

# Systems of Schools of Psychology and Their Bearing on Education

## INTRODUCTION

As we have already seen, psychology owes its origin to philosophy. However, as time elapsed, psychologists attempted to discard the approaches and methods based on speculation and provided a scientific base to the subject for the study of behaviour. These efforts gave birth to a number of schools or systems of psychology such as structuralism, functionalism, behaviourism, Gestaltism, psychoanalysis, individual psychology, analytical psychology, humanist psychology, transpersonal psychology and cognitive psychology, etc. The emergence of these systems or schools of thought not only influenced the development of various trends and approaches for assessment of behaviour but also affected the processes and products of education. In the present chapter we aim to briefly trace the history of evolution of the different systems of psychology to show their impact or bearing on education.

## STRUCTURALISM

Wilhelm Wundt (1832-1920), a German Professor, was mainly responsible for the evolution of this school of psychology. He opened the world's first psychological laboratory in Leipzig in 1879 with the sole purpose of the systematic study of the mind. For this, he focused his experiments on conscious experience involving one's thoughts, feelings, sensations, perceptions and ideas. As he focused his attention on the analysis of the components of consciousness (the supposed structure of the mind), his approach to psychology is called as *structuralism*. Wundt and his students conducted experiments in the laboratory by using the art of introspection or self-observation. The subjects were usually asked to report exactly what they were experiencing at the moment when they were exposed to stimuli such as light, colour, sound or the feel of an object. The psychologists performing the experiments also acted as subjects for the observations and

recording of their own perceptions and feelings and then presenting their analyses of the activities of the mind.

The Leipzig laboratory produced most of the leading psychologists. One of its well-known products was Edward Bradford Titchener (1857-1927), a British by birth, who became professor of psychology at Cornell University. According to him, psychology may be regarded as the science of consciousness or the study of experience. Consciousness or experience can be broken or analysed into three basic elements: physical sensations, feelings and images such as memories and dreams. For example, when we report the perception experiences of a banana, we try to combine visual sensation (what we see) with feelings (our like or dislike for the banana) and with images (past experiences with other bananas). Through his studies Titchener concluded that the structure of the human mind was made up of more than 30,000 separate sensations, feelings, and images, and nothing else.

In this way, Wundt and his followers like Titchener, known as structuralists, tried to provide a systematic study of the mind through the study of its structure (identifying the basic units of consciousness or experience along with the combinations in which they occur) by adopting introspection as the main technique.

## Criticism

Structuralism is criticised on the following grounds:

1. As a system of psychology, structuralism is regarded as a very limited system which is unable to cover all aspects of human behaviour. The isolation of such important topics as motivation, individual differences and abnormal behaviour etc., clearly reveals the limited scope of this system.
2. According to this system, function involves structures, and structures of the mind can be explained through its parts, not its process. Such explanation involving the division of the human mind into individual elements, as Papia and Oida (1987) have observed, may appear quite unnatural and untenable. For example, it is difficult for a structuralist to say "this is an apple" because (a) such a statement fails to analyse the apple into its various elements—that it is small, round, green or red in colour, smooth-skinned, etc.; and (b) because referring to the object simply as an apple rather than in terms of the elements that an observer could see would be interpreting the object, not describing it.
3. The introspection method used by the structuralists for studying behaviour can neither be regarded as objective, reliable nor valid since each introspectionist may be found to describe his own sensory experiences in his own subjective way. This was the reason why Titchener, the structuralist, doubted if psychology could ever be a science of behaviour and according to him biology alone could be a science of behaviour.

## Merits of Structuralism and Its Contribution to Education

1. Structuralism helped in establishing psychology as an independent and organised discipline by separating it from philosophy and metaphysics.

2. **Psychological introspection** as a method of studying behaviour. Despite wide-spread criticism, introspection is still regarded as one of the important methods for studying behaviour. What goes on inside one's mind during the course of a mental act can be experienced or explained only by the individual himself, and introspection is the only suitable technique that can be employed in extracting such reports. Consequently, studies in Educational Psychology can benefit from the use of this method.
3. **Structuralism** is credited with having taken the initiative in establishing the first psychological laboratory and employing the technique of systematic observation of the activities of the mind. It has resulted in making psychology a subject of scientific study and experimentation. What we find today in the field of psychology and Educational Psychology in terms of laboratory as well as field experiments can then safely be claimed as a positive contribution of the school of structuralism.

