



5. How does Freud explain the structure of personality?

Ans.

The Id:

- (i) The Id is the original source of personality, present in the newborn infant, from which the ego and super ego later develop.
- (ii) It consists of everything that is inherited, including the instinctual drives—sex and aggression.
- (iii) It is closely linked to the biological processes and provides the energy source—the libido for the operation of all three systems.
- (iv) It is totally unconscious and works on pleasure principles regardless of any, external potential costs of seeking the gratification of impulses.

The Ego:

- (i) The ego develops out of Id because of the necessity for dealing with the real world. The ego's task is to hold the Id in check until conditions allows for satisfaction of its impulses.
- (ii) It operates on reality principles. For example, a hungry man would want to have food at any cost due to id impulses, but it is the ego which delays the hunger impulse until the appropriate conditions are found.
- (iii) The ego is essentially the executive of the personality. It keeps a person working for a living, getting along with people and generally adjusting to the realities of life.
- (iv) Ego mediates between the demands of id, the realities of the world and the demands of the super ego.

The Super Ego:

- (i) It is related to the values and morals of the society as taught to us by our parents and others. It works according to social norms.
- (ii) It is concerned with morality—whether various ways that could satisfy id impulses are right or wrong.

The main functions of the super ego are:

- (i) To inhibit the unacceptable impulses of Id such as sex and aggression.
- (ii) Freud assumed that Id is energised by two instinctual forces, called life instinct and death instinct. Life instinct is individuals, tendency to construct whereas death instinct is for the destruction. According to Freud, life instinct is more dominant among human beings. According to Freud, the instinctual life force that energises the Id is called Libido. It works on the pleasure principle, and seeks immediate gratification. It is source of energy.

6. How would Horney's explanation of depression be different from that of Alfred Adler?

Ans: While Karen Horney focuses more on interpersonal relationships during childhood, Alfred gives greater importance to personal goals of an individual.

There are, in my opinion, Horney would attribute the cause of depression to parental relations with children which are characterized by excessive interference or indifference. Deep anxiety would result from the behaviour rewards the child which, if is erratic, indifferent and discouraging feelings of isolation and helplessness will also emerge. Alfred Adler would, on the other hand, attribute depression to the feeling of inadequacy and guilt arising within the individual, due to the inability to achieve his/her personal goals. These goals provide an individual with security and

are important in overcoming feelings of inadequacy. If individual is not able to attain the goals and could not overcome inferiority appropriately then it leads to depression.

7. What is the main proposition of humanistic approach to personality? What did Maslow mean by self-actualization? (CBSE 2013, 2010)

Ans: Humanistic theories emphasise personal responsibility and innovative tendencies toward personal growth. They focus on the importance of people's subjective attitudes, feelings and beliefs especially with regard to the self.

- According to humanistic approach, we human beings are most creative, growing, fully functioning and self-actualizing people.
- Fully functioning persons, according to Rogers theory, psychologically healthy persons who live life to the fullest.
- They live in the here and now and trust their own feelings. They are sensitive to the needs of others but they do not allow society's standards to shape their feelings or actions to an excessive degree.

Rogers suggests that each individual has a concept of ideal self. If there is discrepancy between real self and ideal self then individual develops maladjustment.

Rogers proposed two basic assumptions:

(a) Human behaviour is goal-directed and worthwhile.

(b) People always choose adaptive and self-actualizing behaviour.

Rogers believed that many individuals fail to become fully functioning persons because they grow up in an atmosphere of conditional positive regard and develop distorted self-concept# which interferes with personal growth. Such people fail to self-actualise.

- All human beings desire unconditional positive regard, freedom of choice and feeling of fulfilment for attainment of self-actualization.
- Humanistic theories don't deny the importance of past experience but they generally focus on the present.

Maslow's Contribution to Humanistic Approach

Maslow's Self-Actualization

- It is a state which people have reached their own fullest potential.
- He had an optimistic view of man who has potentialities for love, joy and creative work.
- According to him, human beings are free to shape their lives and to self-actualise.

8. Discuss the main observational methods used in personality assessment. What problems do we face in using these methods?

Ans.

- Observational method is a very powerful tool of psychological enquiry. It is an effective method of describing behaviour.
- A scientific observation differs from day-to-day observation in many respects,

(i) Selection: Psychologists do not observe all the behaviour that they encounter. Rather, they select a particular behaviour for observation.

(ii) Recording: While observing, a researcher records the selected behaviour using different means, such as marking tallies for the already identified behaviour whenever they occur, taking notes describing each activity in greater detail using short hand or symbols, photographs, video recording, etc.

(iii) After the observations have been made, psychologists analyse whatever they have recorded with a view to derive some meaning out of it.

(iv) Observation is a skill. A good observation is a skill. A good observer knows what he/she is looking for, w'hom he/she wants to observe, when and where the observation needs to be made.

Observation can be of the following types:

(a) Non-Participant vs. Participant Observation:

1. Non-participant observation

(i) To observe the person or event from a distance.

(ii) The observer may become part of the group being observed.

(iii) In the first case, the person being observed may not be aware that he/she is being observed. For example, you want to observe the pattern of interaction between teachers and students in a particular class. .

(iv) Install a video camera to record the classroom activities, which you can see later and analyse. Alternatively, you may decide to sit in a corner of the class without interfering or participating in their everyday activities. This type of observation is called non-participant observation.

2. Participant observation

(i) In participant observation, the observer becomes a part of the school or the group of people being observed.

(ii) the observer takes some time to establish a rapport with the group so that they start accepting him/her as one of the group members.

(iii) the degree of involvement of the observer with the group being observed would vary depending upon the focus of the study.

The advantage of the observation method is that it enables the researcher to study people and their behaviour in a naturalistic situation, as it occurs. However, the observation method is labour-intensive, time-consuming, and is susceptible to the observer's bias. Our observation is influenced by our values and beliefs about the person or the event.

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