

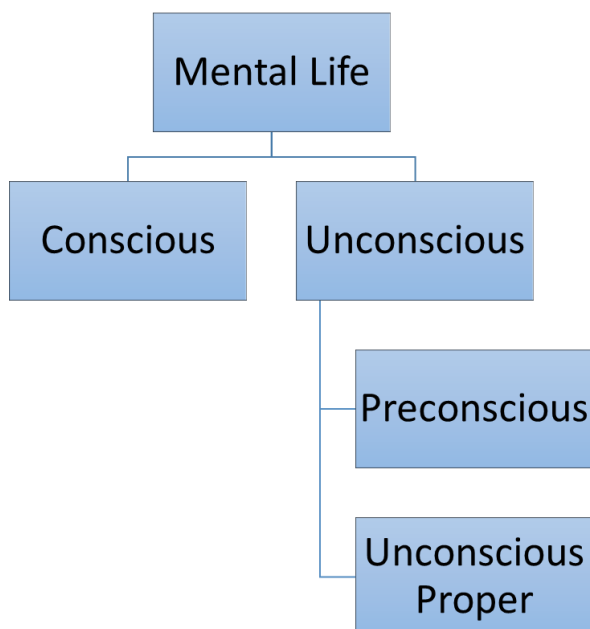
Contents

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Psychoanalytic Theory

- Early life- born either on March 6 or May 6, 1856, Czech Republic. Freud was the firstborn child of Jacob and Amalie. They had seven other children within 10 years
- Birth of second son, Julius, – significant impact on Freud's psychic development. When Julius died at 6 months of age, Sigmund was left with feelings of guilt at having caused his brother's death.
- Physician by training but always wanted to study physiology and do research.
- French neurologist Jean-Martin Charcot spent 4 months with Charcot, learnt the hypnotic technique for treating **hysteria**, a disorder typically characterised by paralysis or the improper functioning of certain parts of the body. Through hypnosis, Freud became convinced of a psychogenic and sexual origin of hysterical symptoms.
- Breuer taught Freud about **catharsis**, the process of removing hysterical symptoms through “talking them out”.
- Discovered – free association

Levels of Consciousness/ Structure of the Mind/ Levels of the Mind



Conscious

- Minor role in psychoanalysis
- Currently aware of Two sources:
 - 1.Perceptual conscious- Sense organs
 - 2.Within the mental structure - includes nonthreatening ideas from the preconscious as well as menacing but well-disguised images from the unconscious

Preconscious

•The preconscious level of the mind contains all those elements that are not conscious but can become conscious either quite readily or with some difficulty (Freud, 1933/1964).

•Two sources-

1. Conscious perception
2. Unconscious – in a disguised form

Unconscious

•The unconscious contains all those drives, urges, or instincts that are beyond our awareness but that nevertheless motivate most of our words, feelings, and actions. E.g. reasons for attraction.

•It remains unconscious since making it conscious would produce too much anxiety (Cloninger, 2003).

E.g. forgotten traumatic memories like childhood sexual abuse leading to amnesia of the traumatic event, Wishes- like death of a younger sibling- through *repression*

•Because the unconscious is not available to the conscious mind, how can one know if it really exists? – only indirectly.

•Through: Dreams, Slip-of-tongue, Repression- forgetfulness

•They must pass through – *primary censor* and then through *final sensor*

(Some of these images never become conscious – other cleverly disguised in dreams or slips of tongue)

The Structural Model of Personality

ID

- The Primitive/Infantile Part
- Ruled by the pleasure principle
- Strives to satisfy desires and reduce inner tension
- Seeks immediate satisfaction
- Can have opposing desires – daughter's love or hate for mother
- Seat of all irrational, antisocial and instinctual behaviour- not immoral

EGO

- Ruled by the reality principle
- The rational part of the mind; deal with the “real world”
- Balances id and superego
- Decision making - Solves problems by planning & acting

- Ego develops when one finds that some things cannot be immediately gratified

SUPEREGO

- Ruled by the moral principle
- Values & restrictions; conscience and ego-ideal
- Internalised social & moral forces constraining individual action
- Passes judgments on behaviour – cause ego guilt

