

Tutorial Letter 101/3/2018

Personality Theories

PYC2601

Semesters 1 and 2

Department of Psychology

IMPORTANT INFORMATION

This tutorial letter contains important information
about your module.

BARCODE

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1. INTRODUCTION

Dear Student

We are pleased to welcome you to this module and hope that you will find it both interesting and rewarding. We shall do our best to make your study of this module successful. You will be well on your way to success if you start studying early in the semester and resolve to do the assignments properly and to submit them on time.

Please note that Personality Theories is a **semester** module. A module runs over \pm four months (12-15 weeks). **Please make sure whether you are registered for Semester 1 or for Semester 2.** All the details regarding the assignments and examination for each semester are provided in this tutorial letter.

You will receive a number of tutorial letters during the semester. A tutorial letter is our way of communicating with you about teaching, learning and assessment.

All tutorial letters are available on *myUnisa*. Regular access to the Internet and *myUnisa* is very important and will keep you informed of all you need to know about your studies. These ICT tools make it much easier to communicate with the university, with your lecturers, and with other students about their learning and challenges. In addition, you will need to have registered on *myUnisa* in order to submit assignments, access library resources, download your study material, etc. But the most important thing to remember is that *myUnisa* will give you additional chances to participate in activities, tasks and discussions around your module topics, your assignments, your marks, and your examinations.

Tutorial Letter 101/2018 contains important information about the scheme of work, assessment criteria and resources for this module. You will also find the assignments as well as instructions on the preparation and submission of the assignments in this tutorial letter. We urge you to read it carefully and to keep it at hand when working through the study material, preparing the assignments, preparing for the examination and addressing questions to your lecturers.

This tutorial letter also provides all the information you need with regard to the prescribed study material and other resources and how to obtain these. Please study this information carefully and make sure that you obtain the prescribed book as soon as possible.

We have also included certain general and administrative information about this module. Please study this section of the tutorial letter carefully.

Right from the start we would like to point out that **you must read all the tutorial letters** you receive during the semester **immediately and carefully**, as they always contain important and, sometimes, urgent information.

Your **feedback** on this module, including what you liked about it and where you believe it could be improved, will be welcome. Please address your feedback to:

The Module Leader (Personality Theories: Ms Khumo Modutla)
Department of Psychology
PO Box 392
UNISA
0003
or e-mail to moruakm@unisa.ac.za.

By now, you should be eager to get started. We hope that you will enjoy studying the personality theories and that they will become meaningful to you in your life.

We hope that you will enjoy this module and wish you all the best!

2 PURPOSE AND OUTCOMES

2.1 Purpose

This aim of this module is to:

1. introduce the learner to selected personality theories.
2. equip learners with knowledge in order to interpret and explain everyday human behaviour in terms of a given personality theory.

Furthermore, the content of this module is designed to enable learners to:

- describe and compare different personality theories;
- explain how examples of everyday human behaviour can be interpreted in terms of a given personality theory;
- identify the assumptions that underlie personality theories and explain how these assumptions lead to different conceptions of the structure and dynamics of human personality;
- describe the way in which the self, the dynamics of personality and the concepts of optimal development and psychopathology are accounted for in a given personality theory;
- classify personality theories into various approaches;
- communicate an understanding of the personality theories, clearly and logically.

2.2 Outcomes

Students are introduced to the different theoretical viewpoints so that they will be able to view and explain human behaviour from different vantage points, and in this way, broaden their thinking. When students use the theories in their everyday lives, the theories come alive and the course becomes personally meaningful and relevant.

The text of each theorist focuses on the core of human functioning and how development can lead to healthy or pathological functioning. This information is useful to students in their own lives and in the lives of their families and communities.

Additionally, learners are given stories or examples from everyday living and are required to apply the theories to these diverse contexts. Thus the information is contextualised. The examples or the stories that are used are familiar to students and are often taken from real life situations and current issues.

The course is therefore designed to be relevant and empowering in the lives of students.

3 LECTURERS AND CONTACT DETAILS

3.1 Lecturers

Mrs Khumo Modutla (Module leader)

Tel: (012) 429-8319

E-mail address: moruakm@unisa.ac.za

Office no: Theo van Wijk Building 5-92

Mr Sean Hagen (Acting Module Leader Jan 2018 - Mar 2018)

Tel: (012) 429-8236

E-mail address: hagensn@unisa.ac.za

Office no.: Theo van Wijk Building 5-90

Mr Melusi Mbatha

Tel: (012) 429-8202

E-mail address: mbathml@unisa.ac.za

Office no. Theo van Wijk Building 5- 116

Mr Romeo Palakatsela

Tel: (012) 429-3778

E-mail address: palakbr@unisa.ac.za

Office no.: Theo van Wijk Building 5-71

Ms Tidie Sekhalela (Administrative officer)

Tel: (012) 429-8088

E-mail: address: sekhapt@unisa.ac.za

Office no.: Theo van Wijk Building 5-98

Lecturers are there to help with any **academic enquiries** that you may have and may be contacted telephonically or via email or MyUnisa. Please note that the most effective way of contacting your lecturers is via email as we may not always be available telephonically. If you would like to make an appointment to see us in person, it is **essential** to make an appointment beforehand.

Lecturers are available between 08:00 and 16:00 for consultations. If you cannot get hold of a particular lecturer, the most effective way of contacting us is via email (see contact details above). Also note that lecturers are seldom available between 15 December and 15 January. We earnestly request that you sort out your academic problems before that time. Should you wish to write to us letters should be mailed to:

The Module leader (PYC2601)
 Department of Psychology
 PO Box 392
 UNISA
 0003

PLEASE NOTE: Letters to lecturers may not be enclosed with or inserted into assignments.

3.2 Department

Departmental telephone number: (012) 429-8088

Departmental fax number: (012) 429-3414

Departmental physical address: Theo van Wijk Building, 5th floor, Room 5-98.

3.3 University

If you need to contact Unisa about matters not related to the content of this module, please consult the brochure *my Studies @ Unisa*, which you should have received with your study material. In this document you will find the contact details of various administrative departments. If you did not receive this document and have access to the Internet, you can find it on *myUnisa* under the 'Resources' option. Remember to always have your student number ready when making an enquiry.

Please ensure that you contact the correct section or department for each enquiry:

When you communicate, address the right people	During this year you will regularly receive post from Unisa, and Unisa surely will hear from you. It is important that you address your communications correctly when you phone, fax or e-mail the university. Always consult <i>my Studies @ Unisa</i> for information about correct procedures. Always have your student number at hand when you contact the University.
Do not contact the Department of Psychology when ...	Do not contact the Psychology Department when you have enquiries for other departments. The Psychology Department is an academic department. It can help you only with specific information about your modules. Consult <i>my Studies @ Unisa</i> to find the right department to contact if you have general enquiries about your studies.
Despatch Department	Administrative enquiries about tutorial matter (e.g. which tutorial letters were despatched to you, etc.) should be addressed to the Despatch Department.
Assignment Section	Administrative enquiries about assignments (whether they were received by the University, what marks were awarded, when they were returned to you, etc.) should be addressed to the Assignment Section.
Submit assignments to the Assignment Section	Please remember that assignments have to be submitted to the Assignment Section, and not to the Department of Psychology. Do not email assignments to lecturers. Submitting assignments to the Department of Psychology causes delays because these assignments have to be routed to the Assignment Section and then returned to the Psychology Department.
Examination Section	Matters concerning examination dates and examination centres should be addressed to Student Assessment Administration. The Department of Psychology does not determine the dates on which examinations are written.
The Department of Student Administration and Registrations	Administrative enquiries about course registration, fees, etcetera, should be addressed to the Department of Student Administration and Registrations.

Additional contact details:

Unisa website: <http://www.unisa.ac.za>
 MyUnisa online address: <http://my.unisa.ac.za>

E-mail addresses:

General applications/registration enquiries: study-info@unisa.ac.za
 Assignments: assign@unisa.ac.za
 Examinations: exams@unisa.ac.za
 Aegrotat and special examinations: aegrotats@unisa.ac.za
 MyUnisa enquiries myUnisaHelp@unisa.ac.za
 myLife email account enquiries: myLifeHelp@unisa.ac.za
 FI Concessions ficoncessions@unisa.ac.za

4 RESOURCES**4.1 Prescribed book**

Your prescribed textbook for this module for this year is:

Moore, C., Viljoen, H.G., Meyer, W., Hurst, A., Shantall, T. & Painter, D. (2016). *Personology: From individual to ecosystem* (5th ed.). Johannesburg: Heinemann.

ISBN: 9781928330967

This book will be referred to as MMV in your tutorial letters and study guide.

MMV introduces students to about 18 of the most important personality theories. (Don't panic! You won't have to study them all!) Alternative perspectives, such as the ecosystemic approach, as well as the views on the Eastern and African perspectives, are also included. Only **six** (6) of these theories (or perspectives) are prescribed this year.

Each theory/approach is structured in the following way in MMV:

- Background
- The view of the person underlying the theory
- The structure, dynamics and development of personality
- Optimal development
- Views on psychopathology
- Practical applications and implications of the theory
- Evaluation of the theory

Note: Some sections of each theory should be **studied** for exam purposes, while other sections need only to be **read through** for a clearer understanding of the theory. We will indicate to you

which sections to study and which sections to read through, later on in this tutorial letter in the boxes called ***what to Study and What to Read***.

Please consult the list of official booksellers and their addresses in *my Studies @ Unisa*.

Prescribed books can be obtained from the University's official booksellers. If you have any difficulty obtaining books from these booksellers, please contact the Prescribed Book Section as soon as possible at telephone number 012 429-4152 or e-mail address vospresc@unisa.ac.za.

4.2 Recommended books

First Author	Year	Title	Edition	Publisher	ISBN
Burger, Jerry M.	[2015]	Personality / Jerry M. Burger, Santa Clara University.	9th Ed.	Cengage Learning,	9781285740225
Burger, Jerry M.	[2011]	Personality / Jerry M. Burger.	8th Ed.	Wadsworth Cengage Learning,	9780495813965
Cervone, Daniel.	[2013]	Personality : theory and research / Daniel Cervone, Lawrence A. Pervin.	12th Ed.	Wiley,	9781118360057

4.3 Electronic reserves (e-reserves)

There are no e-reserves for this module.

4.4 Library services and resources information

For brief information, go to www.unisa.ac.za/brochures/studies

For detailed information, go to <http://www.unisa.ac.za/library>. For research support and services of personal librarians, click on "Research support".

The library has compiled a number of library guides:

- finding recommended reading in the print collection and e-reserves – <http://libguides.unisa.ac.za/request/undergrad>
- requesting material – <http://libguides.unisa.ac.za/request/request>
- postgraduate information services – <http://libguides.unisa.ac.za/request/postgrad>
- finding, obtaining and using library resources and tools to assist in doing research – http://libguides.unisa.ac.za/Research_Skills
- how to contact the library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

5 STUDENT SUPPORT SERVICES FOR THE MODULE

Important information appears in your *my Studies @ Unisa* brochure.

For information on the various student support systems and services available at Unisa (eg student counselling, tutorial classes, language support), please consult the publication *my Studies @ Unisa* that you received with your study material.

In addition, information regarding the following resources can be obtained from *my Studies @ Unisa*:

Regional Centres
Study Skills
UNISA Learning Centres
Peer help programme

5.1 Free computer and internet access

Unisa has entered into partnerships with establishments (referred to as Telecentres) in various locations across South Africa to enable you (as a Unisa student) free access to computers and the Internet. This access enables you to conduct the following academic related activities: registration; online submission of assignments; engaging in e-tutoring activities and signature courses; etc. Please note that any other activities outside of these are for your own costing e.g. printing, photocopying, etc. For more information on the Telecentre nearest to you, please visit www.unisa.ac.za/telecentres

For information on the various other student support systems and services available at Unisa (e.g. student counselling, language support, etc.), please consult the brochure *my Studies @ Unisa* that you received with your study material.

