

## **PART 6**

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# **Psychological Foundations of Education**

*“Everything that irritates us about others can lead us to an understanding of ourselves.”*

*-Jung*

## **Schools of Psychology**

From the late 1800's until the 1930's, psychologists were divided about what they should study and how they should study it. Thus, four major schools were developed.

These schools were:

1. Structuralism
2. Behaviorism
3. Gestalt
4. Psychoanalytic

## **Structuralism**

It grew out of the work of James, Wundt and their associates. These psychologists believed the chief purpose of psychology was to describe, analyze, and explain conscious experience, particularly feelings and sensations. This school of psychology centers on the analysis of the structure or content of conscious mental state by introspective methods. Structuralism contends that experiences or mental states are made by sensations, images, ideas, and feelings are based upon the operation of the nervous system most especially, the brain. The structuralists attempted to give a scientific

analysis of conscious experience by breaking it down into its specific components or structures. E.g., they identified four basic skin sensations; warmth, cold, pain and pressure. They analyzed the sensation of wetness as the combined experience of cold and smoothness. The structuralists primarily used a method of research called introspective. In this technique, subjects were trained to observe and report as accurately as they could their mental process, feelings and experiences.



*Freud (L) Jung (R), in one of their laboratories in Austria*

## **Behaviorism**

It was introduced in 1913 by John B. Watson, an American psychologist. Watson and his followers believed that observable behavior, not inner experience, was the only reliable source of information. For Watson, behaviorism considers the stimulus response hypothesis as its basic

theory. This theory believes that a stimulus physical or not creates a response. This concentration on observable events was a reaction against structuralists' emphasis on introspection. The behaviorists also stressed the importance of the environment in shaping an individual's behavior. They chiefly looked for connection between observable behavior and stimuli from the environment. The behaviorist movement was greatly influenced by the work of the Russian physiologist Ivan P. Pavlov. In a famous study, Pavlov rang a bell each time he gave a dog some food. The dog's mouth would water when the animal smelled the food. After Pavlov repeated the procedure many times, the dog's saliva began to flow whenever the animal heard the bell, even if no food appeared. This experiment demonstrated that a reflex – such as the flow of saliva – can become associated with a stimulus other than the one that first produced it – in this case, the sound of a bell instead of the smell of food. The learning process by which a response becomes associated with a new stimulus is called conditioning. Watson and the other behaviorists realized that the human behavior could also change by conditioning. In fact, Watson believed he could produce almost any response by controlling an individual's environment. During the mid1900's the American psychologist B.F. Skinner gained much attention for behaviorists ideas. In his book *Walden Two* (1948), he

describes how the principles of conditioning might be applied to create an ideal planned society.



*Ivan Pavlov as he closely monitored his experiments*

### **Three types of behaviorism**

1. *Methodological behaviorism* is a normative theory about the scientific conduct of psychology. It claims that psychology should concern itself with the behavior of organism (human and non-human), according to this theory, reference to mental states, such as animal's beliefs or desires, adds nothing to what psychology can and should understand about the sources of behavior. Mental states are private entities, which given the necessary publicity or science, do not form proper objects of empirical study.
2. *Psychological behaviorism* is a research program within psychology. It purports to explain human and animal behavior in terms of physical external stimuli, responses, learning histories and reinforcements.

3. *Analytical behaviorism* is a theory within philosophy about the meaning of semantics of mental terms or concepts. It says that the very idea of mental state or condition is the idea of a behavioral disposition or family of behavioral tendencies.

### **Did You Know?**

*Pavlov was known for his classical conditioning but he won a Nobel Prize in 1904 for something different, research into the animal digestive by removing its esophagi.*



### **Gestalt Psychology**

Like behaviorism, it was developed as a reaction against structuralism. Gestalt psychologists believed that human beings and other animals perceive the external world as an organized pattern, not as individual sensations. The German word *gestalt* means pattern, form, shape. This school of psychology contends that the conception of

experiences at any instance is determined by the totality of its related phases which constitutes an integral pattern or configuration. This theory asserts that psychological or physiological phenomena do not occur through the summation of individual elements, as reflexes or sensations, but through gestalt functioning separately or interrelated. The whole is greater than the sum of its part, expresses an important principle of the Gestalt movement. It was founded about 1912 by Max Wertheimer, a German psychologist. During the 1930's he and other colleagues took gestalt movement to the United States.

### **Psychoanalysis**

It was founded during the late 1800's and early 1900's by the Austrian doctor Sigmund Freud. Psychoanalysis was based on the theory that the behavior is determined by powerful inner forces, most of which are buried in the unconscious mind. According to Freud and other psychoanalysts, from early childhood people repress (force out of conscious awareness) any desires or needs that are unacceptable to themselves or to the society. The repressed feelings can cause personality disturbances, self-destructive behavior or even physical symptoms.

