**Understand Psychological Perspectives Pl Ml**

Psychological perspectives

Human behaviour can be thought about in many different ways. Psychologists have gathered a wide range of different perspectives when they have studied a human being, about how their emotions, how they behave and how they think. Most psychologists focus on one specific thought when they are gathering their information. For example, some psychologists focus on the biological perspective when others take different approaches that give them a different way of looking into someone's mind.

In this report, I am going to cover a few of the different perspectives. These are going to be behaviourism and social learning theory.

Behaviourism

The behaviourist perspective approach focuses on that the behaviour that humans portray, they have learned from their experiences. The behaviourist approach shows individuals have no free will and that all actions, characteristics and personality traits are the results of a person's environment and the cultural force that shape it. (slideshare, 2019). The behaviour that individuals learn, is likely to be repeated if reinforcement occurs. The behaviour is a result from the consequences that an individual receives from portraying their behaviour. The behaviourist approach made a deliberate effort to be scientific. They didn't discuss mental processes that may be involved in learning because they are not observable and could not be studied objectively. (Tutor2u, 2018).

Within the behaviourist perspective, there are two main theories. They are the classical conditioning and operant conditioning.

Classical conditioning.

Classical conditioning is a type of learning that has had a big influence on the thought in the psychologist perspective which is behaviourism. This type of learning was discovered by a Russian psychologist named Ivan Pavlov. Classical conditioning is a process that happens through links between an environmental stimulus and a naturally occurring stimulus. (VeryWellMind, 2019).

It is important that classical conditioning involves placing a neutral signal before a naturally occurring reflex. In Pavlov's experiment with dogs, the neutral signal was the sound of a tone and the naturally occurring reflex was salivating in response to food. By associating the neutral stimulus with the environmental stimulus, which was the showing of food to the dogs, the sound of the tone alone could produce the salivation response. (VeryWellMind, 2019).

Classical conditioning involves forming an association between two stimuli resulting in a learned response. There are three phases of the process:

* Phase 1 is before conditioning -

The first part is a naturally occurring stimulus that will automat ically elicit a r esponse. The dogs salivating in response to the smell of the food that was presented in front of them, is a good example of a naturally occurring stimulus.

At this point in the phase, a neutral stimulus is presented but it has no affect. The neutral stimulus has to be paired with the UCS to be able to have a response.

The unconditioned stimulus is one that triggers a response naturally and automatically. For example, when someone's favourite food is presented in front of them and they can smell it, they may start to feel very hungry. In this example, the smell of the food that is presented is the unconditioned st imulus .

The unconditioned response is the unlearned response that happens naturally in response to the unconditioned stimulus.

(VeryWellMind, 2019).

* Phase 2 is during conditioning

During the second phase of the classical conditioning process, the previously neutral stimulus is repeatedly paired with the unconditioned stimulus. As a result of the pairing, an association between the previously neutral stimulus and the UCS is formed. At this point, the neutral stimulus becomes the conditioned stimulus, this is due to its response to the stimulus.

The conditioned stimulus is previously neutral stimulus that eventually comes to trigger a conditioned r esponse, after becoming associated with the unconditioned stimulus.

(VeryWellMind, 2019).

* Phase 3 is after conditioning

Once the association has been made between the UCS and the CS, presenting the conditioned stimulus alone will come to evoke a response without the unconditioned stimulus. The result overall us known as the conditioned r esponse. The previously neutral stimulus is the learned response of the conditioned r esponse. (Ver yWellMind , 2019).

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Operant conditioning

Fredrick Skinner, was a highly Influential American Psychologist. He was the founder of the psychological perspective called Behaviourism. Skinner said that behaviour is a

result of consequences. Operant conditioning is a method of learning that occurs through rewards and punishments for behaviour. With operant conditioning, an association is made between a behaviour and a consequence for the behaviour that is being portrayed. (VeryWellMind, 2019).

Skinner used rats and pigeons to try and research his theory further. He found that the animals learned how to press a leaver that gave them food. However, they learned how to avoid pressing a lever that punished them. Skinner, trained them up to help them know the difference between the colours of the levers to using a method that's called 'Skinner Box'.

In operant conditioning there are two key parts that are involved. These are positive reinforcement and negative reinforcement. Positive reinforcement is rewarding people for good behaviour. In situations that reflect positive reinforcement, a response or behaviour is strengthened by the addition of something, such as a praise or a direct reward. (VeryWellMind, 2019). By doing this they are more likely to repeat the behaviour that they are presenting. Negative reinforcement is that act for bad behaviour that has been displayed. In a situation, the response that has occurred is the removal of something that is seen as unpleasant. (VeryWellMind, 2019). For example, if a child is screaming and crying, but stops when you hand them a treat, this means that you are more likely to hand them a treat when they do it again because it keeps them quiet. This is an action which has led to the removal of the unpleasant condition which is negatively reinforcing behaviour. (VeryWellMind, 2019).

Negative reinforcement is different to negative punishment because negative punishment is punishment by removal. This occurs when a favourable event is removed after bad behaviour happens. This can be taking away a child's favourite game after they have misbehaved. This is an example of negative punishment. (VeryWellMind, 2019).