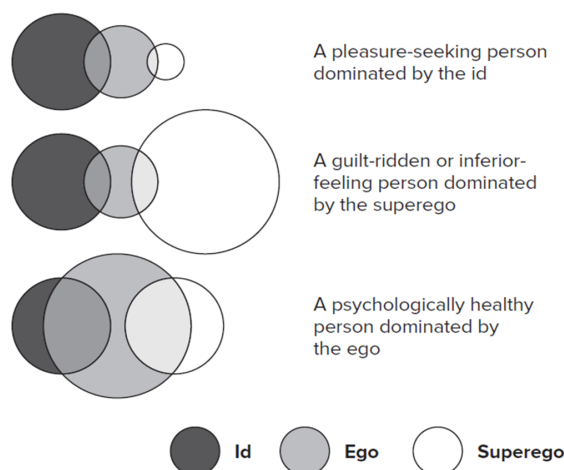


FIGURE 2.3 *The Relationship among Id, Ego, and Superego in Three Hypothetical Persons.*

Drive/ Instinctual energy

Instincts are a form of energy—transformed physiological energy—that connects the body's needs with the mind's wishes. Basic elements of the personality- the motivating forces that drive behaviour and determine its direction (Schultz & Schultz, 2004).

- Constant motivational force – originates in the id but under control of ego.
- It is an internal stimulus- cannot be avoided by flight (Feist and Feist, 2017)
- Two drives:
 1. **Eros** - Life instinct – sexual drive
 2. **Thanatos** - Death Instinct - aggression
- These drives originate in the id, but they come under the control of the ego.
- Each drive has its own form of psychic energy: Freud used the word libido for the sex drive, but energy from the aggressive drive remains nameless (Feist and Feist, 2017).

•Every basic drive has a region of excitation or tension *aim* is to seek pleasure by removing that excitation or reducing the tension; e.g Hunger and its *object* is the person or thing that serves as the means through which the aim is satisfied (Freud, 1915)

The aim of an instinct is to satisfy the need and thereby reduce the tension.

- **Eros:** growth and development
- Primary motivator- sex (Schultz & Schultz, 2004)- source of all pleasurable activity (Feist and Feist, 2017)
- Aim: gaining pleasure – mouth, anus and genitalia
- Entire body is invested with libido.
- Cathexis: Libido attached to a person/object.
- It can be withdrawn from one person/object and placed on another or even the self.
- Primary narcissism: Infants- libido invested in own ego- universal
- Secondary narcissism: Puberty- moderate degree of self love during puberty- not universal

Thanatos:

- **Aim:** to return the organism to an inorganic state- death/self destruction (Feist and Feist, 2017).
- Freud developed this later in life
- Take a number of forms, such as teasing, gossip, sarcasm, humiliation, humour, and the enjoyment of other people's suffering.
- Prevalence- universal - explanation for wars, atrocities, and religious persecution.
- Also explained through need for Barriers – “love thy neighbour”

Anxiety

- Freud described **anxiety** as an objectless fear; often, we cannot point to its source, to a specific object that induced it (Schultz & Schultz, 2004).
- It is fundamental to the development of neurotic and psychotic behaviour.
- Prototype of all anxiety is the birth trauma - birth trauma, with its tension and fear that the id instincts won't be satisfied, is our first experience with anxiety – sets pattern of reactions for future anxiety
- When we cannot cope with anxiety, when we are in danger of being overwhelmed by it, the anxiety is said to be traumatic- In adult life, infantile helplessness is reenacted to some degree whenever the ego is threatened.

•**Reality or objective anxiety:** This involves a fear of tangible dangers – can be carried to the extreme

•**Neurotic anxiety:** has its basis in childhood, in a conflict between instinctual gratification and reality.

•**Moral anxiety** results from a conflict between the id and the superego – shame or guilt

Defence Mechanisms

- Just as all behaviours are motivated by instincts, so all behaviour is defensive in the sense of defending against anxiety (Schultz & Schultz, 2004).
- We typically defend ourselves against anxiety by using several at the same time

Two characteristics:

(1) They are denials or distortions of reality

(2) They operate unconsciously.