Freud developed several techniques to bring repressed feelings to the level of conscious awareness. In a method

called “free association” the patient relaxes and talks about anything that comes to mind while the therapist listens for clues to the person’s inner feelings. Psychoanalysts also try to interpret dreams, which they regard as a reflection of unconscious drives and conflicts. The goal is to help the patient understand and accept repressed feelings and find ways to deal with them.

Psychology today has continued in several directions. A group of extreme behaviorists called the stimulus – response school, believe all behavior is a series of responses to different stimuli. Another group of psychologists, who are known as the cognitive school, believe there is more to human nature than a series of stimulus – response connections. A school called humanistic psychology developed as an alternative to behaviorism and psychoanalysis. They believe that individuals are controlled by their own values and choices and not entirely by the environment as behaviorists think and unconscious drives as psychoanalysis thinks. The supporters of this approach are Abraham Maslow and Carl Rogers.

## Did You Know?

*In 1925, MGM Samuel Goldwyn wanted Freud be consulted for some Hollywood film, including Anthony and Cleopatra.*



## Learning

Learning is not always “*improvement*” in behavior. It should be distinguished from changes in behavior due to motivation. In childhood, particularly, motivation produces changes that appears to be learned but are not. The learner must learn how to think and to solve problems, thus, from the psychological point of view, education does more than merely transmit the cultural heritage; it helps people learn to correct adequate responses in a wide variety of situations, whether these responses are in the nature of motor skills, words and sentences, or unspoken thoughts and ideas.

## Theories of Learning

1. *Thorndike's Connectionism* – acknowledged by many as the founder of "**Learning Theory**" in the United States, Edward Lee Thorndike viewed the mind as the connection system, which merely associates ideas. According to him, the greater the intellect, the greater the number of connections the mind is capable of making. He offered the "law of exercise" and the "law of effect" as the two fundamental laws of learning. Thorndike used the term belongingness to describe the meaningful associations, those connections that are readily made because they seem to belong together. Learning is facilitated when the data are meaningful. He also facilitated the "spread of effect", the readiness to learn areas adjacent to ones with which connections have been made. Spread of effects determines whether training in one subject aids in learning another. Learning one activity can even interfere with learning another ("*proactive inhibition*"), and newly learned material can even prove descriptive to something already learned ("*retroactive inhibition*"). These two types of inhibitions are aspects of the interference theory of forgetting. Forgetting is not due merely to the passage of time but to intervening activity. Thorndike developed these laws

that set forth the conditions under which learning best takes place. He postulated the three major laws:

*Law of readiness* – The law of readiness means that individual will learn more effectively and rapidly if they are ready – if they have matured to that point and if there is a felt need. Learning will be satisfying if material is presented when an individual meets these standards. This law also works in reverse. It will be annoying and dissatisfying to do something when the individual is to reaching the point of readiness the more satisfying the act will be. Thorndike was speaking here neurological readiness and not maturational readiness. He was referring to a more momentarily phenomenon, a kind of neurologically teachable moment.

*Law of exercise* – This law is similar to the law of use and disuse. As a result of continual practice, strength is gained, but as a result of disuse, weakness ensues. Thorndike made it clear that practice led to improvement only when it was followed by positive feedback or reward. Blind practice, with no knowledge of the consequences of the act, had no effect on learning.

*Law of effect* – This was by far Thorndike's most important law. The law of effect maintains that an individual will be more likely to repeat satisfying experiences than those that are annoying. If experiences

are annoying, the learners will shift to other, satisfying responses.

2. *Pavlov's classical conditioning* – In the early 1900's the Russian Physiologist Ivan Pavlov conducted a series of experiments with dogs that demonstrates the principle of the conditional response. It is the pairing of the conditioned stimulus with an unconditioned stimulus over long numbers of trials until the conditioned response. In Pavlov's basic experiment, a dog was conditioned to salivate to the sound of a tone. The tone was presented (conditioned stimulus), until the dog began salivating just to hear the tone. Salivating at the sight of food termed as reflex or unconditioned responses, while salivating at the sound of the tone is the result of learning and is termed a conditioned response. Pavlov's discovery, known as "*classical conditioning*", left such impression on subsequent psychology that conditioning virtually became synonymous for learning. He also found that some learned responses could spread to related areas ("*generalization*"), and other learned responses could be so finely distinguished that they are readily discernable ("*discrimination*"). Because of generalization, acquiring a fear of furry rat could generalize to other furry animals. Acquiring expertise is a consequence of discrimination learning. Ballistic

experts, for example can discriminate so finely that they can tell with gun fire which bullet. The discovery of the orientating reflex, or “*what-is-it-reaction*”, which dogs have they prick up with their ears at a curious sound of sight, is Pavlovian contribution. The concentration of human beings when they hear is strange sound in the middle of the night is a comparable response.