5.2 myUnisa

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the University. The *myUnisa* learning management system is Unisa's online campus.

The following functions have already been implemented in *myUnisa*:

- you can contact your lecturers via e-mail.
- you can order books from the library, and search for books on the library database.
- you can download study material placed on *myUnisa*.
- you can check whether your assignments have been received and marked.
- you can submit written as well as multiple-choice assignments via *myUnisa*.
- you can look up your assignment or exam marks as soon as they are released.

To make use of *myUnisa*, you will need a **computer** with a **modem** and an **Internet connection**, as well as a **browser** such as Netscape or Internet Explorer.

To go to the *myUnisa* website, start at the main Unisa website, <http://www.unisa.ac.za>, and then click on the "Login to *myUnisa*" link on the right-hand side of the screen. This should take you to the *myUnisa* website. You can also go there directly by typing in <http://my.unisa.ac.za>.

Please consult the publication *my Studies @ Unisa*, which you received with your study material for more information on *myUnisa*.

IMPORTANT NOTE: Please activate your myLife.unisa.ac.za email address. We send important information regarding module content and administration to this email. If you do not activate this email address you will not receive important announcements via email. Please also be sure to check the announcements placed on the PYC2601 module page (in the 'Announcements' folder) on MyUnisa regularly for important communication from your lecturers.

5.3 Discussion classes

No discussion classes will take place for this module

5.4 Repeating students

It is expected from a repeating student to submit all assignments again. Students will not obtain examination admission without the submission of assignments.

6 MODULE SPECIFIC STUDY PLAN

Use your *my Studies @ Unisa* brochure for general time management and planning skills.

Please note that the department has a web site where additional information about the department and the modules are available. The address is: <http://www.unisa.ac.za>.

6.1 Study timetable

In order to meet all the deadlines within a limited time (a semester), we advise you to draw up a study time-table as soon as possible. It should make provision for all your subjects, and also for unforeseen circumstances such as illness and work pressure, to enable you to work through the complete syllabus in good time.

You will notice that the suggested study schedule below is planned with a week ahead in relation to the work covered and submission of assignments (for both semesters). For example, you will have completed the first three theories by the third week of February. We then suggest that you start working on your first assignment during the fourth week of February, and if you can, submit it already by that time. We are aware that your registration circumstances may differ. Some of you may have registered earlier or later than other students, and for the first or second semester.

Those who have registered for the second semester, please note that your study time is shorter than the first semester and you should take this into consideration when planning your schedules. We have, however, provided you with the following example of a study time-table, which you should, of course, adapt to suit your own circumstances:

First Semester Study Schedule	Work covered	Second Semester Study Schedule
January: Week 4	<ul style="list-style-type: none">• Read Tutorial Letter 101/2018• Familiarise yourself with the prescribed book (MMV) and the study guide• Read Chapters 1 & 2 (Orientation and Historical Background)• Mark what to study and what to read only in your prescribed book	July: Week 1
February: Week 1-4	Study Freud, Social Cognitive Learning Approach and Maslow	July: Week 2-4 + August Week 1
March: Week 1	Complete and submit Assignment 01 before or on 06 March 2018. (Semester 1) OR by 14 August 2018 (Semester 2)	August: Week 2

March: Week 2-5	Study Rogers, Frankl & African Perspectives	August: Week 3-4 + September Week 1
April: Week 1	Complete and submit Assignment 02 on or before 03 April 2018 (Semester 1) OR by 11 September 2018 (Semester 2)	September: Week 2
April: Week 1-2	Revision on all 6 theories	September: Week 3-4
April: Week 3	Complete Self-evaluation Assignment 03 (not to be submitted)	October: Week 1
April: Week 4	Examination preparation	October: Week 2

NB: Remember to study your theories in conjunction with the study guide in order to ensure better understanding of the theories.

Your Syllabus in a Nutshell

Background: Orientation and historical background	MMV: Chapters 1 & 2 (Read only)	Study Guide: Chapter 1 (study)
	MMV: Introduction to Part 2 (Read only)	
Theory 1: Freud's theory	MMV: Chapter 3 (Study)	Study Guide: Chapter 2 (Study)
	MMV: Introduction to Part 3 (Read only)	
Theory 2: Social Cognitive Learning Approach	MMV: Chapter 10 (Study)	Study Guide: Chapter 3 (Study)
	MMV: Introduction to Part 4 (Read only)	
Theory 3: Maslow's theory	MMV: Chapter 11 (Study)	Study Guide: Chapter 4 (Study)
Theory 4: Rogers' theory	MMV: Chapter 12 (Study)	Study Guide: Chapter 5 (Study)
Theory 5: Frankl's theory	MMV: Chapter 14 (Study)	Study Guide: Chapter 6 (Study)
Theory 6: African perspectives	MMV: Chapter 17 (Study)	Study Guide: Chapter 7 (Study)

(MMV refers to your prescribed book)

6.2 What to study and what to read

In the following sections we will be indicating which sections of each theory you should study and which sections you should only read through. In the examination, we will only ask questions from the **To Study** parts. Although no questions will be asked on the **To Read** parts, we strongly advise you to read each prescribed theory in its totality in order to gain a complete understanding of the theory. A theory is like a story: You have to read it from beginning to end in order to understand it.

You will be expected to understand how a theorist explains behaviour and the language (the terms, concepts) that each theorist uses. You should also be able to explain the concepts and to apply the theories to everyday situations. You will be able to do this only if you understand the theories very well.

In this section, we will also indicate to you **How to Use the Study Guide**.

The discussion on each one of the six theories or perspectives in this tutorial letter consists of two parts:

- A box explaining what to study and what to read in your prescribed book, MMV
- A second box explaining how to use your study guide



We suggest that you take a pen or pencil and indicate clearly in your prescribed book (MMV) which parts to **study**, and which parts to **read** through only.

We begin with Orientation and Historical Overview.

Orientation and Historical Overview

You will have a much clearer understanding of the personality theories if you know where they come from. It is therefore important to know something about the *historical background* of the development of psychological thought. It is also important to understand how the various theories are classified. Your prescribed book, MMV, classifies theories into the *Depth psychological approaches*, *Behavioural and learning theory approaches*, *Person-oriented approaches* and *Alternative perspectives*. You need to understand why a particular theory, such as Freud's theory for example, is classified in the Depth psychological approaches, and not in the Behavioural and learning theory approaches, the Person-oriented approaches, or in the Alternative perspectives.



Orientation and Historical Overview

To Read in MMV:

- Chapter 1 - Personology
- Chapter 2 - Historical overview of psychological thinking.

To Read in Study Guide:

- Chapter 1 - Historical overview of psychological thinking.
- Study Units 1.1 and 1.2 are important as they serve as an introduction to the study of personality theories. You will be introduced to certain basic concepts in the field of personology.
- Study Units 1.3 and 1.4 provide an historical overview of the development of psychological thought.

Note: Although you will NOT BE EXAMINED on the content of these chapters and study units, it is extremely important that you work through them since they will provide you with the necessary historical context when studying the various personality theories.

Please note the following error in the Study Guide:

On page 21, Questions 23 and 24, which are both enrichment questions, refer you to a diagram that is not in the study guide! Please ignore these two questions although you might find the feedback on page 22 interesting to read.

Freud



5th edition (2017): What to Study and what to Read - Chapter 3 – Freud

- Read:** Introduction to Part 2 - Depth psychological approaches (pp. 38 - 46).
- Read:** Outcomes (3.1, p. 48).
- Study:** Background (3.2, pp. 48-50).
- Study:** The view of the person underlying the theory (3.3, pp. 50-51).
- Study:** The structure of the personality (3.4, pp. 51-55).
- Study:** The dynamics of the personality (3.5, pp. 55-71).
- Study:** The development of the personality (3.6, pp. 71-77).
- Study:** Optimal development (3.7, pp. 77-78).
- Study:** Views on psychopathology (3.8, pp. 78-79).
- Read:** The sections on: Neurosis; Personality disorders; Psychosis (pp. 79-80).
- Read:** Implications and applications (3.9, p. 80) and Education and developmental psychology (3.9.1, p. 81).
- Study:** Psychotherapy (3.9.2, pp. 81-84).
- Read:** Measurement and research (3.9.3, pp. 84-86).
- Study:** The interpretation and handling of aggression (3.9.4, p. 86).
- Read:** Evaluation of the theory (3.10, pp. 87-90).

Note: You will only be examined on the work you have to **study**.



How to use the study Guide – Chapter 2 – Freud

- Read the orientation.
- Read through Study Unit 2.1 and answer Question 1-3. You should now have a global overview of Freud's theory.
- Answer Questions 4-9 in Study Unit 2.2 (view of the person, and structure of the personality).
- Read through Study Unit 2.3 (dynamics of the personality) and answer Questions 10-22.
- Answer Questions 23-33 in Study Unit 2.4 (development, optimal development and psychopathology).
- Read the answer to Question 34.
- Read the answers to Questions 35 and 36 for your own enrichment.
- Answer Questions 37 and 38.
- Read the answers to the enrichment question, 39 to 42 in Study Unit 2.5.

Please note the following error in the Study Guide: On page 55, in the box on **FEEDBACK** on Question 22 please omit “and defence mechanisms”. The paragraph should read as follows:

If you hit your finger with a hammer and instead of an ordinary exclamation, by a slip of the tongue, say a swear word that sounds very similar, Freud would say that it is not coincidental at all but that ... it was caused by unconscious desires and fears. Hurting yourself ‘accidentally’ may be the result of guilt feelings about prohibited desires that threaten to enter consciousness. It is therefore a type of self-punishment because you really wanted to say the rude word!

The Social Cognitive Learning Approach



5th edition (2017): What to Study and what to Read - Chapter 10 - The Social Cognitive Learning Approach

- Read:** Introduction to Part 3: Behavioural and learning theory approaches (pp. 254-263).
- Read:** Outcomes (10.1, p. 291).
- Study:** Background (10.2, p. 291) but **Read** the sections on Rotter, Bandura, and Mischel (pp. 293-295).
- Study:** The view of the person underlying the theory (10.3, pp. 294-296).
- Read:** The structure of the personality (10.4, p. 296).
- Study:** The dynamics of the personality: The social cognitive learning view of motivation (10.5.1, pp. 297-298).
- Read:** Person variables (10.5.2 p. 299) and Rotter (pp. 299).
- Study:** Rotter and locus of control (**in 10.5.2**) from the sentence starting with: “Rotter (1966) points out...” on page 299 to “...in such a situation” on page 300.
- Read:** Bandura (p. 300).
- Study:** Bandura and self-efficacy, (**in 10.5.2**) from the bullet point “The self-reflective capability” (p. 301).

- Read:** Mischel (pp. 301-303).
- Study:** Learning from the social cognitive learning perspective (10.5.3, pp. 303-312) which includes Learning through direct experience; Observational Learning; Factors influencing observational Learning; and Learning through self-regulation.
- Study:** The development of the personality (10.6, p. 312).
- Study:** Optimal development (10.7, p. 313).
- Study:** Views on psychopathology (10.8, pp. 313-314).
- Read:** Implications and applications (10.9 and 10.9.1, pp. 314-315).
- Study:** Psychotherapy (10.9.2, pp. 315 - 316).
- Read:** Measurement and research (10.9.3, pp. 317-318).
- Study:** The interpretation and handling of aggression (10.9.4, pp. 319-321).
- Read:** Evaluation of the theory (10.10, p. 321).

