freud, psychic energy comes from the libido-sexual energy. The structure of personality is constituted of id, ego and superego. They channelise the energy to gratify the libido according to their own functioning and norms. We concluded by evaluating the psychoanalytic theory of personality.



14.8 FURTHER READING

1) Chauhan, S. S., "Advanced Educational Psychology". Vikas Publishing House Pvt. Ltd., New Delhi.
2) Sarma, M. (2008) Educational Psychology, Tushar Publishing House, Dibrugarh.



14.9 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1 : Hippocrates has classified the types of personality as- Sanguine, choleric, phlegmatic and Melancholic.

Sheldon has classified the types of personality as Endomorphic, Mesomorphic and Ectomorphic

Ans. to Q. No. 2 :

a) Spranger divided human being on the basic of interest- theoretical, economic, Aesthetic, Social, Political, and religious.

b) **Extrovert :** extrovert people are oriented toward external world. They are outgoing social, friendly and free from worries. Politicians, businessman, social workers are type as introverts.

c) **Introvert :** A person who tends to withdraw into himself. Introvert person are shy, they avoid people and prefer remaining alone. Philosophers and scientists are generally considered introverts.

Ans. to Q. No. 3 : The characteristics of personality traits are:

- Traits can be measured,
- they are universal
- they are the mental set of an individual,
- traits manifest themselves in an individual's behaviour, activities and communication

Ans. to Q. No. 4 : According to Allport, the type of traits are divided into three types as Cardinal, Central and secondary traits. According to R.B. Cattell, the traits are divided into the following ways as common, unique, surface and source traits.

Ans. to Q. No. 5 : Psycho-analysis is a method for understanding behaviour and for treating mental illness.

Ans. to Q. No. 6 : Sigmund Freud

Ans. to Q. No. 7 : The **id** operates at animal level. It does not differentiate between good and bad. It has no values, no rules and it does not recognize right or wrong.

The ego functions as an executive to check the unlawful activities of the id. It follows the principle of reality and acts with intelligence to control the demands of id and forces of the external world.

The superego is the ethical or moral arm of the personality. It is idealistic and does not care for realities. It is the decision making entity.



14.10 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q. 1. Explain Hippocrates' classification of personality.

Q. 2. Explain Spranger's classification of personality.

Q. 3. Define Traits. What are the characteristics of Traits?

Q. 4. What do you mean by id, ego and super-ego? Explain

B) Long Questions ((Answer each question in about 300 words)

Q. 1. What do you mean by Typology? Describe Jung's Typology with its weaknesses.

Q. 2. Explain Allport's classification and Cattel's classification of Traits.

Q. 3. What do you mean by psychoanalytic theory of personality? Evaluate psychoanalytic theory.

UNIT 15 : MENTAL HEALTH AND HYGIENE AND ADJUSTMENT MECHANISM

UNIT STRUCTURE

15.1 Learning Objectives

15.2 Introduction

15.3 Meaning of Mental Health

- 15.3.1 Characteristics of Mental Health
- 15.3.2 Factors Affecting Mental Health

15.4 Concept of Mental Hygiene

- 15.4.1 Objectives of Mental Hygiene
- 15.4.2 Functions of Mental Hygiene
- 15.4.3 Principles of Mental Hygiene
- 15.4.4 Limitations of Mental Hygiene

15.5 Adjustment Mechanism

15.6 Causes of Maladjustment

15.7 Let Us Sum Up

15.8 Further Reading

15.9 Answers to Check Your Progress

15.10 Model Questions

15.1 LEARNING OBJECTIVES

After going through this unit you will be able to –

- explain the meaning and concept of mental health and hygiene
- identify the factors affecting mental health
- explain the concept of mental hygiene and its characteristics
- identify the functions, principles and limitations of mental hygiene
- discuss the concept of adjustment mechanism and the causes of maladjustment.

15.2 INTRODUCTION

After having fair ideas on educational psychology, psychology of growth and development, various stages of development, memory and forgetting, learning and personality in the previous units, now we are going to discuss one of the important aspects of psychology that is mental health and hygiene. Mental health and hygiene is the two sides of a coin. Hygiene is the pre-requisite condition for maintaining good and sound health. Besides these, this unit also deals with the various mechanisms of adjustment. In fact, adjustments mechanisms are the instrument for maintaining the balanced personality as well as the instrument to rescue from the various ***mal-adjusted*** behaviours and problems.