3. *Skinner's Operant Conditioning* – Burrhus Frederick Skinner, the leading figure in “*behavioral psychology*”, noted two types of conditioning; operant respondent. Operant respondent results from an organism's operating on its environment. Whether it does that proves instrumental in obtaining its objective is reinforced by the obtaining of the object. A pigeon, for e.g., is placed in the box and when during its endeavor to find food, it happens to depress a lever, a pallet of food falls into the dish. Gradually the animal learns to get food by pressing down the lever and instrumental conditioning has been established. Skinner believes that education should maximize knowledge. This is done through operant conditioning, through building up a students' repertoire of responses. Skinner insists that when students can answer questions in a given area, and speaks and write fluently about the area, then by definition, they understand the area. A verbal repertoire

is not a sign language; it is the knowledge. Good teaching therefore, is the ability to arrange the proper sequence of reinforcements to make sure that these reinforcements are contingent upon students emitting the appropriate responses. Skinners also suggest that teachers use techniques that produce meaningful behavioral changes. Though teachers may sometimes use primarily reinforces such as candy, conditioning reinforces such a good grade, promotion and prizes. He favored the use of teaching materials, programmed instruction, and behavior therapy, for it can provide immediate reinforcement and help bridge the gap between the students' behavior and the more instant conditioned reinforcers such as promotion or grades. Skinner is against the use of punishment in the classroom, not because it will not control behavior but it may produce a host of negative emotional reactions. According to Skinner, teachers cannot always wait for behavior to manifest itself; therefore, they must sometimes shape the behavior of the individual. By means of innovations such as videotape replay, for example, students see themselves in action and discover their deficiencies. Such devices prove beneficial in reinforcing learning in large classes, in which the teacher is unable to cope with all the individual problems that arise. To generalize the laws of

classical conditioning to the whole range of human behavior it to carelessly overwork a fairly restricted formula. Skinner's pointed-out, a human being is far more than a mere jack-in-a-box with a list of tricks to be elicited by pressing the correct bottom. The bulk of an individual's response repertoire takes another form.

4. *Hull's Drive - Reduction Theory* - Clarke L. Hull behavior theory means learning as response reinforcements occurring as a result of drive reduction. Subjects learn the specific response that occurs when a drive or need for food, for example, is reduced. The responses then become a habit. For Hull, habit, which strengthens with each added reinforcement or stimulus responses unit, is the fundamental law of learning. Without either drives or habits, the subject will not perform, for without habit strengths there is no knowledge of how the act and without drive there is no motivation to act. Since neither these psychodynamic factors could be directly observed, Hull, called the "mental constructs" or "intervening variables." Hull emphasizes that learning occurs when the individual adapts to the environment and that such adaptation is necessary for survival. When the needs arise, the individual's survival threatened and the individual must act in a certain manner to reduce the need. The responses that the individual makes that leads to the

reduction of the need are reinforced, which develops habit or learning. The major implications of Hull's theory to education is his finding that practice periods, which are extremely long and lacking in reinforcement.

5. *E.C. Tolman's Purposive Behaviorism* - E.C. Tolman, creator of "purposive behaviorism" a bridge between rigid behaviorism and doctrinaire Gestaltism, offered a cognitivist theory of learning; the mental processes of work in the learning experience are more than mere stimulus – response connections. The fundamental law of learning is the acquisition of "sign – gestals", i.e. of cognitive representations intervening between stimulus and response. It was called purposive behaviorism because Tolman insisted that far from being random and chaotic, learning is goal directed. The learning organism is a striving organism, striving to give meaning to behavior. Yet, Tolman's theory was also behavioristics because he believed that scientific validity could be achieved only by observing objective behavior. Tolman was more responsive to the work of the developmental psychologists than were most of the other behaviorists. He postulated his famous H-A-T-E- variables (Heredity, Age, Training, Endocrine) as of crucial importance in understanding and predicting behavior. Tolman's system is called an S-S (Sign-Significance) theory rather than S-R

(Sign-Response) psychology. These cognitive process, or sign-gestalts, consists of “cognitive maps” (mental layout of terrain). Tolman proved this theory by place learning experiments, in which his rats headed for the same place regardless of the route they were trained to take.