Repression: Involves unconscious denial of the existence of something that causes anxiety

Denial: Involves denying the existence of an external threat or traumatic event

Reaction Formation: Involves expressing an id impulse that is the opposite of the one truly driving the person

Projection: Involves attributing a disturbing impulse to someone else

Regression: Involves retreating to an earlier, less frustrating period of life and displaying the childish and dependent behaviors characteristic of that more secure time

Rationalization: Involves reinterpreting behavior to make it more acceptable and less threatening

Displacement: Involves shifting id impulses from a threatening or unavailable object to a substitute object that is available

Sublimation: Involves altering or displacing id impulses by diverting instinctual energy into socially acceptable activities

Defence Mechanisms

- Lying to ourselves when we use these defences, but we are not aware of doing so.
- If we knew we were lying to ourselves, the defences would not be so effective.
- If the defences are working well, they keep threatening or disturbing material out of our conscious awareness.
- As a result, we may not know the truth about ourselves. We may have a distorted picture of our needs, fears, and desires.

Psychosexual Stages of Personality Development

Stages	Ages	Characteristics
Oral	Birth–1	Mouth is the primary erogenous zone; pleasure derived from sucking; id is dominant.
Anal	1–3	Toilet training (external reality) interferes with gratification received from defecation.
Phallic	4–5	Incestuous fantasies; Oedipus complex; anxiety; superego development.
Latency	5–Puberty	Period of sublimation of sex instinct.
Genital	Adolescence–Adulthood	Development of sex-role identity and adult social relationships.

Parallel Paths of the Simple Male and Female Phallic Phases

Male Phallic Phase

1. *Oedipus complex* (sexual desires for the mother/hostility for the father)
2. *Castration complex* in the form of *castration anxiety* shatters the Oedipus complex
3. *Identification* with the father
4. Strong *superego* replaces the nearly completely dissolved Oedipus complex

Female Phallic Phase

1. *Castration complex* in the form of *penis envy*
2. *Oedipus complex* develops as an attempt to obtain a penis (sexual desires for the father; hostility for the mother)
3. Gradual realization that the Oedipal desires are self-defeating
4. *Identification* with the mother
5. Weak *superego* replaces the partially dissolved Oedipus complex

Schultz and Schultz (2006)

- The so-called phallic character or personality type evidences strong narcissism.
- Although continually acting to attract the opposite sex, these persons have difficulty establishing mature heterosexual relationships. They need continual recognition and appreciation of their attractive and unique qualities. As long as they receive such support they function well, but when it is lacking they feel inadequate and inferior.

- Male phallic personality: brash, vain, and self-assured. Men with this personality try to assert or express their masculinity through activities such as repeated sexual conquests.

- The female phallic personality: motivated by penis envy, exaggerates her femininity and uses her talents and charms to overwhelm and conquer men.

Freud believed that all behaviours are defensive. Function of id, ego and super ego.

- Adult personality is firmly crystalized by the first 5 years

- Fixation: unable to move from one stage to the next- a portion of libido or psychic energy remains invested in that developmental stage, leaving less energy for the following stages.

- His personality theory pays less attention to later childhood and adolescence, and he was little concerned with personality development in adulthood.

- To Freud, what we are as adults—how we behave, think, and feel—is determined by the conflicts to which we are exposed and with which we must cope before many of us have even learned to read.

How did Freud Assess his Patients?

- Free association:** verbalise every thought that comes to mind

- Dream Analysis-** dreams represent, in symbolic form, repressed desires, fears, and conflicts. So strongly have these feelings been repressed that they can surface only in disguised fashion during sleep. Case of **Little Hans**.

- 1.**Manifest content** of a dream is the surface meaning or the conscious description given by the dreamer.

- 2.**Latent content** refers to its unconscious material.

Example: Death of a beloved person, anxiety dream is failing an examination in school. According to Freud (1953) By dreaming of failing an examination already passed, the ego can reason, “I passed the earlier test that I was worried about. Now I’m worried about another task, but I’ll pass it too. Therefore, I need not be anxious over tomorrow’s test.” The wish to be free from worry over a difficult task is thus fulfilled.