Mal-Adjusted : having mental and emotional problems that lead to unacceptable behaviour.

15.3 MEANING OF MENTAL HEALTH

Let us see why Sheetal is too much afraid of cockroaches. Akhil has a severe headache two or three times a week, but the doctor says nothing is wrong with him. Then why is this happening? If we ask somebody that, do you like yourself? Different individual may answer it differently. Some body may answere it positively. But some may say “I don’t know” or “there are time I hate myself”. From the above we may say that some people are well adjusted but some may have some problem in adjustment.

Generally a person who likes himself may be regarded as mentally healthy. Conversely strong dislikes of one’s self is a typical symptom of maladjustment. A mentally healthy individual feels that he is an accepted member of a social group and they in turn liked by him. But the maladjusted person may react in totally different way.

The concept of mental health is as old as human beings. Our ancient scriptures are full of references to mental diseases. But this concept is comparatively new even in the West. Burmham who emphasizes the importance of integration or wholeness of personality said **“a mentally healthy person is one who has a balanced personality, free from schism and inconsistencies, emotional and nervous tension, discords and**

conflicts. a well adjusted person can deal with his potentialities as well as he can accept his limitations."

15.3.1 Characteristics of Mental Health

Different authors emphasize different characteristics of a mentally healthy person. These can be studied under following heads.

A) Indian Views

B) Western Views

Indian View : Indian concept of mental health is available in the Atharva Veda which provides detailed information on mental disorder and their treatment. According to Atharva Veda mental personality consists of three gunas or characteristics: Satya, Rajas and Tamas. The in balance of these gunas causes mental disorder. These gunas are in the mind since birth, but they keep certain equilibrium in a normal person. So normal mental health means living in Rajas and Tamas to a certain degree.

The **Charaka Samhita** and **Sushruta Samhita** have also given the concept of mental health, but they do not differ significantly from the Atharva Veda's concept of mental health. These concepts of mental health are used in Ayurveda.

Western Concept : Though the concept of mental health is comparatively new yet different authors have given different views regarding sound mental health. Harry Stack Sullivan says that a mentally healthy individual would place a major value on efficient social functioning.

Freudians lay emphasis on an awareness of one's unconsciousness motivations and subsequent self control, based on the awareness.

Jahoda (1963), proposes six criteria of the mentally healthy individual. These are-



Empathy : the ability to understand another person's feelings, experiences etc.

- The ability to love adequacy in interpersonal relationship, efficiency in meeting situation requirements; efficiency in problem solving.
- Undistorted perception of reality including ***empathy*** and social sensitivity.
- Possessing a balance of psychic forces in the individual and a unifying outlook on life and resistance to stress.
- Can make decision his or her own.
- Growth, self development and self actualization including conception of self etc.
- Attitude towards self concept and sense of identity.

From the above discussion we can easily distinguish between the mentally healthy and unhealthy person in the following ways–

	Mentally Healthy		**Mentally Unhealthy**
1.	Aware about their self and have some respect for others	1.	Not aware about their own self and have no respect for others
2.	Understand one's own limitation and also can tolerate others limitation.	2.	Can't understand one's own limitation and can't tolerate others limitation
3.	They can understand that all behaviour is causal.	3.	They can't understand the cause of behaviour.
4.	They can understand the basic needs that motivate behaviour.	4.	They can't understand the basic needs which motivate behaviour.

Mental health is, thus, a condition of psychological maturity. It is a condition of personal and social functioning with a maximum of effectiveness and satisfaction. A mentally healthy person is responsible, self reliant and has a true sense of individuality. He has a realistic life goal as well as philosophy of life and values. He can differentiate between the right and the wrong.

According to Jacky Roy, a mentally healthy person possesses a good physical health. He can keep a good social relation too. He has insight into his action.

On the basis of the above discussion we can make the following observations.

- Concept of mental health is subjective
- Mental health is depending on sound physical health.
- Measurement of mental health is difficult as we don't have any standard.
- Mental health depends on many factors.
- Criteria of mental health may be different from country to country.
- Mental health is synonymous to balance personality.
- Mental health is a dynamic concept
- Mental health is also related with stress and strain of life.

15.3.2 Factors Affecting Mental Health

Let us see what are the factors which affect mental health.