Assessment of the behaviourist perspective

The behaviourist perspective has a lot of strengths and weaknesses. One strength is that this approach is being used in settings to do with health to try and help and try to change behaviour in individuals. Another strength is that the behavioural assessment and treatment given to the patients are done quickly. The treatments are not expensive and is focused on the solution that can come at the end. Another strength is that it uses scientific methods of research. This is because the experiments are seen as objective, measurable and observable. (GetRevising, 2020). The last strength is that the behaviour change in a person is measured easily as the treatment is easier to do when trying to see behaviour change. This is so they can monitor and observe if the changes that is happening in people are positive. Even though the behaviourist

perspective has a range of strengths, it also has weaknesses. One weakness is that it starts too reduce the human behaviour. It reduces it to a simple stimulus and response model. The perspective doesn't consider the inner processes in the patients mind and also the environmental influences on their behaviour. Another weakness is that, care practitioners and psychologists tend to be critical of the behaviourism perspective as they think that they are being critical. This is because they think they are not taking into consideration what is causing someone to behave the way that they do and isn't getting to the bottom of their issues. Another weakness is that it focuses too much on the nurture side of the debate. It suggests that all behaviour is learned and doesn't take into consideration the nature side of the debate. (GetRevising, 2020). A last weakness is that even though it has been proven that the treatments works well for animals, the treatment has had limited applications for working with humans.

Social learning theory

Social learning theory combines learning theory, which posits that learning is influenced by psychological factors and behavioural learning theory, which assumes that learning is based on responses to environmental stimuli. (PsychologyToday, 2020).

The social learning theory, which was found by Albert Bandura, says that people learn from one another. They learning from observation, imitation and modelling another individual. (LearningTheories, 2019). This perspective focuses on observation. They say that people learn through observing other individuals' behaviour, attitudes and the outcomes of those behaviours. (LearningTheories, 2019). Individuals are affected by those around them because they think that they need to be like everyone else. People think that they need to do what everyone else does so that they fit in with the crowd and so that people will accept them.

There are 4 mediational processes proposed by Bandura.

* The first one is Attention. This is to the extent in which we are exposed to the behaviour. For the behaviour to be imitated, it has to grab an individual's attention.
* The second one is retention. This is how well the behaviour that is observed is being remembered. It is important that the behaviour is rememberable. This is so the individual acts like the other individual is behaving.
* The third one is reproduction. This is where they perform the behaviour that they observed from their model.
* The last one is the motivation. This is the will to preform the behaviour. The individual should want to perform the behaviour that they observed, to have the motivation to perform it.

(simplyPsychology, 2019).

Bandura presented a controlled experiment study to investigate if social behaviours can be acquired by observation and imitation. He tested 36 boys and 36 girls from the age of 3 to 6 years old. He pre-tested the children for how aggressive they were by observing the children in the nursery and judged their aggressive behaviour on four 5 points rating scales. In the experiment, children were individually shown into a room containing a bobo doll. One group of children watched an aggressive model with the

bobo doll. The adults attacked the doll in a distinctive manner. The other group of children where exposed to a non-aggressive model who played with the doll quietly. (SimplyPsychology, 2019). What the children saw influenced how they interacted with the doll when they were placed in the room. The group of children that observed the adults that were being aggressive towards the doll imitated the behaviour and where very aggressive towards the doll. The children that observed the adults being non­ aggressive towards the doll imitated that behaviour and where less aggressive with the doll. After this, Bandura stated that children learn their behaviour through observational learning and watching others. (PsychologyToday, 2020).

There are many influences that can affect an individual's behaviour. This can be from peers, siblings, parents, television, sports personalities and other celebrities that someone looks up to. When looking at the social learning theory, role models are very important. Our behaviour is influenced by the presence of others; however, we may believe ourselves to be truly individual in our beliefs and behaviour. This is demonstrated in the experiments which is conducted in the 1950's by a social psychologist Solomon Asch. This was influenced by the concept called majority influence. This is when other people cause us to change out public behaviour or opinions because we want to fit in and not stand out from the crowd. (Stretch and Whitehouse, Pearson, 2010). A group of 6 stooges or confederates of the experimenter, these are the people that where play-acting according to the instructions, where joined by a participant in a task that supposedly tested visual perception. The experiment involved stating whether a target line shown matched the length of one of a set of three lines. (Stretch and Whitehouse, Pearson, 2010).

All of the people that where taking part in the experiment were naive, this meant that they didn't know what was happening and where genuine participants. The group of people where sat in an arrangement, with the na"i"ve participants always last but one asked to make a judgement. The procedure started with the first participant stating out loud whether the target line was equal length to one of the specified comparison lines. The trial was repeated 18 times but on 12 of the 18 trials the confederates all gave the same wrong answer when the correct answer was obvious. Out of 123 na·,ve participants, 28% gave an incorrect answer eight of more times. This clearly shows that an individual can be influenced by a group. (Stretch and Whitehouse, Pearson, 2010).

Culture and society can affect the behaviour of an individual. Culture is where there are shared values, norms, language, customs and practices of a group. It can also refer to different sub-groups within society. It is important to understand how culture affects someone's behaviour to gain a full understanding of the people that we encounter and people that are in the work pla ce. (Stretch and Whitehouse, Pearson, 2010). Watson (1970) found that the amount of eye contact made by people varied between countries, with high degrees of eye contact being seen as insolent by some Africans and East Asians, however he found that among Indians and Latin-Americans this was seen as desirable. (Stretch and Whitehouse, Pearson, 2010). The extent to which we value individualism is also heavily dependent on culture. For example, in European cultures and the USA, self-reliance, assertiveness and individualism are highly valued traits and parents want their children to grow up and learn these

chara ct er is t ics. (Stretch and Whitehouse, Pearson, 2010).