### **Did You Know?**

*Thorndike is known as the Father of Modern Educational Psychology, ironically, he disliked his 1<sup>st</sup> psychology course but was only influenced by a book written by William James.*





*Albert Banduras' Bobo doll experiments*

### **Other types of learning**

*Social learning* – Albert Bandura postulates social learning theory as one learns with other people in the social environment in which he lives. Individuals learn not through their own direct experiences with repetition and reward, but also by watching other people's behavior. Bandura stresses the process of learning through vicarious conditioning and observational learning. Vicarious conditioning is a process of learning by way of seeing directly or by hearing about consequences as a result of other people's actions.

*Observational learning* – This is a process of learning by watching other people's behavior. Through observational learning, one can profit from other experiences. Bandura enumerated four learning mechanisms that are essential in observational learning:

1. Attention – It is important that one pays attention to what is happening around him.
2. Retention – It is not only important to attend closely to the observed behavior, but also remember it at some later time for use.  
Ability to reproduce the behavior – One must be capable of doing the act.
3. Motivation – One is likely to initiate those he sees are rewarded for their behavior and whom he likes to have similarities with or value more.
4. Reinforcement – The association of stimulus particularly the anticipation of rewards as a motivational factor.

The social learning theorists recognize symbolic reinforcers, e.g., attention and approval; vicarious reinforcers – where other people's reward or punishment affects a change in behavior and self-reinforcers such as pride and guilt.

#### **Did You Know?**

*1948, Skinners developed an air crib, a modified crib designed to take care of his daughters' needs.*



## STUDY GUIDE

### A. Concept to comprehend

Behaviorism	Gestalt
Learning	Structuralism
Conditioning	Psychoanalysis
Discriminate	Reinforcement
Psychosexual	Fixation
Prehension	Development

### B. Check your facts

1. Differentiate the concept of Growth from Development. Give examples.
2. Elaborate the theory of psychosexual stages postulated by Sigmund Freud.
3. What is the intrinsic relationship of the science of psychology to education?
4. List down the main concepts and draw the implication for education of each of the theories of learning.
5. Can environment outdo heredity in the process of growth and development? Why? Defend your answer.
6. Compare and contrast the Pavlov's Classical Conditioning to Skinner's Operant Conditioning? Which of the two is more adaptable to the learnings behavior scheme.
7. Discuss the psycho analytic theory of Sigmund Freud.

8. What are the strength and weaknesses of behaviorism of J. Watson?
9. Discuss the importance in child learning of the Thorndike's Connectionism.
10. Why is adolescence referred to as period of conflict? Defend your answer by providing concrete personal experiences.

### **C. Phenomenological Reflection**

*"No one is free from mental conflict and thus from repression and unconscious motivation."*

*“The virtuous man contents himself with dreaming that which the wicked man does in actual life.”*

- Freud

## **Personality Theory**

### **Personality**

Varied interests in the nature of personality stems from the fact that concerns the total persons. It includes the expressions and interrelations with other persons in the manner he responds to various situations and how people respond to his behavior. The term personality and adjustment are inextricably bound together. There are many conditions in life of an individual that make adjustment necessary for it involves accomplishment of harmony and a continuing effort for perfection. It involves a conflict of expectations and activity that requires a deliberate effort to cope with this antagonism between interests or principles.



*Persona comes from the Greek term Prosopon, which means mask.*

## **Nature of Personality**

The term personality comes from the Latin term "*persona*" which means "masks" which were first adopted in Greek drama and later used by Roman actors in the theater. Gordon W. Allport defines personality as the dynamic organization within the individual characteristic of those psychological systems that determines his characteristic behavior and thought. For Heidegger, personality is the arrangement or configuration of individual characteristics and ways of behaving that determines ones' adjustment to his environment. It is an all-inclusive term that covers appearances, abilities, motives, emotional reactivity and experiences that have shaped him to his person. For Barnoneo, personality is more or less enduring organization of forces within the individual, associated with attitudes, values and modes of perception which account for the individual's consistency of behavior. A common definition of personality is the "sum total of the physical, mental, emotional and social attributes and characters of an individual. A well-rounded person has a rich personality and has varied interests, tastes and purposes. Social scientists use the term personality to refer the individual' s social stimulus value or effect on others, the awareness of self as a permanent organizing force in life, or the particular pattern

of a measurable traits. It is determined by the characteristics and qualities of the person to acts a s stimulus for other people – physique, mannerism, temperament and prejudices. Personality is the ‘dynamic organization within the psychological system that determines his unique adjustment. By “dynamic’ it has reference to an individual’s organization of his psychological process such as mental, social, emotional and moral attributes in him. Its ramification are vast and include intelligence, emotions, habits, attitudes, ambitions and ideals, hope and fears, beliefs, purposes, interests and tastes. These are components of what the psychologists call the “*self*”, in place of personality. While there is a common thread that bond together the definition of personality as the totality of an individual’s physical, mental, emotional and social attributes as well as those psychological factors that determine one’s factors that determine one’s characteristic behavior; personality is also unique in the sense that how these attributes are arranged and manifested in a person in what sets him apart and different from other persons.