- Freudian Slips** – According to Freud, what appears to be ordinary forgetting or a casual lapse in speech is actually a reflection of unconscious motives or anxieties (Freud, 1901). E.g. Freud leaves the store without paying

Criticism

- Given his upbringing during the middle of the 19th century, parental acceptance of his domination of his sisters, tendency to exaggerate differences between women and men, and his belief that women inhabited the “dark continent” of humanity, it seems unlikely that Freud possessed the necessary experiences to understand women (Feist and Feist, 2009).

- His theories were not based on experimental investigation but rather on subjective observations that Freud made of himself and his clinical patients- with subjective

judgments. Therefore also cannot be repeated or be subjected to experimental manipulation (Breger, 2000; Crews, 1995, 1996; Sulloway, 1992; Webster, 1995).

- Another criticism of Freud's research is that it is based on a small and unrepresentative sample of people, restricted to himself and to those who sought psychoanalysis with him. Only a dozen or so cases have been detailed in Freud's writings, and most of these were of young, unmarried, upper-class women of good education. It is difficult to generalise from this limited sample to the population at large (Schultz and Schultz, 2006).

- Some theorists disagree with Freud's deterministic picture of human nature, suggesting that we have more free will than Freud acknowledged, and that we can choose to act and grow spontaneously, in at least partial control of our fate (Schultz & Schultz, 2006).

Psychotherapy

Freudian Psychotherapy

Contemporary Psychotherapy

Assessment of Personality

- Assessment refers to the procedures to evaluate of differentiate people on the basis of certain characteristics - to predict behaviour with maximum accuracy
- People do not want to share information in direct ways- therefore indirect methods required

Projective Techniques

The theory underlying projective techniques is that when we are presented with an ambiguous stimulus, such as an inkblot or a picture that can be understood or interpreted in more than one way, we will project our needs, fears, and values onto the stimulus when asked to describe it.

Rorschach Inkblot Technique

- 10 inkblots
- Performance proper: The inkblot cards (some black, others using colour) are shown one at a time, and test-takers are asked to describe what they see.
- Inquiry: Then the cards are shown a second time, and the psychologist asks specific questions about the earlier answers.
- The examiner also observes behaviour during the testing session, noting test-takers' gestures, reactions to particular inkblots, and general attitude.
- Responses can be interpreted in several ways, depending on whether the subject or patient reports seeing movement, human or animal figures, animate or inanimate objects, and partial or whole figures

Thematic Apperception Test (TAT)

- Henry Murray and Christiana Morgan developed the TAT (Morgan & Murray, 1935).
- Total 31 cards. The test consists of 19 ambiguous pictures, showing one or more persons, and 1 blank card. Twenty cards are appropriate for one person.
- The pictures are vague about the events depicted and can be interpreted in several ways.
- Persons taking the test are asked to construct a story about the people and objects in the picture, describing what led up to the situation shown, what the people are thinking and feeling, and what the outcome is likely to be.
- Factors in interpretation: recurrent theme, personal relationships involved, the motivations of the characters, and the degree of contact with reality shown by the characters.
- Highly effective in research for - the needs for achievement, affiliation, and power.

Neo- Freudians

- Less attention to sexual and aggressive drives of Id.
- Expand on the concept of Ego.
- E.g. Carl Jung- collective unconscious, Erich Fromm- social beings, Alfred Adler- choose goals that motivate us, Karen Horney- neither is superior or inferior.
- Movies and popular culture/literature

Theories of Behaviorism

- Account for **all behaviour, not just personality**
- That psychologists must restrict their investigations to facts, **to what they can see, manipulate, and measure in the laboratory. That means an exclusive emphasis on the overt responses a subject makes and nothing more.**
- Contention was that psychology is the science of behaviour, of what an organism does.
- It's the study of behaviour is the antithesis of the psychoanalytic, trait, life-span, cognitive, and humanistic approaches, differing not only in subject matter but in methodology and aims.