Self-fulfilling prophecy is a concept that has an impact on the way that we behave towards one another and how we expect someone to behave towards us . If we believe that we are pleasant and likeable then we will be polite and cheerful towards everyone else which is creating a favourable impression. People that we come into contact with will see us as favourable and will behave in a positive way back to us. This results in our positive self believes being confirmed. (Stretch and Whitehouse, Pearson, 2010).

However, if we are angry and full of resentment and believe the world is against us, we are more likely to think and behave in a more aggressive way and be more argumentative. This will result in the people that we interact with being the same way back towards us, this confirms our views of ourselves and the world around us. (Stretch and Whitehouse, Pearson, 2010).

The role theory suggests that the culture that we are a part of and if we come from a certain religion and the friends that we are associated with, we are influenced by those factors and these influence the way that we be have . This influence helps lead us to adopt certain roles and try to live up to the expectations that go with this role. Since we all take on many different roles, however our behaviour tends to change according to the role that we are currently in. (Stretch and Whitehouse, Pearson, 2010).

Assessment of Social Learning Theory

The social learning theory perspective has a range of strengths and weaknesses. The first strength is that it sees the influences that can have an effect on someone's behaviour and that they are broader and they are seen as more complex then the simple stimulus response factors. The second strength is that it shows how other individuals which are seen as role models, play a key role in the way that people behave. Another strength is that it explains differences in aggressive and non-aggressive behaviour between individuals. It uses theories to suggest that people act differently

in different situations as they have seen different people acting differently and being praised. (GetRevising, 2020). The last strength is that it sees the person as making more choices through observation and imitation by what they learn and how they have been taught to behave . Even though Social Learning Theory have strengths, they also have a range of weaknesses. The first weakness is that it tends to ignore the role that biology plays in learning and behaviour, it just focuses on environmental factors. The second weakness is that it doesn't recognise how someone's early experiences in life can affect their behaviour. This theory just focuses on how their surroundings can change their behaviour. Another weakness is that it doesn't explain why a child would be motivated to perform the same behaviour in the absence of the model. (GetRevising, 2020). If the model wasn't there then the child might portray different behaviour. It doesn't give any explanation for when the child isn't in front of the model and if their behaviour stays the same or changes. The last weakness for this theory is that it ignores human experience of emotions and how they can affect someone's development of their behaviour.

**The Psychodynamic Approach**

The psychodynamic approach is mainly associated with Sigmund Freud. This approach includes all the theories in psychology that see human functioning based upon the interaction of drives and forces within the person, particularly unconscious and between the different structures of the personality. (SimplyPsychology, 2019).

Sigmund Freud says that 'we animals, driven by biological motives.' He believed that a personality within an individual contains several parts that are at war with each other. The conflict that arises between the different parts is what determines the behaviour of someone.

Freud said that our behaviour and the mental issues that we suffer can be traced beyond our conscious self-control, that are subconscious mind and the innate impulses that we are not always aware of, are what influence the way in which we behave. (PsychologistWorld, 2020). Freud stated that out mental activity is mostly unconscious and it is this unconscious activity that causes out behaviour. He explained that traumatic childhood experiences pushed into the unconscious mind can later lead to mental disorder and developed 'talking cures' to Help to try and release problematic repressed memories and relieve symptoms. (Tutor2U, 2018).

The model of the mind

The unconscious mind can be explained by using an iceberg. It is described that everything above water is seen as the conscious mind while everything below the water is seen as the unconscious mind. The iceberg that is above the water represents the conscious awareness. The rest of the information which is outside the conscious

awareness lies below the water. However, the information might not be accessible consciously, it still exerts an influence over the behaviour that someone portrays. (VeryWellMind, 2019).

Freud believed that many of an individual's feelings, desires and emotions are repressed or held out of awareness. This is because he suggested they were simply too threatening. Freud believed that someone's wishes and desires that they are keeping inside themselves, makes themselves known through their dreams and slips of the tongue which Freud reverse to as the 'Freudian slips.' Freud believed that all of our instincts and urges are kept within the unconscious mind. Something found within the unconscious mind was the life and death instinct s. The life instincts are sometimes known as the sexual instincts which is those that are related to survival. The death instincts include the thoughts of aggression, trauma and danger. (VeryWellMind, 2019).

According to Freud, there are a few different ways that information from the unconscious mind can be brought into conscious mind. The first one is the free association. Freud believed that he could bring these unconscious feelings into awareness through the use of technique called free association. Freud asked patients to relax and say whatever came to their mind without anyone saying anything. By seeing these streams of though, Freud believed that he could uncover any of the contents of the unconscious mind where all the repressed desires and all the painful childhood memories are. (VeryWellMind, 2019). The other way that he came up with was the dream interpretation. In this Freud suggested that using peoples dreams he could use this as a route to their unconscious mind. While information from the unconscious mind was in dreams, he believed that it was in disguise. Dream interpretation involved examining the literal content of a dream, this was to try and uncover what was hidden. Freud believed dreams were a form of wish fulfilment. This is because the unconscious urges could not be expressed in walking life, he believed that they find expression in dreams. (VeryWellMind, 2019).

The three parts of the personality

In an individual's personality, Freud believed that there was three parts to someone's personality. These were called the Id, Ego and Superego. He said that the Id is the primitive and instinctive component of someone's personality. The Id consists of all the inherited components of personality presents at birth. This includes the sex instinct, the Eros and the aggressive instinct. (SimplyPsychology, 2019). The id is the impulsive part of the mind. This responds directly and immediately to the basic urges, needs and desires. The personality of the new born child just consists of the id, it is only later in life whet, they start to develop the ego and superego. The id is not affected by the reality, logic or the everyday world. This is because they operate within the unconscious part of the mind. The id engages in the primary process thinking which is

primitive, illogical, irrational and fantasy oriented. This form of process thinking has no comprehension of objective reality and is selfish and wishful in nat ure . (SimplyPsychology, 2019).