**The nature of qualities and characteristics belonging to an individual includes:**

1. Physical – This includes bodily build, height, weight, color and texture of skin and shape of lips and rose.

2. Mental – This includes range of ideas, mental alertness and inquisitive mind, ability to reason logically, capability to conceptualize abstract relationship, organizes, thought systematically and responds quickly and accurately.
3. Emotional – Easily provokes and lacks self – control. Emotionally tense and excited, manifestations of prejudices/bias are evident and demonstrates calmness.
4. Social – Relationships with other persons, likes, dislikes, social concerns for others.
5. Moral – spiritual – His positive and negative adherence to desirable and undesirable conduct of moral and value systems, his moral principles, faith, belief, and philosophy.

### **Dimensions of personality Development**

Personality arises from the result of the interplay of various variables, e.g., hereditary, environmental-geographical, social, economic and cultural. The interplay of these factors immensely shapes the development of an individual's personality.

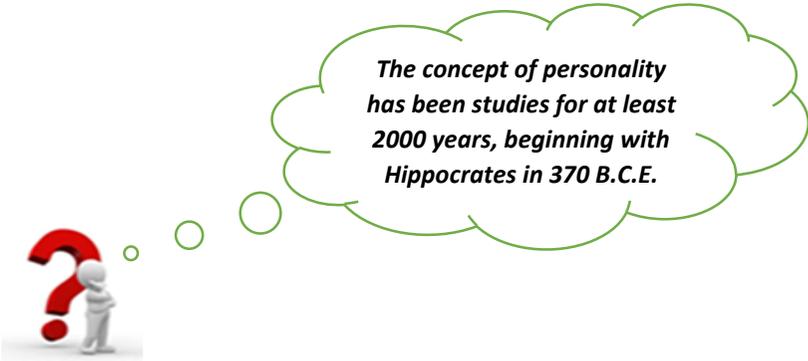
*Hereditary* – A child's physical build and its facial appearance are complex creations of fused genes. A Filipino who was born and raised in Canada may grow an inch taller than his

Filipino parents because of better nutrition and better living conditions than he would have in the Philippines, but definitely retains his Malayan features which are the results of heredity. Although the upper limits for the development of intelligence are fixed by heredity, nevertheless through the improved environmental conditions conducive to learning, the individual may develop his potentials to the maximum. Indeed, hereditary plays a very important factor in personality development.

*Environment* – Environment, which constitutes the aggregates of surrounding things and conditions, greatly affects personality as a result of a long gradual process. The “self” is achieved through a long, slow process of growth and involves the breaking of undesirable habits and the formation of desirable ones. The environment provides formative influences in the shaping of the foundation of personality that is the result of the wonders of genes. The environment, as a determining factor in personality foundation, include geographic, cultural, and social aspects. The geographic environment is characterized by the location, climate, topography and natural resources. It may be inferred that people living in tropical regions and those in cool regions differ in personality because of the climate. Geography. To a certain extent, plays an important role for

the different experiences of the individual in adjusting to his physical world and, consequently, influences his personality. Living along the sea coast and living in the city will certainly result in personality variation. The cultural environment includes the mode of living, the norms of behavior, the folkways, more, laws, traditions and customs, values, and ideas and other established patterned ways of social group. The child, in his formative stage of development, incorporates into his personality the patterns of responses, values and the attitudes that are shared by the group. Since culture is learned behavior, an individual performs actions appropriate for society's expectations. Society transmits its culture from one generation to another through the process of socialization. A child normally joins various groups and each group imposes certain norms and sets of expectations on every member that influences personality formation. For every action perceived by the child from another, he gives meaning and interprets it according to his own experiences. The nature of the child's interpersonal experiences in relation to the structure and background of his family will also influence the shaping of his personality. An only child who comes from a rich family will have experiences in the social environment will certainly exert a tremendous influence the individual.