Mental health plays a crucial role in the development of the personality but there are many factors which help in developing positive or negative development of mental health. Mental ill health is caused by different factors which have been described by different authors in different ways. Here we are presenting some of the models which explain the causes of mental ill health. These are –

- Socio Cultural Model
- Medical Model
- Psycho Analytical Model
- Behaviouristic Model
- Interpersonal Model

Socio Cultural Model emphasizes the role of social condition, such as poverty discrimination, casteism, violence etc. as the basic causes of poor mental health.

Medical Model emphasizes the role of various organic conditions that affect our brain functioning.

Psycho Analytical model emphasizes the stress situations that involve a threat to the individual's psyche. It gives importance to early childhood experiences as a major factor for mental ill health.

Behaviouristic model gives importance to faulty learning such as the failure to learn necessary adaptive behaviour.

The ***interpersonal model*** emphasizes the unsatisfactory interpersonal relationship among human beings.

Besides these models, different authors have given some more causes to understand the factors responsible for ill mental health. These are:

- Primary
- Predisposing
- Precipitating
- Reinforcing

The ***primary*** cause is the condition without which the mental ill health would have not occurred.

A ***predisposing*** cause is a condition that comes before and paves the way for later maladjustment For example: if a child is very much rejected in his early childhood, he may develop some mental disorder.

A ***precipitating*** cause is a condition that proves too much to bear for the individual and triggers maladaptive behaviour. For example, the sudden death of one's father may cause mental disorder for that reason.

A ***reinforcing*** cause is a condition that tends to maintain the maladaptive behaviour already present such as playing a 'sick role' and relieved from unwanted responsibility say for family.

Let us now mention the factors responsible for mental ill-health. They can be listed as shown below:

A. Hereditary

- Genetic defects
- Chromosomal defects.
- Faulty genes

- Constitutional liabilities- physique, physical handicap etc.
- Physical deprivation- Malnutrition, sleep disturbances emotional disruption, Brain pathology.

B. Psychological

- Mental deprivation
- Institutionalization
- Deprivation in Home
- Defective family pattern structure etc.
- Early psychic Trauma
- Severe stress.

C. Socio Cultural Factors

D. War and Violence

E. Group Prejudices

F. Economic and Employment Problems

G. Modernization and Globalization

15.4 CONCEPT OF MENTAL HYGIENE

Mental hygiene is a Science which deals with the process of attaining mental health and preserving mental health in the society. The term mental health is closely related with the term mental hygiene as the main objective of mental hygiene is to attain mental health. In other words, mental hygiene is a means of mental health. That is why we can say that mental hygiene is the means and mental health is the end.

Definition : There are many definitions of the term mental hygiene. Some of the definitions are mentioned below:

According to Klien, “Mental hygine is an endeavour to aid people to ward off trouble as well as to furnish ways of handling trouble in intelligent fashion when it cannot be warded off.” To him, these troubles may be :

- **Illness**
- **Finances**
- **Social Position**
- **Religion**
- **Sex**
- **Economic Security**
- **Old age**
- **Inadequate shelter etc.**

According to **Rivelin,** mental hygiene –

- Means the application of a body of hygiene information and technique.
- It is taken from the sciences of Psychology, Child psychology, Education, Sociology, Psychiatry, Medicine and Biology.
- It cares for the purpose of the preservation and improvement of mental health of the individual and community.
- It is meant for prevention and cure of minor and major mental diseases and defects of mental, educational and social maladjustment.

The History of mental hygiene is old as our civilization. In India, Ayurveda successfully developed a full fledged system for treating the mentally ill people long back. But in the West the mental hygiene movement started in the first decade of the 20th century. Clifford Beers, a graduate of Yale University can be regarded as the father of mental hygiene. He being frustrated with his life once attempted to commit suicide in the year 1908. But luckily he was saved and treated for his mental illness. After recovery he wrote a book entitled "A Mind That Found Itself"-where he described about his illness and the type of treatment he had received. This book created a revolution among the general public for the necessity of mental hygiene. Gradually many Institute of Mental Hygiene were established in India as well as in many other parts of the World to train personnel in the field of mental hygiene.

15.4.1 Objectives of Mental Hygiene

Mental Hygiene is a science. The main objective of mental hygiene is to build up one's ego rather than tearing down another's ego. It tries to develop the power of tolerance and praise and discourages the habit of blaming others. Hence, we can say that the approach of mental hygiene is positive rather than negative.