Note: You will only be examined on the work you have to **study**



How to Use the Study Guide - Chapter 3 - The Social Cognitive Learning Approach

- Read the orientation.
- Read through Study Unit 3.1 and answer Questions 1 to 6.
- Study the introduction to Study Unit 3.2 (The structure and dynamics of personality) and answer Questions 7 to 14.
- Answer Questions 15 to 32 in Study Unit 3.3 (different types of learning).
- Answer Questions 33 and 34 in Study Unit 3.4 (development of the personality).
- Answer Questions 35 and 36 on optimal development.
- Answer Questions 37 to 39 on psychopathology.
- Read the answer to the enrichment question (Question 40).
- Answer Questions 41 to 46 on psychotherapy.
- Read the answers to the enrichment questions (Questions 47 and 48).
- Answer Question 49 on the interpretation and handling of aggression.
- Read the answer to the enrichment question

Maslow



5th edition (2017): What to Study and What to Read - Chapter 11 – Maslow

- Read:** Introduction to Part 4: The person-oriented approaches (pp. 323-334).
- Read:** Outcomes (11.1, p. 336).
- Study:** Background (11.2, pp. 336-337)
- Study:** The view of the person underlying the theory (11.3, p. 338).
- Study:** The structure of the personality (11.4, p. 338).
- Study:** The dynamics of the personality (11.5, pp. 339-344).
- Study:** The development of the personality (11.6, pp. 345-347).
- Study:** Optimal development (11.7, pp. 347-352).

- Study:** Views on psychopathology (11.8, pp. 352-354).
- Read:** Implications and applications (11.9.1 and 9.2, pp. 354-355).
- Study:** Psychotherapy (11.9.3, pp. 355-356)
- Read:** Religion (11.9.4, pp. 356), Measurement & research (11.9.5, p.356-358).
- Study:** The interpretation and handling of aggression (11.9.6, pp. 358-359).
- Read:** Evaluation of the theory (11.10, pp. 360-361).

Note: You will only be examined on the work you have to **study**.



How to Use the Study Guide - Chapter 4 – Maslow

- Read the orientation as well as Study Unit 4.1 and answer Questions 1 to 5 to provide you with the necessary historical perspective and the background to study Maslow's theory.
- Draw the mind map (Question 6) since it will provide you with an overview of the theory (or use the one provided in the feedback on Question 6).
- Read through Study Unit 4.2 and think about Questions 7 and 8 in order to provide you with the necessary background.
- Answer Questions 9 to 12 on the structure and dynamics of the personality.
- Read through Study Unit 4.3 (development, optimal development and psychopathology) and answer Questions 13 to 21.
- Read through Study Unit 4.4 and answer Questions 22 to 30.

Rogers



5th edition (2017): What to Study and What to Read - Chapter 12 – Rogers

- Read:** Outcomes (12.1, p. 363).
- Study:** Background (12.2, pp. 363-366).
- Study:** The view of the person underlying the theory (12.3, pp. 366-369).
- Study:** The structure of the personality (12.4, pp. 369-371).
- Study:** The dynamics of the personality (12.5, pp. 371-379).
- Study:** The development of the personality (12.6, pp. 379-383).
- Study:** Optimal development (12.7, pp. 383-385).
- Study:** Views on psychopathology (12.8, pp. 385-388).
- Study:** Implications and applications: Psychotherapy (12.9.1, p. 388).
- Study:** The Therapeutic process (12.9.2, pp. 389-392).
- Read:** Education (12.9.3, pp. 392-393).
- Read:** Measurement and research (12.9.4, pp. 393-395)
- Study:** The interpretation and handling of aggression (12.9.5, pp. 396-397).
- Read:** Evaluation of the theory (12.10, pp. 397-399).

Note: You will only be examined on the work you have to **study**.



How to Use the Study Guide – Chapter 5 – Rogers

- Do the introductory exercise and read the orientation in the study guide.
- Read through Study Unit 5.1 (aims and activity) and answer Questions 1 to 3 in order to place Rogers' theory in historical perspective, to familiarise yourself with the general nature of the theory and to become aware of how Rogers' own life experiences influenced his theory.
- Do Questions 4 and 5: Do draw the mind map, since it will provide you with an overview of the theory (or use the one provided in the feedback on Question 4).
- Read through Study Unit 5.2 and answer Questions 6 to 9 to provide you with the necessary background to study Rogers' theory.
- Answer Questions 10 to 17 on the structure and dynamics of the personality.
- Read through Study Unit 5.3 and answer Questions 18 to 24 on the development of the personality, optimal development and perspectives on psychopathology.
- Read through Study Unit 5.4 and answer Question 25 about psychotherapy and education.
- Answer Questions 26 for your own enrichment.
- Answer Question 27.
- Answer Questions 28 to 30 for your own enrichment.

Frankl



5th edition (2017): What to Study and What to Read - Chapter 14 – Frankl

- Read:** Outcomes (14.1, p. 431).
- Study:** Background (14.2, pp. 431-433).
- Study:** The view of the person underlying the theory (14.3, pp. 433-438).
- Study:** The structure of the personality (14.4, pp. 438-440).
- Study:** The dynamics of the personality (14.5, pp. 440-446).
- Study:** The development of the personality (14.6, pp. 446-447).
- Study:** Optimal development (14.7, pp. 447-450).
- Study:** Views on psychopathology (14.8, pp. 450-452).
- Read:** Implications and applications: Measurement and research (14.9.1, pp. 452- 453).
- Study:** Psychotherapy (14.9.2, pp. 453-455).
- Read:** Education (14.9.3, pp. 455-456).
- Study:** The interpretation and handling of aggression (14.9.4, pp. 456-457).
- Read:** Evaluation of the theory (14.10, pp. 458-459).

Note: You will only be examined on the work you have to **study**.



How to Use the Study Guide - Chapter 6 – Frankl

- Read the orientation.
- Read through Study Unit 6.1 (aims and activities) to gain a global overview of Frankl's theory and answer Questions 1 to 3.
- Read through Study Unit 6.2 (Frankl's view of the person) and answer Questions 4 to 7.
- Read through Study Unit 6.3 (structure of the personality) and answer Questions 8 to 10.
- Read through Study Unit 6.4 (dynamics of the personality) and answer Questions 11 to 16. Do Questions 17 and 18 for enrichment purposes only.
- Answer Question 19.
- Read through Study Unit 6.5 (development, optimal development and psychopathology) and answer Questions 20 and 21. Do Questions 22 and 23 for enrichment purposes only.
- Answer Questions 24 to 28.
- Read through Study Unit 6.6 and concentrate on psychotherapy only. Answer Questions 29 and 30.
- Read the answers to Questions 31 and 32 for enrichment purposes.
- Answer Questions 33 to 35 on the evaluation of Frankl's theory for your enrichment
- Answer Question 36.
- Answer Questions 37 to 41 to test your understanding of the fundamental principles of Frankl's theory

African Perspectives

IMPORTANT NOTE: Student using the 5th edition of *Personology: From individual to ecosystem* **MUST NOT** study the African Perspective as it appears in the 5th edition. For assignment and examination purposes students using the 5th edition must access and download the PDF Chapter 17 from the 4th edition of the prescribed book in the Additional Resources folder on the PYC2601 MyUnisa module page.

The following information about 'What to study and What to read' and 'How to use the study guide' is based on the (prescribed) African Perspective from the 4th edition:



4th edition MMV (2008): What to Study and What to Read - Chapter 17 - African Perspectives

- Read:** Outcomes (Point 1, p. 535).
- Study:** Introduction and Background (Point 2, pp. 535-541).
- Study:** The view of the person and worldview underlying the perspective (Point 3, pp. 541-549).
- Study:** Cognitive functioning and the concept of time (Point 4, pp. 549-552).
- Study:** Optimal development and Mental health (Point 5, pp. 552-555).
- Study:** Views on Psychopathology (Point 6, pp. 555-558).
- Study:** Psychotherapy (Point 7, pp. 559-561).
- Read:** Evaluation of the perspective (Point 8, pp. 561-562).
- NOTE:** You will only be examined on the work you have to **study**.



How to Use the Study Guide - Chapter 7 - African Perspectives

- Read the orientation in the study guide.
- Read through Study Unit 7.1 (aims and activity) and answer Questions 1 and 2.
- Read the extract from an article by Nsamenang (1995) in the study guide and answer Question 3. Answer Questions 4 and 5 which are also based on this section.
- Read through Study Unit 7.2 and answer Questions 6 and 7.
- Read the extract from Attie van Niekerk's book in the study guide and answer Question 8. Answer Question 9 which is also based on this section.
- Read the two extracts giving you more insight into the African perspective on disease and health in the study guide, and then answer Questions 10 and 11.
- Read through Study Unit 7.3. Read the extracts from Sogolo (1993) and Van Niekerk (1992) in the study guide, and answer Question 12.
- Answer Question 13 on the concept of time.
- Read through Study Unit 7.4 and answer Questions 14, 15 and 16.
- Read the interesting extracts from Van Niekerk's and Van der Post's works in the study guide for your own enrichment and answer Questions 17 and 18.

7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There are no practicals for this module.

8 ASSESSMENT

8.1 Assessment plan

Examination admission and how it works in practice:

There are three assignments for *Personality Theories*, the first two should be submitted for marking to earn you a year mark. The third assignment is a self-assessment assignment and does not need to be submitted for marking.

Each assignment contributes 50% towards the year mark. Therefore you have to submit **BOTH** assignments IN TIME so that you do not compromise your year mark.

The examination paper is worth 60 marks. These marks will be converted to a percentage (a mark out of 100).

**NB: The examination paper contributes 80% towards your final mark.
Assignments 01 and 02 collectively contribute 20% towards your year mark.**

There are two important rules. To pass you have to obtain:

1. an examination mark of at least 40%, and
2. a final mark (examination mark plus year mark) of at least 50%.

Marking Policy

Our marking policy for multiple-choice questions in the examination paper is as follows: For each correct answer you get 1 mark. To compensate for the effect of 'blind guessing' or 'random guessing', we **MAY** apply negative marking meaning that we subtract 0, 25 for each incorrect answer. In practice this means that a student who gets 16 out of 60 questions wrong would only lose $16 \times 0,25 = 4$ marks. The student's mark out of 60 would therefore be 40 (44-4) that is 67%. We would therefore advise you to attempt **all** questions, and to leave only those that you really do not know. 'Intelligent guessing', where you use your knowledge to eliminate some of the alternatives before guessing the answer from the remaining alternatives, is acceptable and even advisable. The chance of selecting the correct alternative with intelligent guessing is much greater than with blind guessing.

If you leave questions unanswered, marks will not be subtracted for the omitted items. Bear in mind however that it can be shown mathematically that intelligent guessing is always a good strategy when you do not know the correct answer and is preferable to simply omitting an item.

Assignments and Assessment criteria

You will find Assignment 01 (**FOR FIRST SEMESTER**) on pages 23 - 28 and (**FOR SECOND SEMESTER**) on pages 51 - 56. It consists of 15 multiple-choice questions, must be answered on a mark-reading sheet and covers Freud's theory, the Social Cognitive Learning Approach and Maslow's theory. (**Remember: Assignment 01 contributes towards your year mark and final mark.**)

You will find Assignment 02 (**FOR FIRST SEMESTER**) on pages 29 - 34 and (**FOR SECOND SEMESTER**) on pages 57 - 64. It consists of 15 multiple-choice questions, must be answered on a mark-reading sheet and covers Roger's theory, Frankl's theory and African Perspectives. (**Remember: Assignment 02 also contributes towards your year mark and final mark.**)

You will find Self-assessment Assignment 03 (**FOR FIRST SEMESTER**) on pages 35 - 42 and (**FOR SECOND SEMESTER**) on pages 65 - 73. The feedback thereof is provided on pages 43 - 50 (**FOR FIRST SEMESTER**) and on pages 74 - 80 (**FOR SECOND SEMESTER**). This assignment is an excellent opportunity to prepare for the examinations. The assignment consists of 30 multiple-choice questions, covering all six theories. It is advisable that you answer the questions independently first and thereafter compare your responses with those provided in the feedback.