The ego is the part of the id which has been modified by the direct influence of the external world. The ego develops to mediate between the unrealistic id and the external real world. It is known as the decision-making component of the pe rs onalit y. The ego operates according to the reality principle and working out the correct ways of satisfying the id's demand. The ego considers social realities and norms and rules in deciding the way to behave. (SimplyPsychology, 2019). The ego seeks pleasure and avoids pain which is like the id. However, unlike the id, the ego is concerned with planning a realistic strategy to obtain ple asure . The ego has no concept of what is right and wrong. Something is good simply if it achieves its ends of satisfying without causing harm to itself or the id. (SimplyPsychology, 2019 ).

The superego incorporates the values and morals of society which are learned from their parents. The superego starts to develop when a person is around the age of 3 - 5 years old. This known as the phallic stage of psychosexual development. The superego is there to try and control the id's impulses. It also has the function of persuading the ego to turn to moralistic goals rather than simply realistic ones and to strive to

pe rf ect ion. (S impyPsy chology, 2019). The superego consists of two systems; the conscience and the ideal self. The conscience can punish the ego through causing feelings of guilt. However, the ideal self is an imaginary picture of how someone must be. This represents career aspirations, how to treat other people and what is the correct way to be ha ve . (SimplyPsychology, 2019). If someone's ideal self is too high of a standard to reach then whatever the person tries to do will result in failure. The ideal self and conscience are determined mostly in childhood from parental values and how someone was brought up. (simplyPsychology, 2019).

Ego defence mechanisms

Sigmund Freud had a number of ego defences which he tried to refer to throughout his wor k. Defence mechanisms are psychological strategies that are unconsciously used to protect a person from anxiety arising from unacceptable thoughts and feelings. (SimplyPsychology, 2019). For the ego, there are a number of defence mechanisms that are us e d. These are:

./ Repression - this is an unconscious mechanism which is employed by the ego. This is to keep disturbing or threatening thoughts from becoming conscious. An example of this is during the Oedipus complex aggressive thoughts about the same sex parents are repressed.

./ Denial - this is where it blocks external events from occurring. If a situation is a lot to handle for them, then the person can refuse to experience it. An example of this is that people that smoke can refuse the thought of smoking being bad for their health from occurring in their mind.

./ Projection - this mechanism involves individuals from attributing their own unacceptable thoughts, feelings and motives to another person. An example of this is where there might be someone that you hate, however the superego tells you that such hatred is unacceptable, the situation can be solved by believing that they hate you.

./ Displacement - helping an impulse with another object. An example of this is where someone who is frustrated by someone in the work place may go home and take their anger out on something else.

./ Regression - this is a movement back in psychological time when someone is faced with stress. An example of this is where a child may begin to suck their thumb again or wet the bed when they need to spend some time in the hospital.

./ Sublimation - this is helping the impulse with another object. In a socially acceptable way. An example of this is sport is an example of putting their emotions into something constructive.

(SimplyPsychology, 2019).

Early psychosexual development

Freud proposed that psychological development in childhood takes place during five psychosexual stages. These are; oral, anal, phallic, latency and genital.

Freud believed that life was built around tension and pleasure. In describing human personality development as psychosexual, Freud meant to convey that what develops is the way in which sexual energy of the id accumulates and is removed as we mature biologically. The psychosexual stages go through life:

./ Oral stage - birth to 1year

./ Anal stage - 1 to 3 years

./ Phallic stage - 3 to 6 years

./ Latency stage - 6 to puberty

./ Genital stage - puberty to adult (SimplyPsychology, 2019).

The first stage is oral which is the mouth. A child enjoys feeding, sucking, swallowing and putting things into their mouth. The conflict within this is that there could be forceful feeding, deprivation and early weaning. The consequences of fixation are that smoking can occur, the chewing of pens and fingernails. Also, overeating and drinking can happen and sarcasm and verbal hostility.

The next stage is the anal stage. This is focused on the anus. The child derives great pleasure from defecating. The child is now aware that they are a person and have their own rights and that some of their wishes can bring conflict. Freud believed that this type of conflict tends to come to a head in potty training. This is where the adult can impose restrictions on when and where the child can use it. Early or harsh potty training can lead to the child becoming an anal-retentive personality who hates mess, is obsessively tide and punctual. In adult hood the anal expulsive is the person who wants to share things with other people. They like to give things away. (SimplyPsychology, 2019).

The next stage is phallic stage. In this stage the child becomes more aware in the anatomical sex differences. This starts to set the motion the conflict between erotic attraction, resentment, rivalry, jealousy and fear. Freud called this the Oedipus complex for boys and the Electra complex for girls. (SimplyPsychology, 2019). The conflict of this is where there is an abnormal family set up leading to unusual relationship with the mother or father. The consequences in this is for men they can feel anxious and feeling guilt towards sex. They have fear of castration, vanity, self­ obsession and narcissism. For women they have feelings of inferiority and envy.

The next section is the Latency stage. In this stage no further, psychosexual development takes place. Freud thought that most sexual impulses are repressed during the latent stage. Much of the child's energy is channelled into developing new skills and acquiring new knowledge and play becomes largely confined to other children of the same gender. (SimplyPsychology, 2019).