The main objectives of the mental hygiene can be summarized as shown below-

- **To help to realizes one's potentiality :** Every individual possess certain potentialities. Mental hygiene tries to help each individual to develop his/her potentialities.
- **To develop self-respect and respect for others :** Loss of self-respect is one of the factors for the great majorities of emotional disorders. A person who likes himself can like others and one who dislikes himself cannot like anybody. Hence, the main aim of mental hygiene is to help one to respect oneself.
- **To understand one's limitations and tolerate the limitations of others :** Mental hygiene helps one to understand his own limitations as well as to tolerate others' limitations.
- **To cause harmonious development :** Mental hygiene aims at the harmonious development of the physical mental and spiritual capacities of the individual so that he can adjust himself in the environment.
- **To create happiness :** Another objective of mental hygiene is to develop a positive attitude towards life so as to create a sense of happiness in a person who can live happily in this world.
- **To enable one to make effective adjustment :** Mental hygiene also prepares an individual for effective adjustment in all sphere of life and all situations such as in school, home, society work and also with self.
- **To enable one to know his or her self :** Many of us do not know our own self. We are not at all aware about our potentialities, weaknesses, limitations etc. for which many individuals suffer from different types of confusion. Mental Hygiene helps an individual to know himself.

15.4.2 Functions of Mental Hygiene

Mental hygiene has four important functions. These are:

- **Prevention or preventive :** The most important function of mental hygiene is to prevent mental health problems by developing some programmes.
- **Creative :** Another function of mental illness is to develop programme like counseling, psychotherapy to treat an individual or a group or to treat a mental patient.
- **Preservative :** Not all people are mentally ill; rather of them possess sound mental health. So the third function is to develop programme through education for preserving mental health.
- **Training :** Another function of mental hygiene is to train a set of personnel who can help the people with psychological problem by trying to understand their problems and then helping them to meet their needs.

15.4.3 Principles of Mental Hygiene

To formulate general principles of mental hygiene is a really difficult task as there is a wide range of differences among the individuals. Some of the reasons for this are:

- Human beings have multiple needs which grow in the course of development. These needs are contradictory in nature.
- There is no single, also absolute standard to judge human behaviour or action.

However, in spite of these difficulties, we can formulate some general principles. These are

- **Adjustment in home :** Every child should develop such type of behavior at home so that he can adjust himself in any type of situation. Parents should take utmost care because the behavior patterns that develop in early childhood leave permanent impression on the child. Parents should try to

develop the desirable traits in their children and develop competence, security, adequacy, self esteem and discipline by catering to their basic needs.

- **Adjustment in school :** After home, school plays an important role in the development of personality. The school through its various activities can go a long way in creating an environment for the children to preserve and develop their mental health.
- **Adjustment to Society :** Man is a social animal and he has to adjust himself with the society. Without proper social interaction, harmonious development of personality cannot occur. Hence, parent's, teacher and society must provide socially acceptable channels for the release of pent up emotional feeling so that the children and adolescents develop healthy personality.
- **Adjustment to work :** According to Freud, one is mentally healthy, if one can work successfully. School through its programme, should develop the proper mental state towards work in child.

15.4.4 Limitations of Mental Hygiene

Though mental hygiene is an important aspect in our educational system, yet there are many limitations in implementing the principles of mental hygiene. Some of these are:

- Majority of our parents are not aware about mental hygiene. Hence they do not give importance how to keep their children's mental health preserved and un- impaired.
- Teachers in our school system are so overloaded with work that they cannot devote time to organize different types of programmes which help the students in helping their mental health intact.
- There is also a dearth of trained personnel to deal with the mental health problems of our population.

ACTIVITY 15.1



"Mental Health and hygiene are the two pillars of sound living in a society". Based on your observation how would you like to justify the statement?

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CHECK YOUR PROGRESS

Q.1. What is the name of the book, written by Clifford Beers, Which revolutionized the concept of mental ill health?

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Q.2. What are the two major problems for formulation of general principles of mental hygiene?