The purpose of the assignments is to help you to work through the syllabus and prepare for the examination. The format of the exam paper will be similar to that of Assignments 01, 02 and 03. You will receive feedback on Assignments 01 and 02 in a tutorial letter which will be sent to you just after their respective closing dates.

Please submit your assignments well before their closing dates. Multiple-choice assignments must be done on mark-reading sheets and submitted either by post or electronically via *myUnisa* before or on the closing dates.

These mark-reading sheets are marked by computer on a particular day shortly after the closing dates. The computer time is pre-booked, and cannot be changed; therefore late assignments simply cannot be marked.

Make sure that you indicate the correct unique assignment number on your mark-reading sheet before submitting your assignment. The computer identifies all assignments by the unique number. Also, do not forget to fill in your student number on your mark-reading sheet. For detailed information and requirements about assignments, as well as instructions for the use of mark-reading sheets, consult *my Studies @ Unisa*.

8.2 General assignment numbers

Assignments are numbered consecutively per module, starting from 01. Please make sure for which semester you are registered (either Semester 1 OR Semester 2), adhere to the closing dates and **use the correct unique numbers**.

8.2.1 Unique assignment numbers

SEMESTER 1		SEMESTER 2	
Assignment number	Unique number	Assignment number	Unique number
Assignment 01	647825	Assignment 01	758531
Assignment 02	748059	Assignment 02	713266

8.2.2 Due dates for assignments

ASSIGNMENT NUMBER	DUE DATE: SEMESTER 1	DUE DATE: SEMESTER 2
Assignment 01	06 March 2018	14 August 2018
Assignment 02	03 April 2018	11 September 2018

8.3 Submission of assignments

Assignments are seen as part of the learning material for this module. As you do the assignment, study the reading texts, consult other resources, discuss the work with fellow students or tutors or do research, you are actively engaged in learning. Looking at the assessment criteria given for each assignment will help you to understand what is required of you more clearly.

In some cases, additional assessment might be available on the *myUnisa* site for your module.

For students attending tutorial sessions, tutors may also set additional tasks and give feedback in class.

General remarks

Please note that enquiries about assignments (eg whether or not the University has received your assignment or the date on which an assignment was returned to you) must be addressed to the Assignment section at assign@unisa.ac.za. You might also find information on *myUnisa*.

You may submit written assignments and assignments done on mark-reading sheets either by post or electronically via *myUnisa*. Assignments may **not** be submitted by fax or e-mail. For detailed information and requirements as far as assignments are concerned, see the brochure *my Studies @ Unisa* that you received with your study material.

To submit an assignment **via** *myUnisa*

- Go to *myUnisa*.
- Log in with your student number and password.
- Select the module.
- Click on assignments in the left-hand menu.
- Click on the assignment number you want to submit.
- Follow the instructions on the screen.

Assignments should be addressed to:

The Registrar
PO Box 392
UNISA
0003

Commentaries and feedback on assignments

You will receive two kinds of feedback on each assignment:

- A computer printout showing your own answers, the correct answers, and the mark you obtained.
- A tutorial letter with detailed feedback on each question.

Commentaries on assignments **will be sent to all students registered for this module** in a follow-up tutorial letter, and not only to those students who submitted the assignments. The tutorial letter number will be 201/2018 and 202/2018 for the assignments.

As soon as you have received the commentaries, please check your answers. The assignments and the commentaries on these assignments constitute an important part of your learning and should help you to be better prepared for the next assignment and the examination

8.4 The assignments

There are TWO assignments per SEMESTER. Kindly make sure that you do the correct assignment and that you use the correct unique number

By submitting **any one assignment on time**, you gain examination admission. (You therefore, you do not have to pass the assignments to gain examination admission.) However, **BOTH** assignments' marks contribute to your year mark.

ASSIGNMENT 01 (SEMESTER 1)
(Compulsory multiple-choice assignment)

Please note: Although students may work together when preparing assignments, each student must submit his or her own individual assignment.

FIRST SEMESTER

- Closing date: 06 March 2018
- Unique assignment number: 647825

Students will receive feedback on this assignment in Tutorial Letter 201/2018. This assignment covers Freud, Social Cognitive Learning Approach and Maslow.

The assignment consists of 15 multiple-choice questions and must be answered on a mark-reading sheet.

- Where an assignment involves the use of a MARK-READING SHEET, you should read the section 'INSTRUCTIONS FOR THE USE OF MARK-READING SHEETS' in *my Studies @ Unisa*. Students who do not have access to a word processor must complete their assignments on the mark-reading sheet provided with your study material. Take note of the following important information:
 - Use only an **HB pencil** (not a pacer) and mark your answers **clearly** and **distinctly**.
 - Mark as follows [-]
 - If you mark a block incorrectly, make sure that the mark is erased properly.
 - Do not staple your mark-reading sheet to any document.
- You may submit your multiple-choice and written assignments through the Internet by using *myUnisa* instead of using a mark-reading sheet. Please adhere strictly to the requirements applicable to the completion and submission of assignments.

ASSIGNMENT 01 (SEMESTER 1):

Questions on Freud's theory:

QUESTION 1

According to Freud's theory, it is the main task of the ego to

- (1) Maximise satisfaction to the id while minimising guilt feelings from the superego.
- (2) Bring immediate satisfaction to the id, while delaying satisfaction to the superego.
- (3) Create fantasies of desired objects to meet the needs of the id, while taking reality into account with regards to the superego.
- (4) Repress id wishes and to fulfil superego demands.

Read the following story and answer Questions 2 to 5.

Lucas's mother returned to work and weaned Lucas on to a cup when he was just two months old. He used to suck his hands a lot. At the creche where he spent the day, he used to bite the other children when he got a bit older. Lucas's father was very strict on him as he was growing up and he used to abuse Lucas's mother, which Lucas remembers from when he was about four years old. As an adult, Lucas became a homosexual. He was excessively dependent on other people and jealous.

QUESTION 2

According to Freud's theory, when Lucas's mother weaned him on to a cup at two months old,

- (a) it is likely that he became fixated in the anal stage.
- (b) his oral sex drive would have been frustrated.
- (c) the goal and object of his oral sex drive would have been satisfied.
- (d) his ego used the defence mechanism of displacement when he started sucking his hands.

The correct answer is:

- (1) (a) & (c)
- (2) (b) & (d)
- (3) (a), (b) & (c)
- (4) All of the above

QUESTION 3

When Lucas bit the other children in the creche, this is a sign of the ____ drive, according to Freud's theory.

- (1) life
- (2) ego
- (3) sexual
- (4) death

QUESTION 4

Do you think that Lucas was able to resolve the oedipus complex?

- (1) Yes, because he was able to repress his sexual and aggressive drives, and his castration anxiety, and identify with his father.
- (2) No, because he probably was not able to repress his sexual and aggressive drives, and castration anxiety successfully, and his superego was unable to attain its final development because he did not identify with his father.
- (3) Yes, because he identified with his mother and repressed his aggressive drives towards his father with whom he could not identify.
- (4) No, because he became fixated in the genital stage which means that boys generally cannot enjoy sexual relationships with the opposite sex.

QUESTION 5

Lucas's excessive dependence on other people and his jealousy are evidence of fixation in the (a) ___ stage, whereas his homosexuality is indicative of fixation in the (b) ___ stage.

- | | | |
|-----|-------------|-------------|
| (1) | (a) oral | (b) genital |
| (2) | (a) anal | (b) phallic |
| (3) | (a) oral | (b) phallic |
| (4) | (a) phallic | (b) oral |

Questions on the Social Cognitive Learning approach:**QUESTION 6**

In terms of Bandura's theory, observational learning occurs when

- (1) behaviour is reproduced spontaneously.
- (2) a person observes a model's behaviour.
- (3) the observer's behaviour, which changes as a result of observing the model's behaviour, is rewarded.
- (4) the observer's behaviour changes as a result of observing the model's behaviour and the outcome thereof.

Read the following passage and answer Questions 7 to 9.

Dirang is a very intelligent young man. He is a Grade 12 student and was so thrilled when he was elected head boy and president of the Sport's union at his school, that he bought himself a pair of hiking boots. The headmaster was impressed with his hard work and praised him a lot for being a good model to other students. This made him feel good about himself. Although he was a hero to most of the students who tried to do what he did and also be successful, there were those who felt that too much fuss was being made of him by the headmaster and students. The latter group was always in trouble for misconduct and they did not participate in any of the school activities like most of the other students, who were given special treatment by their teachers.

QUESTION 7

In terms of Bandura's theory, Dirang learnt through

- (1) observational learning and self-regulation.
- (2) direct experience and modeling.
- (3) social learning.
- (4) self regulation and direct experience.

QUESTION 8

In terms of Bandura's theory, the type of reinforcement that took place when the headmaster praised Dirang for being a good model to other students refers to (a) _____ and buying himself a pair of hiking boots refers to (b) _____.

- | | |
|-------------------------------------|---------------------------------|
| (1) (a) vicarious reinforcement | (b) direct reinforcement |
| (2) (a) external self-reinforcement | (b) internal self-reinforcement |
| (3) (a) direct learning | (b) external self-reinforcement |
| (4) (a) direct reinforcement | (b) external self-reinforcement |

QUESTION 9

In terms of Bandura's theory, the students in this story learn through

- (a) direct experience.
- (b) observational learning.
- (c) self-regulation.

The correct answer is:

- (1) (b)
- (2) (b) & (c)
- (3) (a) & (b)
- (4) (a) & (c)

QUESTION 10

According to Bandura's theory, other students' negative attitude towards Dirang and their misconduct are examples of

- (1) covert modelling.
- (2) imitation.
- (3) counter-imitation.
- (4) low self-efficacy.

Questions on Maslow's theory:**QUESTION 11**

In line with the basic tenets of Maslow's theory,

- (a) Human behaviour can be explained in terms of need gratification, which largely forms the basis for growth and the realisation of one's full potential.
- (b) Self-actualisation is the process of becoming all that one is capable of being.
- (c) The meta needs are the most important needs in the hierarchy.
- (d) Human beings are primarily motivated by the will to meaning and the will to self-actualise.

The correct answer is

- (1) (b) & (c)
- (2) (a), (b) & (c)
- (3) (a) & (b)
- (4) All of the above

Read the following extract and answer Questions 12 to 14.

Mosidi is employed as a cashier at a big supermarket chain, and she is doing very well. Her family of origin was poor. Her father was an ordinary factory worker, and did not earn much, but he provided a loving family and took good care of them. She is married with two children. Her husband is a very supportive and caring man. One of her ambitions is to become a lawyer. However, she feels that she may not be able to fulfill her dream because she does not know whether she will be able to rise to the challenge.

QUESTION 12

In terms of Maslow's theory, Mosidi is presently functioning at the level of her _____ needs.

- (1) physiological
- (2) self-esteem
- (3) affiliation and love
- (4) security

QUESTION 13

Maslow believes in a person's active will to grow and realise his or her potential, but only a relatively few people manage to achieve this. In line with this belief, the possible reason why Mosidi finds it difficult to actualise her full self could be that

- (1) The social environment is creating obstructions on her way to reach her full potential.
- (2) She grew up in a poor family, and therefore, her basic needs were not fully satisfied.
- (3) She is underestimating her own talent, thus making it difficult for her to know what she is capable of.
- (4) She is being unrealistic as far as becoming a lawyer is concerned and should rather focus her energies on developing herself at the large supermarket chain for which she works.