The last stage is the genital stage. It is a time of adolescent sexual experimentation, the successful resolution of which is settling down in a loving relationship. Freud said that the proper outlet of the sexual inst inct in adults was through heterosexual intercourse. Fixation and conflict may prevent this with the consequence that sexual perversions may develop. (SimplyPsychology, 2019).

Erikson's psychosexual theory

Erik Erikson was a psychologist. He agreed with most of Freud's theory and thought that humans developed through stages. However, he thought that the stages continued throughout a person's lifetime and were social in nature. Also, he believed that Freud should have put more effort into the needs to be accepted by society and lead a meaningful life. However, he put more effort into the desire for individual gratification. Erikson suggested that people move through a series of psychosocial crises with different social focus at each stage. (Stretch and Whitehouse, Person, 2010). Erikson didn't believe in Freuds emphasis on the unconscious forces. He believed that an individual's development is motivated by a human need to be accepted by

society. Erikson's theory is based on the idea that people face and have to tackle a series of psychological crises in life and that each stage has a different focus.

Erikson had different stage for the psychosexual development:

./ The first stage is between the ages of 0 - 1 years. The stage focuses on how a child is brought up by their parents. A positive and a negative outcome can come from t his. The positive outcome can be that the child is dependable, responsive and that they can trust people as their parents where caring to them. The negative outcome is that if a child wasn't brought up in a home that consisted of warmth and affection then it can lead to the child lacking trust.

./ The second stage is being enabled to do things by your self . The positive outcome that can come from this is when being supported when growing the independence that a person needs can lead to a sense of autonomy. The negative

outcome that comes from this is when someone is being criticised a lot and being controlled, it can lead to someone doubting themselves and not being able to trust their own competence.

./ The third stage is the interaction with the world. A positive outcome that comes from this is having the ability to develop new skills and explore their inner

init iat ive. The negative outcome that comes from this is not being able to work out situations can lead to someone lacking in confidence and having a sense of guilt in them.

./ The fourth stage is understanding how things are made and how they work. The positive outcome that comes from this is being able to understand how to take on a task to the best of their ability. The negative outcome that can come from it is taking on tasks that don't need to be solved and this can lead to a lot of emotions, one being inferiority.

./ The final stage is developing a consistent sense of identity by experimentation. The positive outcome that comes from this is that the experimentation leads to a secure sense of identity. However, the negative impact can lead to a role of confusion and a negative ident it y.

(Stretch and Whitehouse, Pearson, 2010).

In the psychodynamic perspective has a range of strengths and weak nesses. The first strength is that this theory is effective for treating anxiety problems but it is less suitable for treating more serious mental health problems. The second strength is that it recognises the influence of the unconscious and the individuals inner mental and emotional life on behaviour, emotion and development . Another strength is that this approach led to other psychologists, including one famous called Piaget, into developing theories on childhood developments. (GetRevising, 2020). This means that there is a lot of information and resources out there explaining the theory. The final strength is

that it aims to find and resolve the root causes of a person's problem. Even though this perspective has a range of strengths, it also has a range of weaknesses. The first weakness is that it is based on a theory that is difficult for many people to understand which some find hard to believe. The second weakness is that it places the therapist in a very powerful position. The therapist is seen to have the expertise to understand and analyse the individuals mind. This can lead to abuse of power which they have or may feel disempowering for the people which are receiving the treatment. Another weakness is that it is deterministic. This indicates that behaviour is predetermined and people do not have free will. (GetRevising, 2020). The last weakness is that it can be time consuming. It takes a long time to try and resolve an individual's problems and to get to the root of the problem to try and solve it.

**The Humanistic Perspective**

The Humanistic Perspective

The humanistic approach has been developed as a rebellion against what some psychologists saw as the limitations of the behaviourist and psychodynamic psychology. Humanism rejected the assumptions of the behaviourist perspective which is characterised as deterministic, focused on reinforcement of stimulus-response behaviour and heavily dependent on animal research. (SimplyPsychology, 2019). The humanistic approach focuses on the idea of individuals having free will and by making the individuals aware that they are capable of making their own choices. Between the humanistic perspective and the social learning perspective there are similarities as both of them focus on the influence of what other people have on a person's development.

Humanism arose primarily in response to what some psychologists viewed as significant limitations in the behaviourist and psychoanalytic schools of thought. Behaviourism was criticised for lacking focus on human consciousness and personality and for being deterministic, mechanistic and over reliant on animal studies. (GoodTherapy, 2020).

The humanistic approach is based around the work of two psychologists. They are Abraham Maslow and Carl Rogers. They were both American psychologists that are known as the pioneers of the perspective.

Abraham Maslow

Abraham Maslow has a hierarchy of needs. This was the fundamental principle behind this hierarchy is that people are born with needs that need to be met and the fulfilment of this allows people to move forward and try to fill more complex needs. (ThePsychologyNotes, 2019). According to Maslow, he said that people need to try and progress through each level of the hierarchy pyramid before they can reach self­ actualization. The hierarchy pyramid that Maslow created goes in order. At the bottom

# of the pyramid is physiological. Then it goes up in the order of; safety, love/belonging, esteem and then at the top of the pyramid is self-actualization. The term self­ actualization means the need for personal growth and development throughout an individual's life. Once someone as self-actualized then they have met their full potential as an individual. (S t udy .com, 2019).