## FUNCTIONALISM

William James (1842-1910), the father of psychology in USA, is regarded as one of the pioneers of the functional school of psychology. Strongly influenced by the Darwinian theory and his own interest in anatomy, physiology and medicine, he adopted a biological approach to the study of the mind and led the field away from structuralism. He declared that something was definitely wrong in Wundt's and Titchener's approach. He claimed that consciousness or experience cannot be broken up into elements, and there is no way to separate ideas, thoughts, sensations or perceptions. Structuralism does not reveal anything about what the mind really does or how it goes about doing it. Knowing the composition or structure of the mind is not as important as understanding its activities or functions. Therefore, William James, through his doctrine of functionalism, advanced the theory of mental life and behaviour. He considered the mind to be a recent development in the evolutionary process, the function of which was to aid man's adjustment to his environment. The consciousness or mental life, according to him, is a continuous and flowing unity, a stream that carries the organism in its adaptation to the environment. Our minds are constantly forging associations, revising experiences, starting, stopping, jumping back and forth in time for adding to our functional abilities to adapt to our environment. Elaborating his viewpoint, he further concluded that habits are nothing but functions of the nervous system. When we repeat an activity a number of times, our nervous system is altered so that the next time we engage in it we do so automatically without much conscious thought.

During the subsequent years in the 19th and 20th centuries, ideas propagated by William James were consolidated on a more scientific footing by functionalists like John Dewey (1859-1952), James Rowland Angell (1859-1949), J.M. Cattell, Edward L. Thorndike (1874-1949) and R.S. Woodworth (1858-1952).

## Merits of Functionalism and its Contribution to Education:

Functionalism, regarded as a more scientific and more practical system of psychology than structuralism, helped in making the system of education as practicable and useful as possible by the following contributions:

1. It laid emphasis on **functionability** of the contents of the curriculum by advocating that only those things should be taught to the children which could apply in everyday life.
2. The methods and techniques of learning were made more **functional** through the ideas propagated by this system. Functionalists like Dewey felt that the emphasis of education and teaching methods should not be on the subject matter but on the needs of the students. Such learner-centred approaches in the methods of teaching opened the way for the discovery of new methods and devices in the teaching-learning process.
3. This system widened the scope of psychology and educational psychology by developing a variety of new methods beyond introspection for studying behaviour mainly based on scientific enquiry, systematic data collection and objective interpretation and by including in its sphere the study of many useful topics not covered by structuralism.
4. The field of measurement and evaluation related to psychology and education has also been enriched by functionalism with the introduction of certain valuable techniques and devices like the **questionnaire-inventories**, mental tests, and various other means for the objective description of behaviour.
5. Functionalism opened the way for the study of psychology in terms of the adjustment of the organism to its environment. The study and problems of the individual, normal as well as abnormal, were incorporated in the subject matter of psychology and educational psychology.
6. Functionalism paved the way for applied research in response to the application of psychology to the practical problems, particularly in the field of educational psychology. John Dewey, a strong advocate of functionalism, proved the relevance of the psychology of learning and motivation etc., by establishing his own school and integrating theory with practice. Such practical attempts combined with the theoretical ideas have been responsible for revolutionizing the modern system of education to a great extent.

## BEHAVIOURISM

John B. Watson (1878-1950) put forward an entirely new doctrine, named **behaviourism** which was quite contrary to structuralism and functionalism. He concluded that the whole idea of consciousness is absurd. Consciousness cannot be proved by any scientific test, for consciousness cannot be seen, touched, or exhibited in a test tube. Even if it exists it cannot be studied scientifically, because

admittedly it is subjected only to private inspection. Therefore, if we intend to make psychology a science of behaviour, we should concentrate only on the observable and measurable behaviour. We have to discard altogether not only the concepts of consciousness but also all mentalistic notions like soul, mind, mental life, images and ideas, etc.