QUESTION 14

In terms of Maslow's theory, in order for Mosidi to fulfill her dream of becoming a lawyer she might need to

- (a) learn to listen to what others say about her which will, in turn, assist her to look at herself more positively.
- (b) overcome the limitations that she has created for herself.
- (c) have the courage to risk and experiment with new ideas in an effort to become the best she can be.
- (d) be realistic and not engage in a process which might prove difficult for her to cope with.

The correct answer is:

- (1) All of the above
- (2) (a), (b) & (c)
- (3) (a) & (d)
- (4) (b) & (c)

QUESTION 15

In the table that follows, match Maslow's hierarchy of needs in Column A with the descriptions in Column B.

Column A: Hierarchy of needs	Column B: Description
(a) Safety	(a) need for stability and structure.
(b) Affiliation and love	(b) needs based on the person's achievement and social worth.
(c) Self-esteem	(c) the need to belong.

The correct answer is:

- (1) (a) & (c); (b) & (a); (c) & (b)
- (2) (a) & (a); (b) & (c); (c) & (b)
- (3) (a) & (b); (b) & (a); (c) & (c)
- (4) (a) & (c); (b) & (b); (c) & (a)

END OF ASSIGNMENT 01 FOR FIRST SEMESTER

ASSIGNMENT 02
(Compulsory multiple-choice assignment)

Please note: Although students may work together when preparing assignments, each student must submit his or her own individual assignment.

FIRST SEMESTER

- Closing date: 03 April 2018
- Unique assignment number: 748059

Note: Assignment 02 is compulsory, and is essential to submit. Students will receive feedback on this assignment in Tutorial Letter 202/2018. This assignment covers Roger's theory, Frankl's theory and the African perspectives.

The assignment consists of 15 multiple-choice questions and must be answered on a mark-reading sheet.

- Where an assignment involves the use of a MARK-READING SHEET, you should read the section 'INSTRUCTIONS FOR THE USE OF MARK-READING SHEETS' in *my Studies @ Unisa*. Students who do not have access to a word processor must complete their assignments on the mark-reading sheet provided with your study material. Take note of the following important information:
 - Use only an **HB pencil** (not a pacer) and mark your answers **clearly** and **distinctly**.
 - Mark as follows [-]
 - If you mark a block incorrectly, make sure that the mark is erased properly.
 - Do not staple your mark-reading sheet to any document.
- You may submit your multiple-choice and written assignments through the Internet by using *myUnisa* instead of using a mark-reading sheet. Please adhere strictly to the requirements applicable to the completion and submission of assignments.

ASSIGNMENT 02 (FIRST SEMESTER):

Questions on Rogers' theory:

QUESTION 1

In terms of Rogers' theory, the self concept

- (1) is that fixed structure of personality which makes it possible for the individual to exercise freedom of choice.
- (2) is fixed which allows an individual to experience a sense of continuity throughout the lifespan.
- (3) is similar to the ideal self.
- (4) is a representation of the value that individuals attach to themselves.

Read the following story carefully, and then answer Questions 49 and 50 in terms of Rogers' theory.

Samuel sees himself as a good son who could not possibly be attracted to the activities of some of his peers, such as smoking dagga. Samuel has included the value of his father of "if you are a good son you will not be attracted to socially unacceptable activities" in his view of what a good son should be. When Samuel enters high school, he experiences the intense wish to "break loose" and to experiment with dagga with his peers.

QUESTION 2

According to Rogers' theory, Samuel

- (a) received unconditional positive regard from his father.
- (b) received conditional positive regard from his father.
- (c) incorporated a condition of worth into his self concept.
- (d) is likely to become a fully functioning person.

The correct answer is:

- (1) (b)
- (2) (b) & (c)
- (3) (a) & (c)
- (4) (a) & (d)

QUESTION 3

In terms of Rogers' theory, Samuel is likely to function

- (1) congruently because he will tend to behave in accordance with his self concept.
- (2) incongruently because his self concept differs from his organismic experiences.
- (3) congruently because his self concept and true organismic potential are in accordance with one another.
- (4) incongruently because his wish to experiment with dagga is in line with his self concept.

QUESTION 4

According to Rogers, the individual's phenomenal field consists of

- (a) his subjective interpretation of external objects and events
- (b) his emotional experiences
- (c) events imagined even if not physically present
- (d) events in his environment which he does not attend to

The correct answer is:

- (1) (b)
- (2) (a) & (c)
- (3) (a), (b) & (c)
- (4) (a), (b), (c) & (d)

QUESTION 5

According to Rogers, the **actualising tendency** is the need to behave and develop according to one's (a)_____ whereas the **self-actualisation** is the need to behave and develop according to one's (b)_____ .

- | | |
|-------------------------------------|-------------------------------|
| (1) (a) true potential | (b) self-concept |
| (2) (a) innate self-concept | (b) acquired abilities |
| (3) (a) unconscious view of oneself | (b) conscious view of oneself |
| (4) (a) conscious view of oneself | (b) innate abilities. |

Questions on Frankl's theory:**QUESTION 6**

Frankl believed that youngsters often do not reach optimal levels of development because they

- (a) are given responsibilities at a time when they need to have fun.
- (b) want to live only for today, without any goals or visions for the future.
- (c) so easily capitulate to peer and other outside pressures.
- (d) live in an existential vacuum, with too few challenges and goals.

The correct answer is:

- (1) (a) and (c)
- (2) (b), (c) and (d)
- (3) (c) and (d)
- (4) (a), (b), (c) and (d)

Read the following story carefully and answer Questions 7 to 10.

When Anna received the devastating news that she had cancer, she immediately phoned those close to her and in this way, mobilized her social network. When she went for treatment at the clinic, she also connected with other sufferers and created a community of sufferers which gave those who were suffering, the feeling that they were not alone. In reaching out to them, she found meaning in her own suffering. She was also able to focus on her 'blessings'. When she looked at other sufferers who were having a far worse time than her. She sought knowledge through reading about cancer and healing, and followed a healthy diet plan. She also sought to know why she became ill. She believed that it was due to issues in the past that she had not dealt with properly. She now took the opportunity she was given to deal with those issues and believed her cancer would not return. She now lives her life as a cancer survivor and has made many plans for her future.

QUESTION 7

In terms of Frankl's theory regarding the freedom to be responsible, which of the following statements is/are true of Anna?

- (a) As a human being, she constantly faced choices in terms of her attitude towards her diagnosis of cancer and her experience of it.
- (b) She felt compelled to behave positively when she found out that she had cancer.
- (c) She would have to bear the consequences of the choices that she made towards her diagnosis of cancer and her experience of it.
- (d) Although she is primarily a spiritual being, her freedom of choice is nonetheless curtailed by her environment and heredity.

The correct answer is:

- (1) (a), (c) & (d)
- (2) (a)
- (3) (b) & (c)
- (4) All of the above

QUESTION 8

In terms of Frankl's belief that humans live on a level beyond animal existence, Anna can

- (a) live her life purposefully even though she has cancer.
- (b) take up the challenge that her cancer has presented to her.
- (c) rise above her present situation and do something about it.
- (d) change her environment by making choices.

The correct answer is:

- (1) (a) & (b)
- (2) (c) & (d)
- (3) (a), (b) & (c)
- (4) All of the above

QUESTION 9

In terms of Frankl's theory, which of the following statements are true regarding Anna's will to meaning?

- (a) Cancer gave Anna's life meaning.
- (b) She took up the challenge to be victorious despite her cancer by being proactive in many areas of her life.
- (c) She wants to become healthy again and uses her will to carry on believing that she will survive cancer, and she dismisses any negative thoughts.
- (d) If her illness deteriorates, she may be hampered in her search for meaning as her physical survival might then become her priority.

The correct answer is:

- (1) (a), (b) & (d)
- (2) (b) & (d)
- (3) (a) & (c)
- (4) All of the above

QUESTION 10

In terms of Frankl's theory, it is possible to assume that Anna has attained optimal development because

- (a) she exercised her freedom of will and found meaning in her life.
- (b) she accepted the factuality of life and her actions are self-determining.
- (c) she lives her life in terms of self-transcendence.
- (d) she is actively future directed and therefore would regard death as a failure.

The correct answer is:

- (1) (a), (c) & (d)
- (2) (b) & (d)
- (3) (a), (b) & (c)
- (4) All of the above

Questions on the African perspectives:**QUESTION 11**

Sow highlights the importance of honoring the ancestral spirits by traditional Africans. This domain is referred to as the _____.

- (1) micro-cosmos
- (2) meso-cosmos
- (3) macro-cosmos

QUESTION 12

A domain that is characterised by collective existence of traditional Africans is explained by Sow as the

- (1) micro-cosmos
- (2) meso-cosmos
- (3) macro-cosmos

QUESTION 13

According to Sogolo, one of the differences between the cognitive functioning of traditional black Africans and Westerners is that

- (1) both Westerners and Africans have a two-dimensional concept of time
- (2) the Africans do not make any reference to time because of the influence of celestial forces.
- (3) westerners believe only in the macro-cosmic functioning of the universe, while traditional Africans believe in the micro-, meso- and macro-cosmic functioning of the universe.
- (4) westerner's cognitive functioning is anchored in rationality, while black Africans make allowance for intuition and emotions

QUESTION 14

According to Nobles, the European ethos rests on the principle/s of (a) _____, while the traditional African ethos rests on (b)_____.

- (1) (a) intelligence
(b) wisdom
- (2) (a) physical purity
(b) emotional purity
- (3) (a) the survival of the individual
(b) the survival of the community
- (4) (a) role-modelling
(b) submissiveness

QUESTION 15

According to the traditional African perspective, ill-health refers to

- (1) inappropriate use of defence mechanisms.
- (2) incongruent self concept.
- (3) a state of fragmentation and disintegration.
- (4) an imbalance in biochemical structures.

END OF ASSIGNMENT 02 FOR FIRST SEMESTER

ASSIGNMENT 03 (SELF-ASSESSMENT ASSIGNMENT FOR SEMESTER 01)

This assignment consists of 30 multiple-choice questions, covering all six theories. This assignment is an excellent opportunity to prepare for the examinations. It is advisable that you answer the questions independently first and thereafter compare your responses with those provided on the feedback.

QUESTIONS ON FREUD'S THEORY:

QUESTION 1

According to Freud, the ego is strong and effective when it

- (a) stands in opposition to the superego.
- (b) opposes the id.
- (c) opposes the death drive.
- (d) is capable of compromise.

The correct answer is:

- (1) All of the above
- (2) (a), (b) & (d)
- (3) (a) & (b)
- (4) (d)

QUESTION 2

According to Freud's theory, which one of the following persons has the **strongest** ego?

- (1) Peter, who can cope with the demands of reality and is less anxious because he makes use of a variety of defence mechanisms.
- (2) Sean, who does not have to develop rational skills for drive satisfaction, as he has such a good, protective mother.
- (3) John, who copes with the demands of reality, is less anxious and therefore uses fewer, but more effective defence mechanisms.
- (4) James, who has an extremely strong superego which copes with the id impulses.

QUESTION 3

According to Freudian theory, neurotic anxiety is caused by

- (1) fear of punishment from the superego if id drives should be expressed.
- (2) continuous pressure and conflict in people's social lives.
- (3) a forbidden unconscious drive threatening to surface.
- (4) fear that the ego will not meet the demands of reality.