Pavlov's Classical Conditioning/ Respondent Conditioning

- **Unconditioned stimulus:** (UCS) consistently **evoke a response** or is reliably followed by one – e.g. food
- **Conditioned Stimulus:** (CS) – **neutral initially**- has only a function of **alerting**, or attentional the first few times – e.g. bell
- **Unconditioned response:** **response following the UCS**

Skinner's – Operant Conditioning

- To B. F. Skinner, **respondent** behaviour was **less** important than **operant behaviour**.
- We are conditioned to respond directly to many stimuli in our environment, but **not all** behaviour can be **accounted for** in this way.
- Much human **behaviour** appears to be **spontaneous** and cannot be traced directly to a specific stimulus. Such behaviour is **emitted** rather than **elicited** by a stimulus.
- When a food-deprived **rat** is placed in the box, its behaviour at first is spontaneous and random. The rat is active, sniffing, poking, and exploring its environment. These behaviours are emitted, not elicited; in other words, the rat is not responding to any specific stimulus in its environment.
- At some time during this activity, the rat will depress a lever or bar located on one wall of the Skinner box, causing a food pellet to drop into a trough.
- The food is a reinforcer for the behaviour of depressing the bar.

Operant Conditioning – Behaviour Shaping

- Skinner believed that **most** human and animal behaviour is **learned** through **operant conditioning**.
- E.g. **learning** among babies - An infant initially displays random, spontaneous behaviours, only **some of which are reinforced (rewarded)** with food or hugs or toys, for example) by parents, siblings, or caregivers. As the infant grows, the positively reinforced behaviours, those of which the parents approve, will persist, whereas those of which the parents **disapprove will be extinguished or discontinued**. The concept is the same with the rat in the Skinner box.
- Thus, the organism's behaviour **operates on the environment**. And in turn, the environment, in the form of **reinforcement**, **operates on the organism's behaviour**.

•From infancy on, we display many behaviours, and those that are reinforced will strengthen and form patterns. This is how Skinner conceived of personality, as a pattern or collection of operant behaviours.

ØWhat other psychologists called neurotic or abnormal behaviour was nothing more mysterious to Skinner than the continued performance of undesirable behaviours that somehow have been reinforced.

Successive Approximation: The Shaping of Behavior

- Animals and humans demonstrate many more complex operant behaviours that have a much lower probability of occurrence in the normal course of events.
- How are these complex behaviours learned?
- How can an experimenter or a parent reinforce and condition a pigeon or a child to perform behaviours that are not likely to occur spontaneously?

1.The pigeon was reinforced with food when it merely turned toward the designated spot.

2.Then reinforcement was withheld until the pigeon made some movement, however slight, toward the spot.

3.Reinforcement was given only for movements that brought the pigeon closer to the spot.

4.After that, the pigeon was reinforced only when it thrust its head toward the spot. Finally, the pigeon was reinforced only when its beak touched the spot.

Although this sounds like a time-consuming process, Skinner conditioned pigeons in fewer than 3 minutes.

Skinner's explanation of language acquisition in children.

Demonstration in shaping human behaviour

Erich Fromm proved to have something to say about almost everything, but with little enlightenment. When he began to argue that people were not pigeons, I decided that something had to be done. On a scrap of paper I wrote [to a colleague]

“Watch Fromm’s left hand. I am going to shape a chopping motion” . . . [Fromm] gesticulated a great deal as he talked, and whenever his left hand came up, I looked straight at him. If he brought the hand down, I nodded and smiled. Within five minutes he was chopping the air so vigorously that his wristwatch kept slipping out over his hand. (Skinner, 1983, pp. 150–151)”

Schedules of Reinforcement

Skinner pointed out that in everyday life outside the psychology laboratory, our behaviour is rarely reinforced every time it occurs (continuous reinforcement). E.g. babies, batsmen, baggers, singers, etc.

1.**Fixed-interval schedule**: interval might be 1 minute, 3 minutes, or any other fixed period of time. E.g. scheduled tests, monthly salary.