Consequently, behaviourism as a method of studying behaviour focused its attention mainly on the overt or observable behaviour. For this purpose, it tried to reduce all of man's activity, including his thinking, feeling and volition to the level of that behaviour which could be observed and objectively recorded. Thus, a behaviouralist is not interested in the feeling of fear (because it is not measurable) effects of fear and can be objectively measured. The theory of behaviourism as propagated by Watson was in fact based on the findings of the Russian psychologist Ivan Pavlov (1849-1936), the propagator of the theory of classical conditioning.

In his classic experiment, Pavlov conditioned a dog to salivate at the sound of a bell by substituting that sound for the sight and smell of meat and concluded that all behaviour is a response to some stimulus in the environment. Watson tried to apply this approach in the field of human behaviour. In the famous experiment with an 11-month old baby named Albert, he conditioned the baby's behaviour to fear a rat by substituting the rat with a sudden loud noise. He concluded that behaviour is merely the response to some environmental stimulus. How we behave and why we behave in a particular way can be successfully demonstrated and explained through habit formation or conditioning. Thus conditioning through environmental influences and not hereditary endowments or innate differences is responsible for shaping the behaviour of a child.

Behaviourism, thus, tried to project human beings as little more than rather complex machines which respond in a particular fashion to a particular kind of stimulus. The behaviour of an individual may, thus, be supposed to be controlled by environmental forces, and not by hereditary endowments or innate differences. His strong convictions about the stimulus response automatization and environmental influences made Watson assert boldly in 1926:

Give me a dozen healthy infants, well informed and my own specified world to bring them up in and I will guarantee to take any one at random and train him to become any type of specialist, I might select—doctor, lawyer, artist, merchant chief and yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations and race of his ancestors.

The doctrine of behaviourism propounded by Watson and his disciples, thus, ushered a new era in the field of psychology by making it somewhat materialistic, mechanistic, deterministic and objective like most of the physical and natural sciences. However, it suffered from a number of drawbacks, limitations and shortcomings. For this reason it has been subjected to criticism and has been modified and refined in a number of ways by contemporary psychologists like Lashley, Tolman, Hull and Skinner. While Lashley devoted himself to neuro-physiology and Tolman believed in purposive behaviourism, B.F. Skinner, a leading American behaviourist of the present age, emphasized a system of learning

known as *operant conditioning*, quite different from the type of conditioning advocated by Pavlov and Watson. The task of behaviour modification he advocated and the teaching machines he popularized by using the principles of reward, wield significant influence in the fields of psychology, education and medicine.

### Merits of Behaviourism and its Contribution to Education

1. Behaviourists in the study of behaviour rejected the notions of structuralists for figuring out what people were feeling or seeing or the functionalists' notion of how and why they were thinking. Instead, they focused on what was actually being done by the people and observed by the observer or investigator. In this way, they introduced the scientific method for studying behaviour, which is essentially based on the objective observation of the behaviour and the events. Behaviourism thus helped in replacing introspective measures with the scientific and objective measures.
2. Behaviourists, while giving second place to hereditary characteristics, highlighted the role of environment in shaping and modifying the behaviour of children. It helped in revolutionizing all the programmes and methods related to education, training and rehabilitation by emphasizing a greater need to provide the best possible learning situations and environment for better growth and development of the child.
3. The approach to dealing with abnormal and mentally sick persons as well as delinquent, maladjusted, backward and problem children was also drastically changed on account of the experimental findings of the behaviourists. In particular, the techniques of shaping behaviour and the behaviour modification programmes advocated by the behaviourists ushered a new era into this field.
4. Since behaviourists did not believe in entities like the 'mind', and the mind-body problem, the mental approach to human behaviour was altogether discarded. As a result, all concepts related to the doctrines of mentalism like sensation, emotion, perception were dropped from psychology and education texts, giving way to new concepts like stimulus, response, habits, learning, and conditioning.
5. Behaviourism helped in extending the scope of educational psychology to include the study of animals as a way to learn more about human nature.
6. Behaviourism advocated the use of reinforcement, and rewards (in place of punishment and unpleasant experiences) as inducement for the acquisition of desirable behaviour and for giving up the undesirable.
7. Behaviourism highlighted the role of motivation and definition of the aims and purposes in learning and shaping of behaviour.
8. Behaviourism gave rise to new ideas and innovations in the field of learning and instruction like programmed learning and individualized self-instructional programmes involving teaching machines and computer-assisted instruction.