## Did You Know?

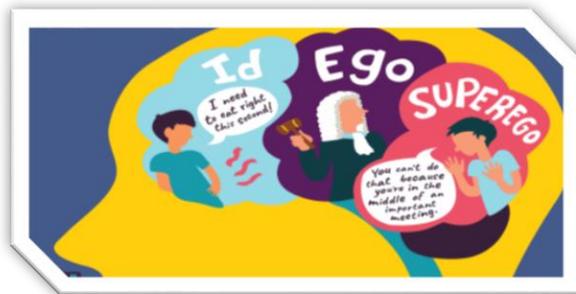


*The concept of personality has been studied for at least 2000 years, beginning with Hippocrates in 370 B.C.E.*

## Freud's theory of Personality Development

Sigmund Freud formulated a comprehensive theory of personality and explained its development. His theory is that socialization, as a process, is characterized by the internal struggle between the biological components and the social-cultural environment of the individual. Freud maintains that personality consisted of three major systems namely; the Id, Ego and Super Ego. He viewed the human personality as a dynamic interaction of these three systems and the outside world. The Id is the biological component of the self which is the source of a number of drives and urges. It is unconscious, illogical, and unintegrated. It is instinctive and centers around the satisfaction of the basic needs – food, and sex and is dominated by the self that represents reason and sanity. The Ego mediates between the needs of the individual and the world of reality and strives to delay the

tensions by way of waiting for a suitable environment to exist. The Super Ego is the carrier of the ideals, customs, traditions, mores of a society, its principal function is to criticize the ego. The manner in which these three components of the human-self interact with the outside world illustrates how the individual personality is formed. The theory of Freud on personality development encountered a lot of criticism because his ideas are vague and hard to define for some of his theories did not have empirical basis.



*Freudian Id, Ego & Super Ego*

### **Three division of personality structure**

**ID** – where instinct resides, motivated by pleasure principle. It satisfies urges, such as sex in fantasy or dreams in wish fulfilment. It also includes sexual impulses (libido), the tendencies affection and love, and those to anger. It is also the source of energy for behavior.

**EGO** – the executor to the personality, it responds to the reality principle where reality and fantasy are distinguished. It also compromises those perceptual and intellectual functions that enable the individual to satisfy id-needs in his particular sets of circumstances and also those hopes and expectations that give the individual a feeling of adequacy and self-control.

**SUPEREGO** - Where person's ideals and conscience reside. It compromises those "must" and "must not" that derive from the rewards and punishments and individual has received in his social experience, primarily in the family. And from his copying the standards of those whom he has loved keep and be worthy of.

### **Freud Stages of Human Development**

1. *Oral stage* – predominates during the first two years of life when the center of pleasure is the mouth, infants derive much pleasure in sucking activities such as sucking of fingers, toes and nipples. These needs may continue to resurface at a later period in life through eating or smoking when an infant experiences frustration in not being able to meet needs through oral activities. Hence, the quality of nurturing children

receives, especially that related to feelings will greatly affect their future of dependence and trust in the world.

2. *Anal stage* – on the other hand, prevails between the ages of 2 – 4. According to Freud, parents put emphasis on toilet training. Parental over-attention or lack of attention to children toilet training may be the cause of problems associated with fixation of development at this stage such as: 1.) compulsive need to be clean and orderly; 2.) frugality and stinginess; 3.) greed, and, 4.) an obstinate insistence on doing things at one's own rate even at the expense of one's experience and time, and excessive messiness and disorderly habits. Thus, independence and control are at the forefront of development.
3. *Phallic stage* – between 4 – 6 years, pleasure gratification of children from anal to genital region. Pleasure is derived from activities associated with stroking and manipulating their sex organs. The sadistic-anal type of personality, e.g., is marked by aggression. Problem with phallic stage precipitation an "Oedipus complex" attended by neurosis. Freud view, a boy who regards his father as a se rival, whereas the girls experience a similar crisis at this time of life as she sees her mother as rival of his father's attention but her fear for her mother is

less. In the phallic stage, sexual identity is the major aspect of personality development.

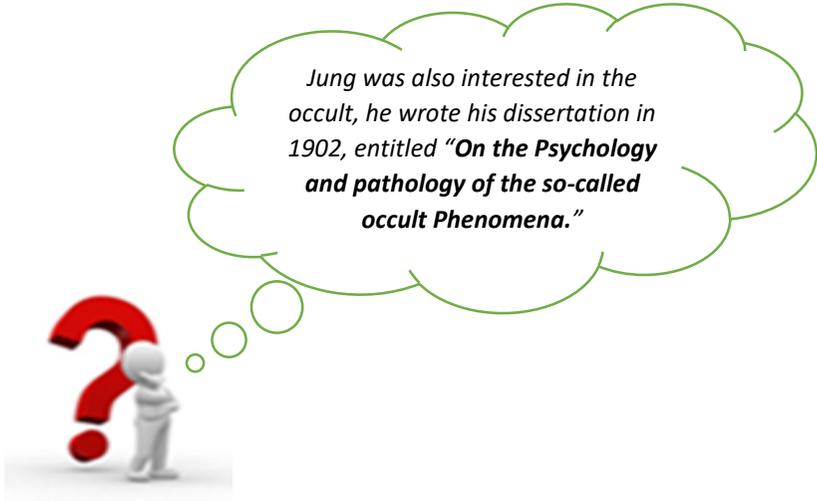
4. *The latency* – occurs between the ages 7 – 12. Many of the disturbing and conflicting feelings of children are buried in the sub-conscious mind. Their energies are now absorbed by such concerns as school learning, peer relations, sports and other recreational activities. Latency years are considered the relatively calm and stable period.
5. *Genital stage* – is the final stage postulated by Freud, starts with the onset of puberty. Many of the Oedipal feelings are reactivated and directed toward other persons of the opposite sex. However, during the adolescence stage (genital stage 0, the period of the so called “*sturm and drang*” (a German expression meaning a period and extreme stress and strain), all the previous elements – oral, anal, and especially phallic – are brought back into play. During this period the basic elements are reworked into an adult character. This is the time for recapitulation, going back over the issues of dependency (oral period), independence (anal period), and identity (phallic period) to prepare for a fully functioning adulthood in which according to Freud, we can live and work productively – a simple but profound human objective.