2. **Fixed-ratio schedule:** reinforcers are given only after the organism has made a specified number of responses. For example, the experimenter could reinforce after every 10th or 20th response. E.g. sales or produce jobs

- faster rate of responding than does the fixed-interval schedule.
- Nearly all reinforcement begins with continuous reinforcement then moves towards intermittent.
- But everyday life doesn't always permit a fixed-interval or fixed-ratio reinforcement schedule.

3. **Variable-interval schedule:** the reinforcer might appear after 2 hours in the first instance, after 1 and a 1/2 hours the next time, and after 2 hours and 15 minutes the third time. E.g. fishing experiences

4. **Variable-ratio schedule:** reinforced after every n^{th} response on the average. 3 – 6 – 10 , so on.

After a high mean is reached, say 500, responses become extremely resistant to extinction.

Extinction: the tendency of a previously acquired response to become progressively weakened upon non-reinforcement. e.g. playing with slot machines.

Which schedule of reinforcement would be least likely to become extinct?

Compared with responses acquired on a continuous schedule, behaviour trained on an intermittent schedule is much more resistant to extinction.

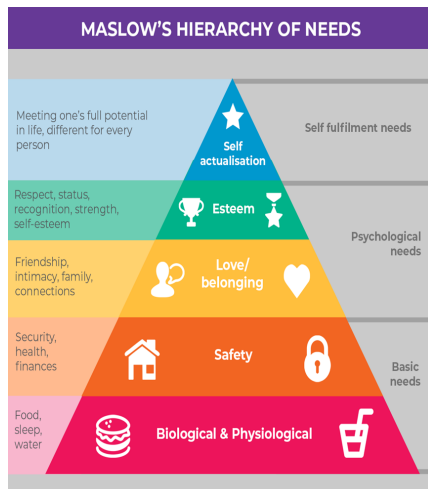
Uses of Operant Conditioning

- Token economies: 40 psychotic female patients in a state mental institution was treated as a giant Skinner box (Ayllon & Azrin, 1968)
- In business and industry:
- Behavior modification programs at major manufacturers, financial institutions, and government agencies
- Have been shown to reduce absenteeism, lateness, and abuse of sick-leave privileges, and to lead to improvements in job performance and safety, teach low-level job skills.
- Reinforcers used - pay, job security, recognition from supervisors, perks and status within the company, and the opportunity for personal growth.
- No attempt is made to deal with any alleged anxieties, repressed traumas, or unconscious motivating forces.
- The focus is on changing overt behaviour- which reinforcer and which schedule

The Humanistic Theories

- Criticised Freud and others following the psychoanalytic tradition for studying only the emotionally disturbed side of human nature. They questioned how we could hope to learn about positive human characteristics and qualities if we focused on neuroses and psychoses.
- A psychology based on conditioned responses to stimuli depicts human beings as little more than mechanised robots, reacting to events in predetermined ways. The humanistic psychologists objected to this view, arguing that people are not big white rats or slow computers.
- Humanistic theories emphasise human strengths and aspirations, conscious free will, and the fulfilment of our potential.
- Describe people as active, creative beings concerned with growth and self-actualization.
- Known as: Third Force
- Maslow's theory: being the best that one can be
- Studied- successful, healthy people and not clinical patients
- Individuals have a strong motivating force to do good and to be good

Maslow's Hierarchy of Needs



- Conative- motivational
- Maslow proposed a hierarchy of five innate needs that activate and direct human behaviour (Maslow, 1968, 1970b).
- Hierarchy of needs: the motivational component of Maslow's theory in which our innate needs that motivate our behaviour are hierarchically arranged
- Lower needs are deficit, or deficiency, needs- causes crisis; failure to satisfy them produces a deficit or lack in the individual.
- Although higher needs are less necessary for survival, they contribute to survival and growth. Satisfaction of higher needs leads to improved health and longevity-growth/ psychological needs- important for happiness and fulfilment
- Self-actualization: the realisation of a person's fullest potential, and a desire to become creative in the full sense of the word (Maslow, 1970). People who have reached the level of self-actualization become fully human