## GESTALT PSYCHOLOGY

The reaction against structuralism and functionalism was not confined to the USA. In Germany it gave birth to a new school called *Gestalt psychology*, quite distinct from behaviourism. The most prominent members of this school were Max Wertheimer (1880-1943), Kurt Koffka (1886-1941), Wolfgang Kohler (1887-1967), and Kurt Lewin (1890-1947).

*Gestalt* is a German word, the nearest English translation of which is configuration or, more simply, an organised whole in contrast to a collection of parts. Therefore, Gestalt psychology is opposed to the atomistic and molecular approach to behaviour. According to it, an individual perceives the thing as a whole and not as a mere collection of its constituents or elements. To a Gestalt psychologist, the meaning of sensation or perception is always related to the total situation, and perception always involves a problem of organisation. A thing is perceived as a relationship within a field which includes that thing, the viewer, and a complex background incorporating the viewer's purpose and previous experiences. Gestaltists also rejected the mechanistic approach to behaviour as advocated by the behaviourists through a simple stimulus-response connection. They asserted that a sort of organisation definitely exists between the stimulus and response which helps in forming a new Gestalt or an organised whole. For example, when one looks at a tree what one sees is a tree. Even though a tree consists of colour, brightness and a form but when perceived by the mind all these components become a pattern, or a Gestalt. The Gestaltists further claim that when the components of a thing are brought together by the mind, something new (even more valuable and comprehensive than the original components) may emerge, reinforcing the statement: "the whole is different from the sum of its parts". As a result, human behaviour is characterized as an intelligent behaviour rather than a simple stimulus-response mechanism. An individual perceives the situation as a whole and after seeing and evaluating the different relationships in relation to the available environment, takes the proper decision in an intelligent way although quite often he does so impulsively. Gestalt psychology used the term 'insight' to describe this type of human behaviour and summarized the behavioural process as consisting of the following three steps:

1. Perception of the situation as a whole.
2. Seeing and judging the relationships between various factors involved in the situation.
3. Taking an immediate decision and behaving accordingly.

Gestalt psychology, in this way, stood in strong opposition to traditional psychology comprising structuralism, functionalism and behaviourism. Specifically, it deplored the brick and mortar concept of structuralism—i.e. elements or 'bricks' bound by association or 'mortar' and were equally dissatisfied with the stimulus-response conditioning or machine-like explanation of human behaviour.

## Merits of Gestalt Psychology and its Contribution to Education

1. Gestaltists maintained that the whole is always greater than its constituents or parts. This proposition influenced the field of education in many aspects as we now discuss.
  - (a) In the construction and organisation of the curricula and syllabi due consideration is being given to the Gestalt principle. The concerned subject matter of a particular subject is always organised as a whole and the curriculum comprising different subjects and activities is so framed as to reflect unity and cohesiveness among them.
  - (b) Stress is being laid on an inter-disciplinary approach in education.
  - (c) The Gestalt approach has been duly acknowledged in methodology and techniques of teaching and learning. This has resulted in presenting the learning material in a Gestalt form (as an organised whole) and then proceeding to the parts.
  - (d) Due stress on the Gestalt (organised and combined) efforts on the part of teachers, administrators, parents and other members of society is being laid in the education and welfare of children.
2. Gestaltists laid great emphasis on the role of motivation, and definite goals and purposes in any type of learning. This has resulted in providing a central role to motivation in any scheme of learning and education. The emphasis on setting clear-cut objectives, defining them in definite behavioural terms and linking education with the needs and motives of the learner may be said to be some of the great contributions of Gestalt psychology.
3. *one of* Gestaltism has a notable feature that it makes the task of perception, learning and problem solving an intelligent task rather than a piecemeal molecular function or a mere stimulus-response mechanical process. It has provided a scientific and progressive method of problem solving based on the cognitive abilities of the learners.
4. Gestaltism has necessitated research in the field of organisational climate, institutional planning, group dynamics etc., for organising the factors in the environment of the learner into a meaningful whole so as to put in the best efforts for managing the affairs of education and welfare of the individuals.