QUESTION 4

Mr Bobbit has an unconscious wish to abuse his wife physically and emotionally. He believes though that it is other men who want to abuse their wives, and this upsets him so much that he decides to do something about it. He establishes the organisation "Free women from male

abuse" and campaigns against the abuse of women. According to Freud, which defence mechanisms does Mr Bobbit use?

- (1) Reaction formation and sublimation.
- (2) Displacement and sublimation.
- (3) Projection and reaction formation.
- (4) Rationalisation and projection.

QUESTION 5

According to Freud, an artist who paints naked figures is giving vent to his sexual drives in a socially acceptable way. The type of defence mechanism relevant here is

- (1) sublimation.
- (2) displacement.
- (3) rationalisation.
- (4) reaction formation.

QUESTIONS ON SOCIAL COGNITIVE LEARNING APPROACH:

QUESTION 6

Sally goes to watch Bafana Bafana play soccer. She notices how Lesley and Siyabonga dribble the ball. When she gets home, she recounts what she observed to her family and explains their moves in detail. However, she herself makes no attempt to demonstrate these moves. According to Bandura's theory, the fact that she does not demonstrate the moves could be explained by her

- (1) low self-efficacy perception.
- (2) paying insufficient attention to the models.
- (3) inability to remember what she observed.
- (4) lack of interest in soccer.

QUESTION 7

Which one of the following statements concerning observational learning is the most correct statement?

- (1) Behaviour is acquired when an observer actually performs the actions and regards the results of his/her behaviour positively.
- (2) Behaviour is acquired when the observer observes the model's behaviour and regards the results of that behaviour positively.
- (3) Observational learning entails vicarious reinforcement, which means that the observer's responses are positively reinforced.
- (4) The imitation of behaviour is determined by the consequences of the model's behaviour, and the observer's cognitive processes.

QUESTION 8

A teacher decides to teach his pupils to be quieter in class and therefore punishes noisy pupils in front of the other children. He discovers, however, that the class has become noisier. Bandura describes the behaviour of the pupils who observed but ignored the punishment as _____ of the models.

- (1) counter imitation
- (2) imitation
- (3) negative reinforcement
- (4) vicarious reinforcement

QUESTION 9

Walter and John see the traffic inspector fining their friend Sam for riding his bicycle without holding on to the handle bars. Walter and John get such a fright, that they decide to ride more carefully from then on. Which of the following statements regarding the story, is correct in terms of Bandura's theory?

- (1) Walter and John saw how Sam was negatively reinforced by the traffic inspector.
- (2) Walter and John imitated Sam's behaviour, because they expected a reward.
- (3) The status of the reinforcement agent decreased in the eyes of Walter and John.
- (4) Sam's punishment leads to counter imitation in Walter and John.

QUESTION 10

Anthony obtains 80% for a maths test. His parents, who are overjoyed, praise and reward him with a new pair of soccer boots. Anthony, however, feels guilty as he cheated in the test. According to Bandura's theory, Anthony is

- (1) likely to cheat again as he was directly reinforced by his parents.
- (2) likely to cheat again as he was directly reinforced by gaining an excellent mark.
- (3) unlikely to cheat again as he experiences the praise as indirect punishment.
- (4) unlikely to cheat again as he experiences internal self-punishment.

QUESTIONS ON MASLOW'S THEORY:

QUESTION 11

According to Maslow's conceptualisation of a hierarchy of needs,

- (1) self-actualisation is a core need that dominates all other needs from birth onwards.
- (2) the lower the need in the hierarchy, the weaker it is.
- (3) development progresses through successive stages of need gratification.
- (4) growth motives refer to experiencing love and acceptance.

QUESTION 12

Ben has been in the same job for the same company for most of his working life. He works late hours, saves every possible cent of his income, and keeps telling his wife that she should be grateful for the security he is providing for his family. She feels that his many savings accounts and insurance policies do not make up for the little time he spends with his family, his restlessness, impatience and constant complaints about the children's untidiness and the lack of order in the home. According to Maslow's theory, which of the following statements may be applicable to Ben's life?

- (a) Ben has achieved the level of self-actualisation at the expense of the happiness of his family.

- (b) Ben has not successfully progressed to the level where he can express and receive love and bond in an intimate way.
- (c) As a child, Ben's safety needs may have remained acutely unfulfilled, resulting in him directing all his energies towards achieving security and stability in life.
- (d) Ben has most probably never realised his true talents nor become the kind of person he could have been had he not been so excessively concerned with achieving security and stability in his life.

The correct answer is:

- (1) (a), (b) & (c)
- (2) (b), (c) & (d)
- (3) (a) & (b)
- (4) (a) & (c)

QUESTION 13

Which one of the following statements relating to Maslow's conceptualisation of self-actualisation, is *incorrect*?

- (1) The fulfilment of basic needs will lead to the next step, namely, the achievement of self-actualisation.
- (2) Self-actualisation is a growth need which leads to a fully-functioning, goal oriented being.
- (3) Even though self-actualisation has been achieved, a severe set-back in life may cause regression to a lower level of need.
- (4) A person may have fulfilled every deficiency need, yet feel restless and unhappy.

QUESTION 14

Maslow believes that meta-needs

- (a) must be fulfilled to ensure maximal growth.
- (b) unlike basic needs, are not innate.
- (c) if unfulfilled, can also lead to pathological conditions.
- (d) refer to self-actualisation.

The correct answer is:

- (1) All of the above
- (2) (a), (c) & (d)
- (3) (b) & (c)
- (4) (b) & (d)

QUESTION 15

Walter, a child of a poor family, loved to draw and used whatever he could find to make little works of art. When he was old enough to work, he did not try to get a well-paying job like his brothers did but decided to do what he felt he was destined to be, namely, an artist. Doing odd jobs, he spent most of his money to buy the paints and art materials he needed. Even though he often went hungry, he took great delight in doing what he loved doing, namely, to make works of art. According to Maslow's theory, this scenario

- (1) is impossible since self-actualisation only becomes possible when deficiency needs have been met.

- (2) is very likely since self-actualisation is a stronger and more dominant need than the deficiency needs.
- (3) demonstrates the fact that higher needs may sometimes motivate behaviour even when lower needs have not been gratified.
- (4) is foreign to the humanistic school of thought.

QUESTIONS ON ROGERS' THEORY:

QUESTION 16

According to the phenomenological approach:

- (1) behaviour is dependent on the individual's perception, experience and subjective interpretation of the world around him or her.
- (2) the individual is seen as goal directed, constructive and basically trustworthy in nature.
- (3) behaviour is not dependent on the individual's childhood experiences.
- (4) life is seen as the unfolding of the individual's organismic potential.

QUESTION 17

The actualising tendency refers to:

- (1) the inherent striving to maintain and enhance the organism on a physical and psychological level.
- (2) the inherent striving to transcend our inherent potential.
- (3) the maintenance of tension reduction.
- (4) a growth process unique to the human species.

QUESTION 18

According to Rogers, the self concept:

- (1) is continually shaped through interaction with the environment.
- (2) is the person's objective experience of himself.
- (3) does not change if the person is accepted conditionally by significant others.
- (4) is innate.

QUESTION 19

Ann wants to become a doctor. However, her parents, who love her very much, feel that a doctor's work is a man's work. They encourage her instead to become a nurse which is more in line with their ideal of femininity. Ann enrolls at the Nurses Training College and studies to become a nurse. In terms of Rogers' theory, Ann's parents accepted her

- (1) unconditionally because they encouraged her to become a nurse.
- (2) unconditionally because they loved her very much.
- (3) conditionally because they want her to choose a career in the medical field.
- (4) conditionally because they want her to behave according to their wishes.

QUESTION 20

Art is Joan's pet subject at school and she does well in it in Grade 9. Her marks for History are low and an aptitude test confirms that her long-term memory is poor. However, her father who is a lecturer in History, makes it clear that good citizens need to have a thorough knowledge of History. Joan chooses History as a subject in Grade 10 and discontinues Art. In terms of his theory, which of the following explanations would Rogers offer?

- (1) Joan is striving to become the best citizen that she can be, and therefore will actualise her potential.
- (2) Joan wishes to enhance that part of her potential which is underdeveloped and in this way will actualise her potential.
- (3) Joan's behaviour is incongruent with her organismic potential because she seeks positive regard from her father and she will not therefore actualise her potential.
- (4) Joan's behaviour is incongruent as she behaves according to her actualising tendency which is incongruent with her self-actualising tendency.

QUESTIONS ON FRANKL'S THEORY:

QUESTION 21

Frankl believes that a person's behaviour is motivated by

- (1) will to meaning.
- (2) will to pleasure.
- (3) will to power.
- (4) will to actualisation.

QUESTION 22

According to Frankl's view of the person, **self-transcendence** is one of the most important characteristics of being human. Which of the following statements describe self-transcendence?

- (a) A person has the ability to reach out to something or someone larger and higher than him- or herself.
- (b) A person has the ability to rise above him- or herself and his or her circumstances.
- (c) Self-transcendence can only be reached when a person forgets about him- or herself and reaches out to the surrounding world.

The correct answer is:

- (1) (a)
- (2) (a) & (b)
- (3) (c)
- (4) All of the above

QUESTION 23

Concerning the development of personality, Frankl believes that the (a)_____ dimension is the core of the personality. This dimension develops (b)_____.

- | | |
|-----------------------|---|
| (1) (a) psychological | (b) during childhood |
| (2) (a) spiritual | (b) from birth and is completed during adolescence |
| (3) (a) spiritual | (b) throughout life, but it is already present at birth |
| (4) (a) physical | (b) throughout life |

QUESTION 24

Zanzelle is a single mother with four children and she has an extremely difficult life. She has no job and recently her shack burned down. With no shelter, no money and very little food, her circumstances look very bleak. According to Frankl's theory, Zanzelle

- (1) is unlikely to find meaning in her life until her needs for safety and security have been met.
- (2) may be unable to find pleasure and happiness, because her life has no purpose.
- (3) is unlikely to find meaning in her life, because she has no freedom of choice in her current circumstances.
- (4) may still be able to find meaning in her life despite her tragic circumstances.

QUESTION 25

According to Frankl, suffering is inevitable in life. However, when we are unable to change a tragic situation, we can

- (1) make our suffering more bearable by changing our attitudes towards suffering and pain.
- (2) avoid suffering by choosing to be responsible.
- (3) avoid suffering through self-actualisation.
- (4) make our suffering more bearable by changing other people's attitudes towards our situation.

QUESTIONS ON THE AFRICAN PERSPECTIVES:**QUESTION 26**

A friend asks you the following question: Is it really necessary to study an African perspective in Personology? What is your answer?

- (1) Yes, it is necessary. The existing Euro-American perspectives are one-sided and sometimes unsuitable for the understanding of people from other cultures.
- (2) No, it is not necessary. If the people of Africa want to be part of the First World, they should incorporate Western psychology into their thinking.
- (3) Yes, it is necessary, because there is basically no difference between African and Western theories of personality.
- (4) No, it is not necessary, because an African perspective can make no contributions to an understanding of human functioning in general.

QUESTION 27

The worldview of the traditional African is based on a

- (1) holistic and theocentric view that places God at the center.
- (2) holistic and person-oriented view.
- (3) view that people form an indivisible whole with God and nature, with man as the center of the universe.
- (4) person-oriented and pantheistic view.

Read the African perspective on disease and health in your study guide (the activity after the feedback on Question 9) and answer Questions 3, 4 and 5 which follow.

QUESTION 28

The rituals to fortify African babies against evil, refer to the _____, as explained by Sow.

- (1) micro-cosmos
- (2) meso-cosmos
- (3) macro-cosmos

QUESTION 29

It is very important for traditional Africans to honour their ancestors. This refers to the _____, as explained by Sow.