At the bottom of the hierarchy is the physiological needs. These needs refer to the biological requirements for human survival that is needed. An example of these are; food, air, drink, shelter, clothing and s lee p. If these needs are not met then the human body cannot function properly. Maslow saw these needs the most important because if these needs are not met then they cannot go on to the secondary needs. (SimplyPsychology, 2019 ).

The second stage is saf et y. This is where there is protection from elements, security, order, law, stability and freedom from fear. (SimplyPsychology, 2019).

The third stage is love and belonging needs. After physiological and safety needs have been met, then the next stage involves f ee lings . The need for interpersonal relationships motivates behaviour. This includes friendships, trust and acceptance, receiving and giving affection and love. (SimplyPsychology, 2019).

The fourth stage is fulfilling esteem needs . Maslow put this part into two categories. The first one is esteem into oneself. This refers to dignity, achievement, mastery and independence. The second one is the desire for reputation or respect from others. This refers to status and prestige. Maslow indicated that the need for respect or

reputation is most important for children and adolescents and precedes real self­ esteem or dignity. (SimplyPsychology, 2019).

The last stage of the hierarchy pyramid is self-actualization needs. This is realizing personal potential, self-fulfilment and seeking personal growth. This is when someone has the desire to become everything one is capable of becoming. (SimplyPsychology, 2019).

Carl Rogers

Carl Rogers was a humanistic psychologist who agreed with the main assumptions that Abraham Maslow had. However, Rogers added that for a person to grow they need an environment that provides them with genuineness, acceptance and empathy. (SimplyPsychology, 2019). With Roger's personality theory there is the notion of self­ concept. Self-concept means 'the organized, consistent set of perceptions and beliefs about oneself.' (SimplyPsychology, 2019). As an individual grows, being able to think about ourselves develops further and people begin to incorporate the judgements that are made. The way that out self-concept is, defines how we see and act about things. If out self-concept is positive then individuals act and sees the world more positively than

someone that has a negative concept. Rogers believed that individuals hold another concept called the ideal self. This represents a view that someone sees they should be. If there is a mismatch between our real selves and ideal selves' people can become slightly troubled and feel a range of emotions. (Stretch and Whitehouse, Pearson, 2010).

He believed that self-actualisation wasn't about someone's happiness. He believed that it was about experiencing a rich and full life and they are not afraid to live, even though they may experience pain as well as happiness. According to Rogers, a person should live their life to the fullest and think about anything else. They should trust their own judgement of a situation that they are in, make choices and take responsibility for their behaviour. The fully functioning person should be creative and reliable. According to Rogers, a person that experiences a good life 'involves the courage to be. It means putting themselves fully into the stream of life.' (Rasheed and Hetherington, 2010).

The humanistic approach has a lot of strengths and weaknesses. The first strength is that it recognises that the complexity of human emotions and relationships affect the way people develop and behave. The second strength is that it provides useful concepts for developing supportive and ethical human relationships. Another strength is that it is the only approach in psychology that takes into consideration the individuals subjective experiences. (GetRevising, 2020). They are looking at what the individual has been through and not jumping to conclusions. The last strength is that shows that people can resolve their own problems in a different way if they know how to. Even though this approach has a range of strengths it also has a range of weaknesses. The first weakness is that the approach hasn't been teste roperly as it consists of unscientific concepts and they are quite vague. The second weakness is that it tries to encourage people to focus on their self-fulfilment and trying to get people to perfect themselves. For some people this can be seen as egotistical. Another weakness is that it is seen as too positive when looking into human behaviour. This indicates that it assumes individuals are good and will choose good pathways in their lives. However, free will and choice is limited for some individuals. (GetRevising, 2020). The last strength is that it focuses on the individual person and doesn't take into consideration of the people around them and their social or cultural surroundings.

**The Cognitive/information processing perspective**

In the cognitive approach it focuses on how the brain and human body are linked to behaviour, thinking and how the human emotions are processes. The cognitive approach looks into that out thought processes affect the way that individuals behave. (PsychologistWorld, 2019). The psychologists that look into the cognitive approach have tried to build up cognitive models of the information processing that goes into people's

mind. This includes; perception, attention, language, memory, thinking and consciousness. In this approach there are a range of factors that are important. These are:

./ There is dissatisfaction with the behaviourist approach. This is because in its simple emphasis on external behaviour rather than internal processes.

./ Experimental methods have been developed further

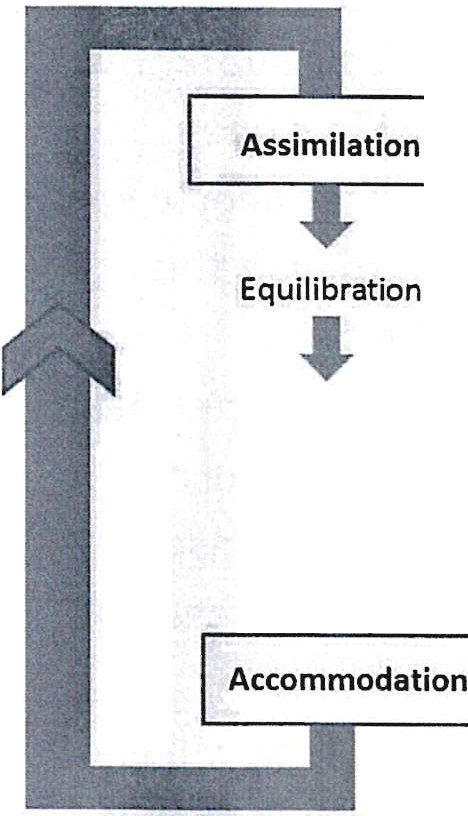
./ There are comparisons between human and computer processing of information (SimplyPsychology, 2019).