## SCHOOL OF PSYCHOANALYSIS

Psychoanalysis as a system or school of psychology was the brain-child of Sigmund Freud (1856-1939), a Viennese physician. This movement put forward views quite contrary to structuralism, functionalism, behaviourism or gestaltism for explaining human behaviour. Freud, the father of this movement presented a new dimension in the field of psychology. The influence of psychoanalysis in terms of the totality of human behaviour including the conscious, sub-conscious and unconscious behaviour, structure of the psyche, the concept of repression, catharsis

in the form of revealing the unconscious, the psycho-sexual development and giving sex its rightful place in the realm of human behaviour, will always remain praiseworthy and memorable.

In course of later developments in the psychoanalytical movement, an association for the development of psychoanalysis was formed in 1902. The personalities associated with this school became famous either by virtue of their efforts in advocating Freud's point of view or because of the establishment of their own psychoanalytic systems based upon their own views. Two systems, namely, individual psychology established by Alfred Adler (1870-1937) and analytical psychology established by Carl Jung (1875-1961) are worthy of note. In these systems, an effort was made to provide some general urge as a substitute for sex which, in their opinion, was given excessive importance by Freud. Adler provided a substitute in the form of the self-assertion or the power-seeking motive and laid emphasis on the individuality of the subject by advocating the proposition of the life-style. Jung, on the other hand, replaced the sex urge with the more comprehensive term 'libido' or the 'life urge'. We shall discuss these systems in detail later.

The other notable neo-Freudians or rather, neo-Adlerians of the modern age have been Freud's daughter Anna, Karen Horney, Harry Stack Sullivan, Erich Fromm, Erik Erickson and Heinz Hartmann, etc. The efforts of these researchers have led to modifications in the traditional psycho-analytical approach, particularly in terms of playing down of the role of sex and stressing the role of society.

### SYNTHESIS OF SCHOOLS: THE RECENT TREND IN CONTEMPORARY PSYCHOLOGY

In the foregoing discussion, we have seen that there has been a practice or tradition among the adherents of different schools like structuralism, functionalism, behaviourism, Gestaltism, and psychoanalysis to focus on the weaknesses of other schools and spend a great deal of energy to prove a contrary point. Quite opposite to this trend, the psychology of today witnesses an eclectic approach in dealing with human behaviour by accepting the fact that the various viewpoints or schools help in one way or the other in studying the complex human behaviour by throwing light on its different aspects.

However, behaviourism and psychoanalysis are the two major forces at work in the field of contemporary psychology. The other major forces in the field may be further termed as humanist psychology, transpersonal psychology and cognitive psychology. We have already talked about the former two aspects, now let us discuss the remaining ones.

#### Humanist Psychology

This new school of psychology reflects the recent trends of humanism in psychology. Abraham Maslow, Carl Rogers, Rollo May, Arthur Combs, Gordon Allport and other eminent workers have contributed to its growth. Humanist psychology gives more value to the human being by not considering him merely

as a sophisticated machine or a victim of the conflict between the ego and the id. It considers him as a purposeful being, capable of adapting himself to his environment and choosing his own course of action in order to achieve the goals which he has selected for himself. These goals may be as simple as the satisfaction of a common physical need or as lofty as the attainment of self-realization or personal fulfilment.

Humanist psychology emphasizes such distinctively human aspects of personality as the existence of free will and freedom of choice and man's search for unique goals and values to guide his behaviour and to give a personal meaning to his existence.

#### Transpersonal Psychology

Transpersonal psychology is one of the latest approaches prevalent in contemporary psychology. The work of Abraham Maslow in terms of self-actualization, by harnessing one's fullest potential may be said to be the cornerstone of this school of psychology. It focuses its attention on the study of personal experiences that seem to transcend ordinary existence. In other words, what we think and how we feel in our altered states of awareness is the subject area of transpersonal psychology. These states may be reached during states of severe stress and distress or in moments of great excitement and happiness. They may be aroused during periods of sleep or deep concentration. Experimentally, they may be induced with the help of some specific drugs, religious, religious, yoga and transcendental meditation, etc.