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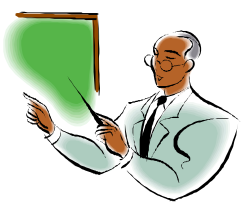
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15.5 ADJUSTMENT MECHANISM

Every individual has different types of needs and goals which he always attempts to attain. But due to some external or internal factors it is not possible for him to achieve these goals all the time. In such cases some times people may suffer from frustration. In such a situation an individual may react in different ways. He may attack physically the source of frustration to reduce his mental tension or he may destroy the object of frustration. He may use different mechanisms to beat his frustration and adjust himself to

protect his ego. Thus adjustment mechanism is a device used to achieve an indirect satisfaction of a need in order to reduce his or her own tension. This mechanism is used by different individuals in their own ways. The types and frequency of the mechanism differ from individual to individual in his own ways. The types and frequency of the mechanism differ from individual to individual. As for example, suppose a student wanted to become a doctor, but he could not manage a seat for the course. In that case he may become frustrated as he could not be able to meet his need. In such case he may behave in the different ways. Either he may opt for a para-medical course or may give up his studies or he may even opt for Arts course.

Generally, the normal people adopt a healthy mechanism, to protect his ego, which is more or less socially accepted.



LET US KNOW

There is no agreement among psychologists, Psychiatrists or mental hygienists concerning a classification of the various mechanism of adjustment.

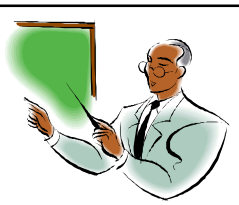
Though there is no general agreement regarding the adjustment mechanism yet some common mechanisms are as follows:

- **Compensation**
- **Identification**
- **Rationalization**
- **Negativism**
- **Day dreaming**
- **Regression**
- **Repression**
- **Projection**

- **Compensation :** Compensation is a tendency of human being to make up the deficiency of one area or trait of development in another area. When a person fails in one area, he tries to compensate for his failure by trying to succeed in another area. The most potent example is Napoleon's drive for power. Probably his short figure and feminine build created in him a sense of inferiority which in turn made him a power monger. Compensatory behaviour is always based on the feeling of inadequacy. Compensation may be of the following types-
  - **Direct Compensation :** It is a process when an individual removes his specific weakness and frustration in the same field by unusual effort. For example, a boy who is poor in Mahts may compensate directly when he tries to become strong in Maths by doing hard labour.
  - **Over compensation :** It is process when an individual moulds his outstanding weakness into an outstanding strength. Example- In spite of having early speech defect ***Demosthenes*** became a great orator by utilizing the mechanism of compensation.
  - **Indirect Compensation :** Many parents directed their children into vocations that they themselves aspired for but failed to get. A weak student who is poor in academic achievement may compensate in game.
- **Identification :** It is a process by which an individual establishes a strong emotional tie
  - With another person
  - A group of persons
  - Or an institutions



Demosthenes : (384-322 B.C.) was a prominent Greek statesman and orator of ancient Athens. His orations constitute a significant expression of contemporary Athenian intellectual prowess and provide an insight into the politics and culture of ancient Greece during the 4th century BC.



LET US KNOW

- Identification is used universally
- It is most satisfactory mechanism.

Through such ties, he achieves his satisfaction. He draws his strength from the strength of others.As an example, we may mention how Infants identify themselves with their father or mother.

Adolescents identify themselves with some political leaders, youth leaders or actors or actress and attempt to acquire their characteristics. The Members of the family of a famous person usually identify themselves closely with him and so increase the feeling of their own importance.

Identification is not desirable as it makes an individual lose his own identity and individuality. If this mechanism is used excessively, it is apt to affect the mental health of an individual.

Rationalization : It is a mechanism by which an individual devises socially acceptable reasons for some socially unacceptable act or opinion, belief, faith etc. It is very difficult to have a wholly rational man. We generally colour our reasoning by emotional factors which impel us to rationalize in order that our actual behaviour will appear in a better light in our eyes and in the eyes of others.

There are generally two types of rationalization. These are:

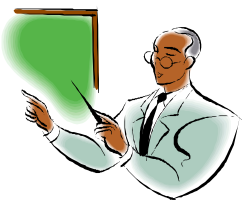
a) Sour grapes : When an individual fails to attain his goals after repeated efforts, he may say that he did not want it any way. He adjusts to the frustration by denying the existence of any desire in him to attain the original goals. See the following examples:

- A fox which could not reach the grapes and out of sheer frustration declares that grapes are sour.
- A boy when he fails to qualify himself in the school football team rationalizes his failure by saying that he does not want to play.

b) Sweet lemon : When an individual is not satisfied with his achievement or the situation he is in, then he uses this form of rationalization. The individual who uses this method tries to convince himself that what he has is exactly what he wants. The following examples make it clear.