Characteristics of Needs

- Higher needs appear later in life. Physiological and safety needs arise in **infancy**. Belongingness and esteem needs arise in **adolescence**. The need for self-actualization does not arise until **midlife**.
- Satisfaction of **higher needs** is also **beneficial** psychologically. Satisfaction of higher needs leads to **contentment, happiness, and fulfilment**.
- We are **not** driven by **all the needs at the same time**. In general, only **one need will dominate our personality**. Which one it will be depends on which of the others have been satisfied. People who are successful in their careers are no longer driven by, or even aware of, their physiological and safety needs - Successful people are more likely to be motivated by the needs for esteem or self-actualization.
- However, Maslow suggested that the **order of the needs can be changed**. If an **economic recession** causes some people to lose their jobs, the **safety** and **physiological needs** may reassume priority

Physiological Needs & Safety Needs

Physiological Needs

- Eg: **Hunger, thirst, sex**, maintenance of body temperature
- Generally met by an **average person with reasonable income**- affluent societies; and then one may move on to the **next level of needs**
- But individual may again come **down** to this level **in emergencies** such as natural **disasters**- e.g. successful person during recession
- Can be **overly satisfied**
- **Recurring nature**

Safety Needs

- Safety and **security in environment** is necessary
- **Physical security, stability, dependency, protection, and freedom** from threatening forces such as war, terrorism, illness, fear, anxiety, danger, chaos, and natural disasters.
- Gives **stability and protection**- different in children and adults
- Eg: **Stable income**, job security, life insurance, travel insurance
- **Cannot be overly satiated**; people can **never be completely protected** from meteorites, **fires, floods**, or the **dangerous acts** of others.

Love and Belongingness Needs

- Importance of belongingness, everyone needs **social bonds** - both **give and receive love** (Maslow, 1970).
- **Parents, friends, spouse, children, social clubs, religious associations, self-help groups, virtual groups, a nation**
- Feeling of giving and receiving **support**, belonging to **a community** – difficult to satisfy in a **mobile society**
- Not meeting belongingness needs may lead to feelings of **insecurity, inadequacy** and may result in **attachment related problems- maladaptive behaviour**

- Three types of people- Pg. 264 – experienced love and belongingness from early years, never experienced and only experienced in small doses (Feist and Feist, 2018)
- Children- direct
- Adults- indirect
- Maslow did not equate love with sex, which is a physiological need

Esteem needs

- Includes self-respect, confidence, competence, and the knowledge that others hold them in high esteem.
- Esteem needs has two levels
- Lower level: Need for respect from others such as recognition, attention, appreciation.
- Higher level: Need for respect from oneself such as confidence, competence
- Pathologies: inferiority complex, depression, avoidant personality disorder

Self-Actualization

• Depends on the maximum realisation and fulfilment of our potentials, talents, and abilities.

• Lack- he or she will be restless, frustrated, and discontent.

Characteristics of Self-Actualized People

- Comfortable acceptance of self, others, and life/nature
- Task centered behaviour (versus emotion centered)- focus on problems outside themselves
- Healthy interpersonal relationships but comfortable with solitude
- Non-hostile sense of humour
- Peak experiences: during which the self is transcended and the person feels supremely powerful, confident, and decisive. i.e. deriving happiness from nature, beauty; being able to appreciate a kind gesture, a beautiful sunset, a nice cup of coffee- Maslow noted that it was possible for a person who is not self-actualizing occasionally to have a peak experience.
- Free from psychopathology (commonality: heightened sense of reality, mystical experiences, creativity, and detachment from other people)

Self Actualization: Cases studied

Maslow believed the following were self actualizers; studied them in detail:

- Thomas Jefferson - President, USA
- Abraham Lincoln - President, USA
- Albert Einstein - physicist

- **Jane Addams** – sociologist & reformer, Nobel Peace Prize winner
- **William James** – psychologist, philosopher, physician
- **Aldous Huxley** – English writer

Characteristics of the Hierarchy of Needs

- Although higher needs are less necessary for survival, they contribute to survival and growth. Satisfaction of higher needs leads to **improved health and longevity-growth/ psychological needs- important for happiness and fulfilment**
- **Gratification** of higher needs requires **better external circumstances** (social, economic, and political) than does gratification of lower needs. For example, pursuing self-actualization **requires greater freedom** of expression and opportunity than pursuing safety needs.
- A need does not have to be satisfied **fully before the next need** in the hierarchy becomes important. Maslow proposed a declining percentage of satisfaction for each need – **85-70-50-40-10%**
- The more a lower level **need is satisfied**, the greater the **emergence of the next level need**.