- (1) micro-cosmos
- (2) meso-cosmos
- (3) macro-cosmos

QUESTION 30

Children are very important in the everyday, collective life of traditional Africans. This refers to the _____, as explained by Sow.

- (1) micro-cosmos
- (2) meso-cosmos
- (3) macro-cosmos

END OF SELF-ASSESSMENT ASSIGNMENT 03

TABLE 1**ANSWERS TO SELF-ASSESSMENT ASSIGNMENT (SEMESTER 1)**

THEORY	QUESTION	ANSWER
FREUD:	1 2 3 4 5	4 3 3 3 1
SOCIAL COGNITIVE LEARNING APPROACH:	6 7 8 9 10	1 4 2 4 4
MASLOW:	11 12 13 14 15	3 2 1 2 3
ROGERS:	16 17 18 19 20	1 1 1 4 3
FRANKL:	21 22 23 24 25	1 4 3 4 1
AFRICAN PERSPECTIVES	26 27 28 29 30	1 3 2 3 1

FEEDBACK: Assignment 03 (SEMESTER 1)

Each question will now be discussed. The correct alternative is identified and an explanation will be provided on why it is correct.

FREUD'S THEORY:

FEEDBACK ON QUESTION 1

Alternative 4 is correct. The ego is strong and effective when it is capable of finding a compromise between the drives of the id and the strict rules of the superego.

FEEDBACK ON QUESTION 2

The correct answer is Alternative 3. John can cope with the demands of reality, he is less anxious and makes *less* use of defence mechanisms, and the defence mechanisms that he uses are the *more effective defence mechanisms*. In contrast, his friend Peter (Alternative 1) employs a variety of defence mechanisms, but these are not necessarily effective. The most effective defence mechanisms are of course displacement and sublimation. (Do you know their definitions?) Sean, in Alternative 2, will not have a strong ego because a strong ego relies on sensory perception, such as rational thinking, in order to bring about drive satisfaction, and to take the physical environment and the moral codes of society into account. A protective mother will prevent him from developing the skills he needs. Alternative 4 is also incorrect because an excessively strict superego does not contribute to a strong ego, but may instead lead to psychopathology.

FEEDBACK ON QUESTION 3

Alternative 3 is correct. The differences between reality anxiety, neurotic anxiety, and moral anxiety are explained in the prescribed book. Make sure that you understand why the other alternatives in this question are incorrect.

FEEDBACK ON QUESTION 4

Mr Bobbit makes use of projection and reaction formation (Alternative 3). Mr Bobbit "transforms" his unconscious desire to abuse his wife into his belief that it is other men who want to abuse their wives (*projection*). He now acts in an exaggerated way (by establishing an organisation campaigning against the abuse of women) in order to keep his own repressed desire (to abuse his wife) unconscious (*reaction formation*).

FEEDBACK ON QUESTION 5

When expression is given to forbidden desires in a socially acceptable manner, the defence mechanism of *sublimation* is used (Alternative 1). Sublimation is an effective defence mechanism because desires can be expressed in an acceptable and often valuable manner such as in artistic creations. Sublimation is also very effective because a great deal of the energy from the repressed drives is used and canalised into acceptable behaviour.

THE SOCIAL COGNITIVE LEARNING APPROACH

FEEDBACK ON QUESTION 6

Alternative 1 is correct. Sally appears to have a low self-efficacy perception. This means that she does not have enough confidence in her ability *to reproduce* the dribbling moves, and restricts herself to explaining them verbally. Note that we can also arrive at the correct answer by a process of elimination. Alternatives 2 and 3 are both incorrect because Sally has paid enough attention to her models (Lesley and Siyabonga) to notice their moves and she obviously can remember these moves because she recounts them in detail to her family. Alternative 4 is also incorrect as evidenced by Sally's interest in how the two players dribble. If we eliminate Alternatives 2, 3 and 4, we are left with the correct answer, Alternative 1.

FEEDBACK ON QUESTION 7

The correct answer is Alternative 4. In observational learning an observer will tend to imitate behaviour that has consequences regarded positively by the observer. The observer does not mindlessly imitate behaviour but thinks about what is happening. In other words, the observer's cognitive processes come into play. Alternative 1 is incorrect. In the first place, the statement made in Alternative 1 is actually quite ambiguous. It is not clear what actions are being referred to. In observational learning, an observer needs to imitate the actions of a model. It should also be noted that observational learning may take place even if the observer does not reproduce the behaviour of the model that he or she has observed.

The second part of this alternative *and regards the results of his or her behaviour positively*, refers to internal self-reinforcement which is part of self-regulation and not observational learning. Alternative 2 is incorrect because although it is important in observational learning for an observer to observe the model's behaviour and its consequences - in other words, was the behaviour rewarded or punished? - an observer will not necessarily imitate the model simply because the model is rewarded. Remember that there is an interaction between the factors influencing observational learning. Alternative 3 is also incorrect. While it is true that observational learning involves vicarious reinforcement, the explanation of vicarious reinforcement given here is incorrect. Vicarious reinforcement means that the observer is vicariously reinforced by observing the model being reinforced for his or her behaviour.

FEEDBACK ON QUESTION 8

Alternative 2 is correct. In this example the children who observed the punishment of the models (the noisy children) have adopted the noisy children as models and are imitating their behaviour. This is not a case of *counter imitation* because the children are becoming noisier and not quieter, and Alternative 1 is therefore wrong. Remember that counter imitation involves doing the **opposite** of the model's behaviour. Both Alternatives 3 and 4 are also wrong. Negative reinforcement (Alternative 3) is not a term used in this approach, but instead is a term used in the radical behaviourist, Skinner's theory, a theorist who is not part of your syllabus. Alternative 4 is clearly incorrect in terms of this question. Please refer to the definition of vicarious reinforcement above (Question 2) to see why it does not fit with this question.

FEEDBACK ON QUESTION 9

In contrast to the previous question, this example does illustrate *counter imitation*. After observing Sam's punishment, Walter and John behave in the opposite way to their model (Sam) by riding more carefully. Alternative 4 is therefore the correct choice here. Alternative 1 is incorrect because Sam was punished and not negatively reinforced, a term used by Skinner. Alternative 2 is incorrect because Walter and John did not imitate Sam's behaviour. Alternative

3 is also incorrect because the punishment was not undeserved and therefore the reinforcement agent's (the traffic inspector's) status did not decrease in Walter's and John's eyes.

FEEDBACK ON QUESTION 10

Alternative 4 is correct. Anthony feels guilty because he cheated in the test which, in terms of Bandura's approach, suggests that he is experiencing internal self-punishment. Remember that self-regulation underlies all forms of learning according to Bandura's theory. Alternative 3 is incorrect because Anthony's punishment is not indirect (or vicarious), but self-regulated because it is based on subjective self-evaluation. Although Anthony was rewarded by his parents for obtaining such good marks, Bandura would argue that the guilt (ie self-punishment) would prevent him from cheating again, because individuals tend to avoid behaviours that lead to self-punishment. Alternatives 1 and 2 are therefore incorrect.

MASLOW'S THEORY

FEEDBACK ON QUESTION 11

Alternative 3 is correct. This question familiarises you with Maslow's conceptualisation of a hierarchy of needs. This is the aspect of his theory for which he is most famous. The important point to realise about Maslow's understanding of a hierarchy of needs is the one expressed in Alternative 3, namely, that development progresses through successive stages of need gratification. This means that needs must be gratified sufficiently on one level, before needs on the next, higher level of the hierarchy will emerge. This is a contentious issue. Is it true that, as a rule, people must first be supplied with the basic essentials, namely, food and clothing, a roof over their heads, a secure family life, and feelings of worthiness, before they can be expected to function on a level where they are self-actualising?

This is Maslow's contention and he urges us to create the kind of society in which it is possible for all of us to reach a level where we can realise our talents and potential. That is why Alternative 1 is incorrect because, although self-actualisation is regarded by Maslow as innate, that is, fundamental to whom we are as human beings, it does not as a rule become dominant or fully operative until the lower or deficiency needs have been met sufficiently. Alternative 2 is also incorrect since, in Maslow's view, *higher* needs are weaker since such needs are overshadowed by the urgency of the lower survival needs and because higher needs only emerge when the stronger, lower needs have been met. Maslow regards the needs for love and acceptance, so essential to all of us to be able to experience life as something beautiful and worthwhile, as *deficiency* and not growth motives. Alternative 4 is therefore incorrect.

FEEDBACK ON QUESTION 12

Alternative 2 is correct. This question aims to illustrate what is so often a tragedy in our lives, namely, that the deprivation of basic needs can have devastating effects upon the course of our lives. In this story, Ben is excessively pursuing security and stability in his life because his safety needs have not been fulfilled (Statement (c)). Still functioning on the level where safety needs predominate, he would question the validity of love. Why was he not given the security he needed? Can he fully trust people? These questions will prevent him from fully progressing to the next level in the hierarchy, namely, the level where affiliation and love needs begin to predominate (Statement (b)).

It follows, therefore, that Ben is not able to realise his true talents nor become the kind of person he otherwise could have been had his safety needs been met (Statement (d)). Ben certainly has *not* reached the level of self-actualisation, despite being successful at generating a good

income, as the unhappiness he causes his family testifies. Statement (a) is therefore incorrect, making Alternatives 1, 3 and 4 wrong.

FEEDBACK ON QUESTION 13

Alternative 1 is correct. This is the only *incorrect* statement in terms of Maslow's theory. Maslow clearly stated that the fulfilment of basic needs does *not* automatically lead to the achievement of self-actualisation. Self-actualisation is no easy task. It takes a lot of effort and dedication to become all one is capable of being, making full use of all one's abilities, talents and potential! The other three alternatives are all part of Maslow's theory. Self-actualisation, once fully provoked, is a growth need, a kind of striving or ambition to become the best we can be, which leads to fully-functioning, goal oriented being (Alternative 2). Self-actualisation is not an automatic process, we have to keep on doing our best. That is why a set-back in life can stop us functioning in a self-actualising way temporarily and force us to address a lower level of need (eg a need for safety and a need for love) (Alternative 3), until we have satisfied it and can start moving ahead again. Finally, it is also possible that even though every deficiency need may have been met (we may have enough food, a nice home, a good family, be popular among our friends) we may still feel restless, dissatisfied and unhappy (Alternative 4). Why? We may feel that we are not making the best of our lives, that we are not the kind of persons that we really want, or are meant to be.

FEEDBACK ON QUESTION 14

Alternative 2 is correct. According to Maslow, meta-needs (*meta* meaning higher or above) refer to the growth or self-actualisation needs on the highest rung of the hierarchy of needs and include such needs as the need for truth, justice, meaningfulness, beauty, order and such like (Statement (d)). Such needs must be fulfilled to ensure maximal growth (Statement (a)). Meta-needs are as essential for a sense of optimal well-being and fulfilment as the needs for physical well-being, safety, love and esteem and are therefore *innately* part of human nature. This makes Statement (b) incorrect as it states that meta-needs are not innate. We do not just want to live, we want to live a *quality* life! In fact, if meta-needs are unfulfilled, they can lead to pathological conditions (Statement (c)). Alternative 2 is correct because Statements (a), (c) and (d) are correct. Alternatives 1, 3 and 4, are incorrect because they contain Statement (b), which is incorrect.