With the cognitive approach, it starts to compare the human mental processes that are taking place in someone's brain to a software running on a computer. A care practitioner and psychologist that are using this perspective now, they tend to study or work with people that have been experiencing perceptual memory, language and intellectual development of thinking problems.

The work of Piaget

Piaget's theory of cognitive development explains how a child constructs a mental model of the world. Piaget disagreed with the fact that intelligence was seen as a fixed trait

ad regarded that cognitive development as a process which occurs due to biological maturation and interaction with the environment. (SimplyPsychology, 2019). Piaget understood that there was a difference between ages on how they saw and understood the world. He knew that from infant, child and adult, there is a different level of knowledge that they know. He saw that from an infant, the mind carries on to progress and understand more and more knowledge from when they are getting older.



New Situation

Disequilibrium

Jean Piaget saw that intellectual growth was a process of adaptation. This happens through; Assimilation, Accommodation and Equilibration. Assimilation is using the existing knowledge to

deal with a new object or a situation. Accommodation happens when the existing knowledge doesn't work, and it needs to be changed. Finally, equilibration is the force in which moves the development along. Piaget believed that cognitive development didn't progress steadily but in leaps and bounds. (SimplyPsychology, 2019).

Piaget created 4 stages of Cognitive development. These stages reflect on the increasing sophistication of children's thoughts. These stages are:

* 1. Sensorimotor stage -This stage is from birth to theage of 2. This stage requires the ability to form a representation of the model in their mind. The

main object during this stage is Object Permanence. This is knowing that an object still exist, even if they cannot see it.

* 1. Preoperational stage -This is from the age of 2 to 7 years old. In this stage children can think about things symbolically. This is the ability to make one thing stan for something other than itself.
  2. Concrete Operational Stage - This stage is for between the ages of 7 to 11 years old. In this stage Piaget thought that it marks the beginning of logical or operational thought. This means that the child can start to work things out by using their mind instead of physically trying to work it out.
  3. formal Operational Stage - This stage is for the age 11 and above. This stage lasts until adulthood. In this stage they develop the ability to think about abstract concepts and logically test hypotheses.

(SimplyPsychology, 2019). George Kelly

In the personal construct theory, it suggests that people develop personal constructs about how the world works. People then use these constricts to make sense of their observations and experiences. George Kelly suggested that personality is put together by various mental constructs through which each person views reality. He believed that people where like scientists and wanted to understand the world that we were living in. (VeryWellMind, 2019). Individuals have to process information and integrate it into what we think of the world that we live in. Based on what we see in the world it changes the way we see the world.

George Kelly believed that the process of using constructs works in the same way that a scientist utilizes a theory. firstly, it begins by hypothesizing that a particular construct will apply to a particular event. It is them tested by applying the construct and predicting the outcome. If the prediction is correct then we know the construct is useful and will use it again in the future. (VeryWellMind, 2019).

Assessment of the Cognitive/information processing perspective

The Cognitive perspective has a range of strengths and weaknesses. The first strength is that this approach is very useful for individuals with mental disorders. It has been proven to be effective and help them. The second strength is that if a person is feeling distressed then this approach is very effective. This is because it deals directly with the thoughts and emotions that the individual is feeling that is making them feel the way that they do. Another strength is that this approach mainly looks at practical approaches. This is useful as the approach contributes to psychology and society as a whole and doesn't look into one thing. (GetRevising, 2020). The last strength is this approach knows that the way someone is feeling isn't down to one thing. They recognise

that people's mental ability changes over time and can cause distress. This approach also has a range of weaknesses. The first weakness is this approach doesn't take into consideration cultural and biological complexity that they can have on someone's health. The approach seems to think that people can sort themselves out and be self­ sufficient. The second weakness is that the approach only helps the symptoms that have been seen. It doesn't look at the problems that they symptoms could have caused mentally and emotionally. Another weakness is that this approach refers to cognitive processes that cannot directly be observed. It tends to rely on inference. Therefore, this approach may lack overall being scientific as it is subjective on what is taken from finding. (GetRevising, 2020). The last weakness is that people can't be sure to be controlled by their brain. Behaviour can be a result of the environment and how it influences the way people act .

**The Biological perspective**

The biological approach links closely with the Cognitive/information processing perspective. The biological approach believes use to be as a consequence for our genetics and physiology. (SimplyPsychology, 2019). The biological perspective focuses on the brain, immune system, nervous system and genetics. The biological perspective tends to stress the importance of nature and how it influences the someone is.

(VeryWellMind , 2019). They that behaviours that are adaptive are passed onto the next generation.

The biological approach attempts to explain behaviour in terms of different biological processes. This includes; genes, hormones and neurotransmitters. According to the biological approach, the brain and the mind are identical and brain physiology and biochemical imbalances can affect behaviour. Biological psychologists also believe that behaviour can be inherited, as it is determined by genetic infor mat ion. (Tutor2U, 2018).

Human biology and behaviour

Maturation is the process of learning how to cope and react in an appropriate way emotionally. This is part of growth and development, it doesn't happen when someone is ageing or when they are physically growing. If a child has to deal with a situation when they are young, it prepares them for the next situation that they will have to deal with. (AlleyDog, 2019). Maturation is in conflict with some of the other perspectives which focus on nurture such as the humanistic perspective and the behaviourist perspective. This is because the biological perspective focuses on nature and how genetics can influence the way someone acts.