## **Jung's Theory of Personality**

According to Carl Jung, there are two major dispositions of personality – extroversion and introversion. The extrovert disposition orients the individual towards the external world, while introvert disposition orients the individual towards the inner world. These two opposing feelings are both present in the personality; but ordinarily, one is dominant while the other is subordinate and unconscious. If the ego is predominantly extroverted in its relation to the outside world, the personal unconsciousness will be introverted. The introvert has the tendency to withdraw into himself especially in times of emotional stress, frustration and conflict. He is usually governed by subjective factors and feelings. He is preoccupied with his own way and prefers to work alone. His conduct is governed by absolute standards and principles. He lacks flexibility and adaptability. The extrovert has the tendency to direct his personality onward rather than inward toward the self. He is gregarious, sociable, out-going and well-dressed. He is a man of action, whose thoughts and motives are influenced by external forces and events and responds readily to new situations. At the age of five (5), sexual values begin to appear and reach their peak during adolescence. A young person is energetic, vigorous, impulsive and passionate. When the individual reaches the age of forty (40),

transvaluation occurs. The middle-aged persons display wisdom and sagacity in his actions and decisions.

### **Did You Know?**



### **Humanistic Theory**

Man's sanity depends on the fulfilment of certain human needs, even if all psychological needs are fulfilled. Out of his animal nature, man must develop a second nature, human character. In the humanizing process, the civilizing elements of culture and the communal contact made possible by culture are crucial. The psychologists who subscribe to the humanistic theory like Abraham Maslow and Carl Rogers emphasize the individual self-concept and striving for growth, development and self-actualization. Rogers's theory on the self or the self-concept. He refers to

the image individual have of themselves, which may or may not correspond to reality as other see it. Rogers maintain that each human traits is viewed as constantly striving to maintain and enhance his total being. According to Rogers, the most basic level of motivation is to strive for actualization. He called this effort organismic striving.

### **Carl Roger's Theory of Personality**

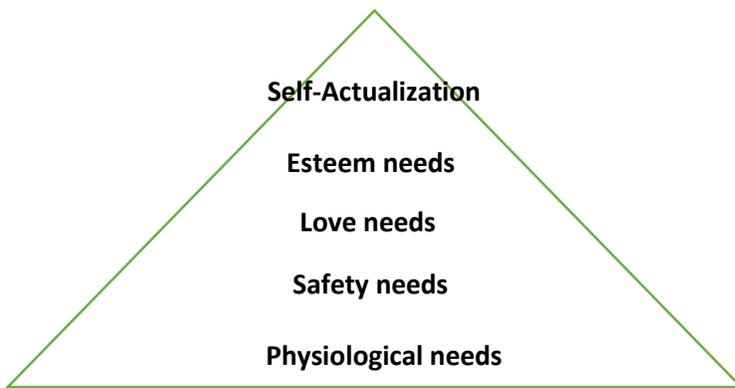
Rogers view man as being innately good. This view is also held by Rousseau who believes that man is born with an innate standard of morality. Man's behavior is accordingly directed basically towards socialization and self-fulfillment. According to him, sometimes man becomes irrationally and destructive, immaturely and regressive behavior, but these are defense mechanism against inner fears.

Rogers has been in psychotherapy for twenty-five years and he believed that clinical materials and other pieces of evidence serve as valuable data to support phenomenological studies. Prerequisites in understanding behavior are clinical observation and record therapeutic interview which must be conducted with utmost objectivity. The Rogerian theory views therapy as subjective experiences and research as a systematic inquiry and objective effort; the theory as the hypotheses and the research as a tool for confirmation of the results. Rogers

believes that the individual perceived the world in his unique way and that these perceptions make up his phenomenal study which includes both the conscious and the unconscious perceptions.