#### Cognitive Psychology

This new school of contemporary psychology is the result of the wave of intellectualism demonstrating faith in man's higher cognitive abilities and capacity to adapt to his environment and struggle for perfection. The roots of this psychology may be discovered in the cognitive outlook of the Gestaltists who advocated an overall mental functioning and insight in place of a molecular and mechanistic approach for the study of human behaviour.

The main theme of this new school is cognitive revolution (sometimes referred to as the 'white-box' theory) which postulates that internal processes are the subject matter of psychology. This contrasts with behaviourism (sometimes called the 'black-box' theory). By referring to it as it as the black box theory, it is implied that behaviourists are concerned with the output or response (R) of the organism in a certain situation, and to some degree with the input or stimulus (S) but do not consider what transpires between the stimulus and the response. This unexplored element is represented by a 'black box' which intervenes between S and R.

Cognitive psychology studies man's thinking, memory, language, development, perception, imagery and other mental processes in order to peep into the higher human mental functions like insight, creativity and problem solving. Cognitive psychologists are totally opposed to the stimulus-response approach of the behaviourists. They maintain that there is more to learning and behaving than

just single responses to stimuli. The human mind does not accept an information from its environment in exactly the form and style it is conveyed to him. The conveyed information is compared with the information already stored in the mind, it is then analysed and often enlarged upon and given a quite new form. Finally, it is subjected to interpretation and then used or stored according to the need of the time.

Cognitive psychology thus presents the system's viewpoint to explain the behavioural mechanism. In this system, whatever is conveyed through stimuli in the environment is the 'input'. The cognitive functioning of the human mind is the 'process' and the result of the cognitive functioning is the 'output' or the 'product'.

Cognitive psychology is gaining in popularity day by day. Edward Tolman, one of the founder cognitive psychologists, has made notable contributions in the field of learning, thinking and creative functioning. While explaining the problem-solving behaviour of the higher organisms, he stated that the organism tries to set up mental hypotheses about the ways to solve problems and then sets out to test these hypotheses through purposeful behaviour.

Jean Piaget, Swiss psychologist, who has been the most prominent among the contemporary cognitive psychologists, has shown keen interest in the study of development of cognitive abilities and operation of cognitive processes in children. He has outlined a definite pattern and stages of development of cognitive abilities depending upon the biological readiness of the children. We will discuss his work in detail in one of the later chapters.

## SUMMARY

Different psychologists at different times have expressed their views to explain the why and how of human behaviour. This has led to establishment of different schools of thought or systems of psychology affecting the products and processes of education.

*Structuralism* is one of the oldest schools of thought. It was propagated by Wilhelm Wundt (1832-1920), of Germany. The other notable psychologist of this school was E.B. Titchener of USA. Structuralism emphasized the systematic study of the mind through the study of its structure (identifying the basic units of consciousness or experience along with the combinations in which they occur) by adopting introspection as the main technique. Besides separating psychology from philosophy and metaphysics, this school of thought is notable for introducing introspection as one of the methods for the study of behaviour.

*Functionalism* was initiated by William James (1842-1910), the father of American psychology. The other notable psychologists belonging to this school were John Dewey, James Angell, E.L. Thorndike and R.S. Woodworth. It considers the mind to be a recent development, still in an evolutionary phase, the function of which is to aid man's adjustment to his environment. It also emphasizes that habits are nothing but functions of the nervous system. Thus, because this school of thought lays much emphasis on the functional aspects, it is known as functionalism. It has influenced the system of education by advocating the use of

functional curriculum, methods and techniques of learning and providing scientific methods and techniques for the objective study and description of human behaviour.