Gessell's theory of maturation

Arnold Gessell was very interested in child development. From observing children, he formulated a theory known as maturation. The theory stated the development changes in a child's body or behaviour are a result of the aging process rather than from learning, injury, illness or some other life experiences. (Maturation, 2019). Gessell believed as a child develops from birth onwards, the genes allow the child to develop gradually into the person that they are meant to be. They say that the environment should provide support for talents, skills, personality and interests to be unfolded.

Gessell said that behaviour seems to follow a set development pat t er n. He believed that a child should follow each stage to develop and grow as an individual.

Gessell's research found that there is four stages of growth and development. They are:

1. Motor
2. Adaptive (cognitive)
3. Language
4. Personal-Social behaviour (Gessellinstitute, 2019).

There has been research on the development of a teenage brain which has provided evidence to support the view that teenagers cannot help their emotional outbursts. The adult brain has massive changes as the brain matures. Also, Gessel! was aware that the nurture theory also has an effect on how children develop. Twin studies have been carried out to see how behaviour is due to genes and how much nurture effects it. (Rasheed and Hetherington, 2010).

Physical and physiological influences on behaviour

There are a range of genetic conditions that can influences someone's behaviour. One of them is the nervous and endocrine system. The autonomic system produces its effects through activation of nerve fibres throughout the nervous system, brain and body or by stimulating the release of hormones from endocrine glands. (Stretch and Whitehouse, 2019). The endocrine system world together with the nervous system to influence many aspects of human behaviour, including growth, reproduction and metabolism. The endocrine system plays a big part in emotions. The glands in men and women differ, hormones help explain some of the observed behavioural differences between men and women.

The next genetic condition that can influences someone's behaviour is Huntington's disease. Huntington's disease causes deterioration and sometimes death of brain cells. As each area causes a certain type of behaviour in the brain, when parts of the brain are damaged, it leads to changes in the behaviour. One brain region, called the Caudate nucleus, is where some of the heaviest nerve damage happens when someone is

diagnosed with Huntington's disease. The disrupted information flow may make it difficult for people that have been diagnosed with the disease to organise or prioritize activities and to multi-task. Damage to the caudate may also impair a patient's ability to control their feelings, resulting in outbursts over seemingly minor events. (Huntington'sDiseaseNews, 2019).

The effects that a brain injury can have on someone's behaviour are that some people appear to have their characteristics exaggerated and some other people seem to be completely out of character. (Headway, 2019). There are a few conditions that can occur when someone has a brain injury:

* Disinhibition - this is a common change in recovery. This is loss of control over their behaviour, this can result in socially inappropriate behaviour. This ranges from a tendency to divulge personal information too freely, to disturbing and unpredictable outbursts of rage.
* Impulsiveness - someone with a brain injury may tend to speak or act without thinking about the consequences that their behaviour can have. This can lead to embarrassment in situations.
* Obsessive behaviour - they may become obsessive or fixated on certain thoughts or behaviours.
* Irritability and aggression - people that have got a brain injury may become impatient, intolerant of other's mistakes and easily irritated by interruptions. They are frequently reported to be short tempered.

(Headway, 2019).

Hormones can affect behaviour. Hormones are chemical messengers released from endocrine glands that travel through the blood stream that influence the nervous system to help regulate the physiology and behaviour such as aggression of individuals. (ScienceDirect, 2019). Hormones affect people differently when growing up and hormone levels can influence dramatically at physical or emotional transitions.

Hormones have a wide range of functions in the body and can influence medical challenges when they fall out of balance. This may result in steroids and insulin being administered for therapeutic purposes. (PsychologyToday, 2019).

Neurotransmitters have a big influence on someone's mental health. Depression is seen as a serotonin imbalance. The anti-depressants that the individual's are prescribed target the serotonin network. A neurotransmitter is a substance that carries a message between the brain cells. The brains main excitatory neurotransmitter is glutamate. In some disorders it appears there is an excess of glutamate and this can result in some problems. An example of this is Parkinson's disease and in some cases bipolar disorder. In some case's it can be extreme and glutamate becomes toxic and can

kill neurons. Some symptom's with excess glutamate can result in anger, rage, aggression and panic. It can also result in hyperactivity, migraines, insomnia and poor concentration. (StressResilientMind, 2019).

The biological perspective has a range if strengths and weaknesses. The first strength is that when taking on biological processes they can be observed. This results in psychological problems being identified. This means that they can get to the bottom of the problem and see how they would solve it. The second strength is that the theories of the biological perspective applies to every human being. This means that everyone can this process and practitioners can use it for their patients to try and solve and get to the bottom of the problem. The last strength is that due to the experiments being used being seen as measurable and can be repeated whenever they need to too test reliability. The approach is said to be very scientific. (GetRevising, 2020). Even though the biological perspective has a range of strengths, they also have a range of weaknesses. The first weakness is that this approach doesn't recognise different ethnic groups and cultural backgrounds and why individuals from other ethnic groups have different patterns of behaviour. Another weakness is that this approach is only seen to focus on one side of the nature and nurture debate. It only talks about the nature side and doesn't consider the nurture side. It states that all behaviour that is expressed is because of hormones and genetics. It doesn't take into consideration any environmental factors. (GetRevising, 2020). The last weakness is that biological explanations can lead to biological treatments. Sometimes these can lead to side­ effects and aren't always successful. In serious cases it can also lead to physical damage.

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