- A teacher before joining the teaching profession tried his best to get a better job than teaching but when he fails, he accepts

teaching as a very good profession and thus rationalizes himself.



LET US KNOW

- Rationalization the most popular mechanism
- The aim of rationalization is to lessen frustration by giving sound and worthy reasons for an action which is frustrating.

Negativism : A negative person is one who strongly resists suggestions from others. It is a common childhood mechanism in which an individual deliberately refuses to recognize the real situation pleasant or unpleasant. Every child passes through the stage of saying 'No' to any request even though later he may carry out the assignment. If this refusal continues and if it is accompanied by tempertentrums, there is a danger that a permanent negative mechanism is in the process of development.

Daydreaming : This mechanism is used mostly by all people. An individual may turn to day dreaming in order to satisfy a need which he is unable to satisfy. For example, an adolescent boy desires popularity but is not liked by his peer group. In that case he may imagine himself in his daydream as the centre of the group whom every body admires.

Day dream may be of two types.

a) **Conquering hero type :** In this type of daydream, the individual sees himself as confident and successful in all fields. For example, a person may see himself as a great musician who can make the audience spell bound.

b) **Suffering hero type :** In this type of daydream an individual develops sympathy for himself only. For example, a child who feels that he is being ill-treated at home may imagine himself as seriously ill.

Regression : It is a form of adjustment which involves a retreat from the complexities of the present to an earlier and simpler form of behavior. As example: an individual when frustrated can cry like a child and can have tempertantrums. The desire to regress is common to everyone, one example of which is selective forgetting.

Repression : In this mechanism an individual tries to repress the thoughts, experiences etc which are painful. Repression is an undesirable mental mechanism of adjustment because it is more tension producing than the tension reducing.

Projection : In this method an individual tries to defend himself against his repressed guilt feelings by projecting them into other things and people. Extreme use of projection is frequently observed in neurotic and psychotic personalities.

15.6 CAUSES OF MALADJUSTMENT

Maladjustment is a complex problem of human behaviour. It is very difficult to find out the appropriate cause. Home, School and Society play an important role in causing maladjustment among the students. Freud, Adler Jung etc. described different factors for maladjustment. Some of those factors are given below:

Causes of Maladjustment : There are many causes of maladjustment. These can be categorized as-

a) Personal
b) Social
c) School factors

a) Personal :

- Physique – If a child is very weak, ugly and possesses sensory handicap he may suffer from different types of handicap which may cause maladjustment.
- Poverty – Poverty is also an important factor which develops maladjustment among children. The main cause behind it is that in a poor home, the parents cannot fulfill the legitimate

needs of heir children. Frustration owing to the non-fulfillment of the needs actually lead to maladjustment behavior.

- Personal inadequacy- A nervous sense of inadequacy is a cause for mal-adjustment. Suppose a student is not so brilliant, but his parents are very ambitious and set high goals for them. This may lead him to frustration and as a result he may develop problems of maladjustment.
- Parental attitude- If a child is rejected by their parents from an early childhood the child may develop the feeling of insecurity, helplessness and loneliness. Rejection and lack of affection may lead to maladjustment behavior.
- Emotional shock- Children who experience emotional shocks, such as death, accident, riots, flood etc may manifest signs of maadjustment in their behavior.
- Prolonged sickness and injury- Prolonged sickness may cause maladjustment among children.
- Broken home – The children who come from broken homes (broken by death of parents, divorce and separation, physical or mental handicap) etc. may lead to maladjustment among children.

b) Social factors :

- Religious Belief: In this era of modernization, adolescents often get confused about the traditional religious beliefs for which they do not find any rational basis and as a result suffer from a lack of positive attitude and get frustrated.
- Mobility of Parents: Children whose parents move from one place to another very frequently face different types of problems. This may lead to maladjustment on the part of the children who suffer from a feeling of insecurity.
- Employment insecurity: Uncertain about proper employment opportunities after getting higher degrees is another important factor for causing maladjustment among the students.

c) School : School conditions also play a vital role in the lack of adjustment of children. Some of the factors in the connection are:

- Inadequate curriculum: Our present curriculum is not meeting the psychological, social as well as the physical needs of our children at different stages. These rather create frustration in our children as a result of which the children find themselves maladjusted in their real life situations.
- Lack of proper recreational facilities: Children who are not getting scope for extra curricular activities like play, library, debates discussion etc may suffer from maladjustment problem.
- Improper classroom climate: If there is no good relationship between students and teacher, as well as among the peers, the students may suffer from emotional problems, which in turn lead to maladjustment.
- Inadequate training of teacher's for balancing the mental health and hygiene: The teacher's are not properly trained in Educational Psychology and mental hygiene; they face tremendous problems in handling the children. They cannot properly deal with the problems of their students. This result in the problems of maladjustment for the students.

Interpersonal relationship among the staffs : If there is cooperation and mutual understanding among the administrator, teachers and other staff in an educational institution one finds a very conducive environment which helps to develop good mental health. But this is lacking in most of the schools. Our educational institutions are be set with various problems of caste, creed, religion and regional feelings. It is not unusual for the students to suffer from serious problems of mental health under such circumstances. There is favoritism, partial treatment on the basis of caste, creed religion, and region etc. which affects mental health of the student's body.



ACTIVITY15.2

Whom would you call a maladjusted person? Think yourself and write what would be the characteristies of a maladjusted person?

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CHECK YOUR PROGRESS

Q.3. Differentiate between 'sweet lemon' and 'sour grapes' conflicts.

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Q.4. Repression means .....

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Q.5. Social causes of maladjustment are .....

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15.7 LET US SUM UP

- Mental health and mental hygiene are related to each other. Mental hygiene is the means and mental health is the end.

- Mental health to a great extent depends on sound physical health.
- Criteria of mental health differ from society to society
- Consistency in behaviour is one of the important characteristic of sound mental health.
- The fulfillment of four basic needs like physical security, emotional security achievement and status is essential for having good mental health.
- "Know thyself" is sound mental hygiene.
- Emotional maladjustment is a very important factor for mental ill health.
- An experience which develops one's feeling of worth and self-esteem is very helpful in preventing maladjustments.
- Adjustment can be viewed from two aspects, i.e. adjustment as achievement and adjustment as a process.
- Adjustment as an achievement means how efficiently an individual can perform his duties in different circumstances and adjustment as process means how a child gradually interacts with his environment and adjusts himself accordingly with different situations. According to different psychologists the criteria of good adjustment are physical health, psychological comfort, work efficiency and social acceptance.
- Some of the common adjustment mechanisms are: Compensation, Identification, Rationalization, Negativism, Day dreaming, Regression, Repression and Projection.
- Personal factor, Social factor and School factor are the three basic causes for mal-adjustment.



15.8 FURTHER READING

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15.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. No. 1 : "A Mind that Found Itself

Ans to Q. No. 2 : a) Multiplicity of Needs

b) Lack of absolute standard

Ans to Q. No. 3 : '***Sour grapes'*** means when an individual fails to attain his goals after repeated efforts, he may say that he did not want it any way. He adjusts to the frustration by denying the existence of any desire in him to attain the original goals; on the other hand, **'*Sweet lemon'*** means when an individual is not satisfied with his achievement or the situation he is in, then he uses this form of rationalization. The individual who uses this method tries to convince himself that what he has is exactly what he wants.

Ans. to Q. No. 4 : Repression is an undesirable mental mechanism of adjustment because it is more tension producing than the tension reducing.

Ans. to Q. No. 5 : Social causes of maladjustment are: religious beliefs, mobility of the parents and employment of the insecurity.



15.10 MODEL QUESTIONS

A) Very Short Question (Answer each question in about 50 words)

Q.1. State the Indian concept of mental health.

Q.2. Mention the models which can explain the causes of mental ill-health.

Q.3. What is mental hygiene?

B) Short Question (Answer each question in about 150 words)

Q.1. Enlist the characteristics of mental health. Distinguish between the mentally health and unhealthy person.

Q.2. Identify some of the basic factors that affecting mental health.

C) Long Question (Answer each question in about 300-500 words)

Q.1. Explain the principles of mental hygiene. What are the limitations of mental hygiene?

Q.2. Discuss the main objectives of mental hygiene.

Q.3. Explain some of the adjustment mechanism and causes of maladjustment.



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