*Behaviourism* as a school of thought owes its origin to J.B. Watson (1878-1958). The other notable psychologists of this school are Ivan Pavlov, Lashley, Tolman, Hull and Skinner. As a school of thought it focuses its attention totally on the overt or observable behaviour for its objective observation and considers environmental forces to be the sole factor in shaping one's personality and influencing one's behaviour. It revolutionized the field of education by strongly emphasizing the need of proper environmental organisation (with least emphasis on what has been done by hereditary forces) for better growth and development of the child. It introduced the scientific method for the study of behaviour necessarily based on the objective observation of the behaviour and events. The techniques of shaping behaviour and behavioural modifications, the use of reinforcement (rewards) in place of punishment and unpleasant experiences, etc., have been the other useful contributions of this school of thought in the field of education.

*Gestalt psychology* owes its origin to a group of German psychologists, namely, Wertheimer, Koffka, Kohler and Kurt Lewin. It emphasizes the role of configuration or organisation in the perceptual field and highlights the role of insight and understanding in learning or problem solving. As a result, this school of thought paved the way for organising the subject matter and curricula as a whole in relation to various learning areas and experiences, proceeding from the whole to the parts etc. It has emphasized the need for making the task of learning or problem solving an intelligent task, based on insight and understanding rather than unintelligent repetition and mechanical reproduction.

*Psychoanalysis* propagated by Sigmund Freud (1856-1939) has been responsible for putting forward many new ideas like the unconscious and subconscious mind, the concept of regression and catharsis, psycho-sexual development, sex as an urge responsible for all types of behaviour, and psychoanalysis as a method of studying behaviour etc. It has highlighted the role of earlier experiences and the need for better education to the child in the formative years. In later years, as a reaction to Freud's overemphasis on sex, Alfred Adler (1870-1937) and Carl Jung (1875-1961), both students of Freud tried to found their own schools of thought, viz. individual psychology and analytical psychology. While Adler tried to replace Freud's sex urge with the power motive, Jung provided the urge for self-actualization as the sole motive governing one's behaviour.

*Recent trends in contemporary psychology* have witnessed many schools of thought. The better known among these are: behaviourism, psychoanalysis, humanistic psychology, transpersonal psychology and cognitive psychology.

*Humanistic psychology* advocated by contemporary psychologists like Maslow, Rogers, Arthur Combs, Gordon Allport reflects the recent human trends in psychology.

*Transpersonal psychology* deals with what we think and how we feel in our altered states of awareness.

*Cognitive psychology* has its roots in the cognitive outlook of the Gestaltists. The names of psychologists like Edward Thorndike and Jean Piaget are associated with the propagation of the ideas of this school of thought. It highlights the role of man's higher cognitive abilities and capacities to adapt to his environment and lays stress on studying the cognitive development and functioning of a man through his behaviour.

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#### Chapter 5

## Psychoanalysis—Freud's System of Psychology

### INTRODUCTION

Psychoanalysis as a system or school of psychology was the brainchild of Sigmund Freud (1856–1939), a Viennese physician. This school put forward altogether different views, quite contrary to structuralism, functionalism, behaviourism or gestaltism to explain human behaviour. For the first time, this system presented a beautiful blend of theory and practice. On the theoretical side it presented a theory to understand and explain the human psyche and on the practical side it provided a method known as psychoanalysis for the study of human behaviour, and also as a therapy for treating the mentally ill. Let us first discuss some of the major concepts and ideas basic to the development of the psychoanalytic theory and then discuss the application of the theory through the psychoanalytic method of studying behaviour and as therapy for treating the mentally ill.

### STRUCTURE OF THE PSYCHE OR MIND

Freud, while explaining the structure of the human psyche or mind, divided it in two different parts, first by arranging it into three layers as the *conscious*, the *subconscious* and the *unconscious* and second, by postulating three other components, viz., 'id', 'ego', and 'super ego'. Let us try to understand these terms.

#### The Concept of Conscious, Subconscious and Unconscious Mind

If we were to compare the human mind to an ocean, pond or a river, then the upper layer or the surface would represent the conscious mind, the main bed, would be identified with the subconscious, and the bottom would form the unconscious.

The conscious mind lies just above the surface of the water like the tip of an iceberg and occupies only one tenth of our total psyche or mental life. The ideas, thoughts and images that we are aware of at any moment of our mental life are said to lie within this upper layer of our mind. Just beneath the conscious layer lies the subconscious mind. This middle portion of our mind stores all types of information just beneath the surface of awareness dormant or untrapped which can