Reversed Order of Needs

- Need for creativity - may take precedence over safety and physiological needs.
- E.g. For years, the late sculptor Korczak Ziolkowski endangered his health and abandoned companionship to work on carving a mountain in the Black Hills into a monument to Chief Crazy Horse.

Deprivation of Needs

- **Lack** of satisfaction with any of the **basic needs** leads to some kind of **pathology**.
- **Deprivation of physiological needs** results in **malnutrition, fatigue, loss of energy, obsession with sex, and so on**. Threats to one's safety lead to fear, insecurity, and dread.
- When **love needs** go unfulfilled, a person becomes defensive, overly aggressive, or socially timid. Lack of esteem results in the illnesses of self-doubt, self-depreciation, and lack of confidence.
- Deprivation of **self-actualization needs** also leads to pathology, or more accurately, metapathology. Maslow (1967) defined metapathology as the absence of values, the lack of fulfilment, and the loss of meaning in life.

Hurdle- The Jonah Complex

- Few people **reach the potential** they are **capable of** fulfilling- **run** away from one's **destiny**
- Maslow used the biblical story of **Jonah** to illustrate those **unwilling to take risks**
- **Jonah** tried to **run away** from risk when he was selected by God for an important mission
- Got swallowed by a **whale**; had time to think over **his behaviour while inside** the whale; then **agreed to complete his mission**
- Maslow called this reluctance the Jonah Complex - the **'fear of one's greatness', or avoiding one's true calling destiny-** Maslow's own life
- Maslow: **We fear our best as much our worst**

- Following a mission/cause may seem frightening so- too overwhelming- “this is too much”- we take on mundane tasks instead of grand missions
- Also, we may want to **avoid greatness-** because do not want to be perceived as grandiose, too ambitious
- Therefore set **low goals, display humility,** do not move out of **comfort zone**
- The Jonah complex is partly (1) a **fear of losing control,** (2) the possibility that one might undergo a **total transformation** from the person they were, and (3) a **fear of the unknown**

Measuring Self Actualization

Personal Orientation Inventory (POI)

- By Everett L. Shostrom (1974)
- 150 forced-choice items

(a) “I can feel comfortable with less than a perfect performance” versus (b) “I feel uncomfortable with anything less than a perfect performance”;

(a) “Two people will get along best if each concentrates on pleasing the other” versus (b) “Two people can get along best if each person feels free to express himself ”; and

(a) “My moral values are dictated by society” versus (b) “My moral values are self-determined” (Shostrom, 1963).

•The POI seems to be **quite resistant to faking.**

Brief Index of Self-Actualization

- Developed by John Sumerlin and Charles Bundrick (1996, 1998).
- 42 questions
- Typical items include “I enjoy my achievements” (Core Self-Actualization),
- “I fear that I will not live up to my potential” (a reversed scored item measuring Autonomy),
- “I am sensitive to the needs of others” (Openness to Experience), and
- “I enjoy my solitude” (Comfort with Solitude).
- The **BISA-R** shows **strong psychometric properties** - high **validity and reliability.**

The Humanistic Approach: Overall Evaluation

- Positives:
- The idea that people are inherently **good** is a **fresh approach** compared to the then dominant **Freudian theory**
- Placing importance on **conscious mental** experience along with the **unconscious**
- **Criticisms** of the Humanistic Approach
- For taking people’s (self actualized) self-**report statements at face value**
- For being **too optimistic** about human nature and **ignoring the human capacity for evil**
- Researchers **remained handicapped** in their ability to falsify or **confirm Maslow’s means of identifying self-actualizing people**
- Conclusion: A **balanced view of human personality** **should** include on both **positive and negative characteristics and outcomes**