### **Maslow hierarchy of needs**

He developed a self-actualization of personality in which maturity comes from actualizing potentialities. Maslow distinguished two levels of motivation, based on two orders of needs. Deficiency needs and growth needs.



At the most basic level are physiological needs. Maslow contends that until these needs are at least partially satisfied, the individual will not be concerned with the needs of the next level, those of safety and security. It is important to note; Maslow does not mean to imply that every human being achieves full success in satisfying all these needs. For instance, not everyone gets to enjoy prestige and social status, let alone the ultimate goal of self-actualization. What

he means, however, is that we must be alert to the fact that persons cannot consider some of their more social needs when their basic needs are left unfulfilled.



*Carl Rogers, a frontrunner of humanist psychology*

### **Trait Approaches to Personality**

Trait figure importantly in the personality theories of Gordon Allport and Raymond Catell. Allport's use of trait compares with Catell's factor. Personalities consist of common traits, certain individuals, however, can be characterized by a single or cardinal trait. More diffused or secondary traits are less conspicuous. Not only in each personality unique but so are its motivations. The self or ego is an aspect of the personality that evolves in eight stages:

1. Bodily self
2. Self-identity
3. Self-esteem
4. Self-extension

5. Self-image
6. Self as rational copier
7. Self as appropriate striving
8. Self as knower

Personality continuously in a state of becoming, is in perpetual development out to its raw materials; temperament, physique and intelligence. As such, personality is many things in one, a "*unitas multiplex*."

Allport formally defined personality as the dynamic organization within individual of that psychological systems that determine his characteristics behavior and thought.

### **Types theories**

These theories hypothesize that the nature of personality organization and structure can be classified into smaller number of types each has certain characteristics that distinguished these-type from other classes.

#### *Physique (body-types)*

William Sheldon bases his theory on the three cell layers of tissue in the human embryo – the endoderm, mesoderm and ectoderm. While all of these three elements are presents in an individual, one may predominate over the others.

1. *Endomorph* – the endomorphic element refers to the prominence of the intestines and the preponderance of visceral development. The individual of this type has the tendency to be fat in proportion to height.
2. *Mesomorph* – the mesomorphic elements refers to the bones and muscles. The individual tends to be stocky, strong, tough and athletic and has good muscular development.
3. *Ectomorph* – the ectomorphic elements is a based on the delicateness of skin, fine hair and sensitive nervous system, the individual tends to be long, striking like and skinny.

Sheldon also believes that there are three ways in which an individual's temperament varies when he found out evidence that the three basic bodily builds are related to the three primary make-up and these are:

- 1.) *Visceratonia*- the individual seeks comfort, loves fine food and eats too much and enjoy companionship.
- 2.) *Somatotonia* – the individual is energetic, likes to exercise, loves adventure aggressive and assertive.
- 3.) *Cerebrotonia* – the individual is characterized by restraint in posture, overly fast reactions, hypersensitive to pain, avoid social contacts and restraint to alcohol.

## Did You Know?



Rogers was able to read  
before he started  
kindergarten as he was  
taught from his infancy by  
his parents.

## STUDY GUIDE

### A. Concepts to comprehend

Ectomorph	Mesomorph
Endomorph	Self
Needs	Identity
Introvert	Extrovert
ID	Ego
Superego	Persona

### B. Check Your Facts

1. Compare and contrast the Maslow and Rogers ideas on the self and hierarchy of needs.
2. What is the difference between the Trait theory approach and the Psychoanalytic approach?
3. Enumerate and discuss the Personality Structure established by Sigmund Freud. Use concrete experience in elaborating the facts.
4. Discuss Jung Theory of Personality by highlighting his creation “the introvert and extrovert” behavior. How can this idea of Jung help teachers in dealing with child who possesses unpredictable behavior?
5. Are the Stages of Human Development posited by Sigmund Freud still relevant to consider by parents and

- educators until this day in guiding the behavioral development of their children? Why? Justify your claim.
6. Enumerate and discuss the dimension of personality development.
  7. Compare and contrast the idea of Freud, Jung and Rogers on the “self.”
  8. How can we become a “Fully functioning person” according to Rogers?
  9. What is personality? Why is it still important to consider this in the areas of development of a person?
  10. Is it true that Personality continuously in a state of becoming, is in perpetual development out to its raw materials; temperament, physique and intelligence?

### **C. Phenomenological Reflection**

*“We should take care not to make the intellect our god; it has, of course, powerful muscles, but no personality.”*