FEEDBACK ON QUESTION 15

Alternative 3 is correct. Although as a general rule deficiency needs must be met before higher needs will emerge, Maslow *did* concede that there can be exceptions to this rule, another most important point for you to realise. Higher needs, like Walter's need to actualise his potential to be an artist, do occasionally emerge, not after gratification, but rather after forced or voluntary deprivation, as our story illustrates: Walter grew up in poverty, a situation not of his own making but one which he was *forced* to endure. Yet, in his poverty he gave expression to his artistic inclinations. When he was old enough to get a well-paying job, he *voluntarily* chose to only do odd jobs so as to have enough time to spend on his art. He spent most of his meagre income on art material, often going hungry, but did not mind this as he *loved* to create works of art. The story illustrates that self-actualisation *is* sometimes possible *even* if deficiency needs are not met. Alternative 1 is thus incorrect.

Alternative 2 is incorrect since it is *not* Maslow's contention that self-actualisation is stronger and more dominant than the deficiency needs, despite the fact that it is sometimes possible to forfeit the gratification of deficiency needs in order to realise the need for self-actualisation. In other words, it takes supreme effort, a real sacrifice in going *against* nature (against our urges

to still our hunger, be safe, have love and esteem) in order to realise some higher goal in our lives. That is why self-actualisation under difficult or depriving circumstances is such an achievement! The recognition of this fact is not foreign to the humanistic school of thought, making Alternative 4 incorrect.

ROGERS' THEORY

FEEDBACK ON QUESTION 16

Alternative 1 is the correct answer. The phenomenological approach highlights the way individuals' perceptions of reality, their subjective experiences and interpretations of their world, influence their behaviour. Alternatives 2, 3 and 4 are obviously incorrect as they do not refer to the individual's subjective experience of his or her world.

FEEDBACK ON QUESTION 17

The correct answer is Alternative 1. According to Rogers, the actualising tendency is the inborn tendency of organisms to maintain themselves and to grow to be the best that they can be. In humans this will occur on a physical as well as a psychological level. Alternative 2 is incorrect because, in terms of Rogers' theory, the individual is actually limited by his or her potential and is unable to transcend his or her potential. Alternative 3 is also incorrect. The maintenance of tension reduction refers to Freud's theory. This idea plays no part in Rogers' theory. It is also important to note that the growth process occurs in all living organisms and is not unique to the human species only. Alternative 4 is therefore incorrect.

FEEDBACK ON QUESTION 18

According to Rogers, the self concept is fluid and changes constantly - it is continually shaped through interaction with the environment. Alternative 1 is therefore correct. Alternative 2 is incorrect. Rogers' theory is phenomenological. He highlights the individual's subjective (not objective) experience of his or her world, and in particular, how an individual's perception of him or herself (the self concept) influences his or her behaviour. Alternative 3 is also incorrect. If a person is accepted *conditionally* by significant others, the self concept changes - it is then no longer congruent with the true organismic potential - because this person incorporates the conditions of worth of significant others into his or her self concept in order to meet his or her need for positive regard. Alternative 4 is also incorrect. The self concept is not present at birth but develops as the individual interacts with significant others.

FEEDBACK ON QUESTION 19

Ann is accepted conditionally by her parents because they want her to behave according to their wishes and not according to what she wants to do. In other words, she will be accepted by them on condition that she becomes a nurse which is more in line with their ideal of femininity. She is conditionally accepted because she has to fulfil some requirement to gain esteem or positive regard from her parents. Alternative 4 is therefore correct. It is clear that she is not accepted unconditionally. Alternatives 1 and 2 are therefore incorrect. Alternative 3 is incorrect because choosing a career in the medical field is not the condition of acceptance - choosing a career in nursing is the condition of acceptance.

FEEDBACK ON QUESTION 20

According to Rogers, Joan's behaviour (studying History) is incongruent with her true organismic potential (her natural talent in art). Joan seeks to meet her need for positive regard

from her father by choosing History as a subject and discontinuing Art. Her need for positive regard in this instance overrides her actualising tendency. She behaves according to her self concept which now includes the wishes of her father and will not therefore actualise her true potential. Alternative 3 is the correct answer. Alternatives 1 and 2 are obviously incorrect. Alternative 4 is also incorrect because, in terms of Rogers' theory, a person always behaves in accordance with the self concept, which refers to self-actualisation.

FRANKL'S THEORY

FEEDBACK ON QUESTION 21

Alternative 1 is correct. Frankl believes that a person's behaviour is motivated by the will to meaning. Alternatives 2, 3, and 4 are clearly incorrect. He also argues that the will to meaning is deeper and more powerful than any other human motivation.

FEEDBACK ON QUESTION 22

Alternative 4 is correct. Self-transcendence refers to all three possibilities and is a uniquely human capacity. Frankl further contends that humans live by ideals and values, outside of themselves, and that human existence is not authentic unless self-transcendence is attained.

FEEDBACK ON QUESTION 23

Alternative 3 is correct. Frankl believes that the spiritual nucleus (or core) of the personality is present at birth and develops throughout the lifespan. Hence, the individual is seen as being continually involved in the process of *becoming*, in a direction that is determined by him- or herself. The remaining alternatives are obviously incorrect.

FEEDBACK ON QUESTION 24

Alternative 4 is correct. The first alternative, that Zanzelle is unlikely to find meaning in her life until her needs for safety and security have been met, is the view of Maslow. Frankl believes that life remains purposeful under all circumstances and that even suffering can have meaning. Alternative 2 is, therefore, incorrect. As a survivor of the Nazi concentration camps, Frankl testifies that everything can be taken from a person bar one thing - the freedom to choose one's attitude in any given set of circumstances. Alternative 3 is, therefore, incorrect. Hence, Zanzelle, by the kind of attitude she adopts to her suffering, may still be able to experience meaning despite her circumstances. For example, should she choose to adopt a brave attitude towards her unhappy circumstances and refuse to give up hope, it may leave her feeling proud of herself and able to experience the power of faith. Alternative 4 is, therefore, correct.

FEEDBACK ON QUESTION 25

The correct answer is Alternative 1. Frankl contends that pain, guilt and death, which he calls the tragic triad, are facts of life. Who can say that he or she will never suffer, fail or die? Frankl paradoxically believes that none of these things can be subtracted from life without destroying its meaning. It is only in the face of our fallibility (our mistakes and failures), that it makes sense for us to improve ourselves.

Only in the face of death (our mortality) is it meaningful to act; to do something with our lives in the time that we do have. According to Frankl, therefore, suffering challenges us to change a tragedy into a triumph; to turn a predicament into an achievement. It is exactly when we are

unable to change a tragic situation, that we have the unique opportunity to change ourselves. Nowhere are we more able to develop character and to achieve maturity than when we have to deal with our problems and cope with our sufferings. If we see suffering as a task, as something that calls us to exercise courage and to have faith; as an opportunity to achieve moral excellence, we can experience our suffering as a blessing in disguise! Frankl contends that the moment suffering begins to have meaning, a purpose, it ceases to be suffering! We can then bear our suffering with patience, even joy! Alternative 1 is, therefore, correct.

AFRICAN PERSPECTIVES

FEEDBACK ON QUESTION 26

The correct answer is Alternative 1. The existing Euro-American perspectives are one-sided and sometimes unsuitable for the understanding of people from other cultures. We live in Africa and it is, therefore, also important to understand traditional African beliefs and customs. This question highlights the importance of understanding people within the context in which they exist. Alternative 2 suggests that the different views that exist within a traditional African perspective should be disregarded. In essence, it places the Western perspective as more superior. Alternative 3 is also incorrect. According to Nsamenang (1995), the scholars of psychology discovered that it was difficult to apply the Western concepts and categories to African systems. Nsamenang further argues that the Western based epistemology and methodology may not be accurate or sensitive enough to extract the deeper meanings and understanding of African wisdom. Therefore, the Western and African perspectives are different and unique in their own ways. We cannot generalise their concepts and methodologies to one another, although similarities obviously do exist. The above explanation also makes Alternative 4 incorrect. Knowledge and understanding of the African perspective is not only important, but it also assists psychologists to understand the behaviour of Africans better.

FEEDBACK ON QUESTION 27

The correct answer is Alternative 3. Although the African view can be typified as holistic, neither God (theocentric view), nor the individual (person-oriented view), nor nature (pantheistic view) form the focal point. The African view focuses on people as social beings (anthropocentric view) who are the center of the universe.

FEEDBACK ON QUESTION 28

The correct answer is Alternative 2. The meso-cosmos is the domain of malignant spirits, witches, etcetera and babies are often fortified in different ways to protect them from illness and ill fate which is ascribed to this level.

FEEDBACK ON QUESTION 29

The correct answer is Alternative 3. The macro-cosmos is the domain in which God and the ancestors are encountered in the traditional African belief system.

FEEDBACK ON QUESTION 30

The correct answer is Alternative 1. The micro-cosmos is the domain of the individual person in his or her everyday life. Children play a very important role in the everyday existence of the traditional African.

ASSIGNMENT 01 (SECOND SEMESTER)
(Compulsory multiple choice assignment)

Please note: Although students may work together when preparing assignments, each student must submit his or her own individual assignment.

SECOND SEMESTER

- Closing date: 14 August 2018
- Unique assignment number: 758531

Students will receive feedback on this assignment in Tutorial Letter 201/2018. This assignment covers Freud, Social Cognitive Learning Approach and Maslow.

The assignment consists of 15 multiple-choice questions and must be answered on a mark-reading sheet.

- Where an assignment involves the use of a MARK-READING SHEET, you should read the section 'INSTRUCTIONS FOR THE USE OF MARK-READING SHEETS' in *my Studies @ Unisa*. Students who do not have access to a word processor must complete their assignments on the mark-reading sheet provided with your study material. Take note of the following important information:
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 - Mark as follows [-]
 - If you mark a block incorrectly, make sure that the mark is erased properly.
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You may submit your multiple-choice and written assignments through the Internet by using *myUnisa* instead of using a mark-reading sheet. Please adhere strictly to the requirements applicable to the completion and submission

ASSIGNMENT 01 (SECOND SEMESTER):

Questions on Freud's theory:

QUESTION 1

Which of the following statement/s about the development of the ego is/are **INCORRECT**, according to Freud's theory?

- (a) The ego begins to develop during the first year of life and is fully developed by the age of six.
- (b) The ego begins to develop during the first year of life and continues to do so throughout a person's life.
- (c) The ego begins to develop during the genital stage and continues to do so throughout the remainder of a person's life.
- (d) The ego begins to develop during the first year of life and continues to do so provided the individual does not become fixated at a particular stage.

The correct answer is:

- (1) (b)
- (2) (a) & (c)
- (3) (c) & (d)
- (4) (a), (c) & (d)

QUESTION 2

Last week Tuesday things went terribly wrong for Ntswaki at work. When she got home she attacked her husband and their children verbally for no apparent reason. The following day she accused them of being mean and inconsiderate. What defence mechanism was Ntswaki using according to Freud?

- (1) Projection
- (2) Rationalisation
- (3) Displacement
- (4) Reaction formation

QUESTION 3

According to Freud, one of the differences between healthy and psychologically disturbed people is in the types of defence mechanisms the two employ to cope with psychic conflicts. Compared to disturbed individuals, psychologically healthy people are more successful at employing the defence mechanisms of

- (1) displacement and identification.
- (2) displacement and sublimation.
- (3) reaction formation and sublimation.
- (4) identification and rationalisation.

QUESTION 4

Margie visits a therapist about her sudden compulsion to clean everything in sight. She cleans her house twice a day and cannot relax if there is so much as an unwashed plate in sight. She tells the therapist she is a devoted Christian and enjoys a close, warm relationship with her boyfriend. Although the couple are comfortable about their decision to abstain from sexual relations until after marriage, Margie's compulsion for cleanliness and neatness is causing disunion in the relationship. According to Freud, Margie could be described as experiencing

- (1) reality anxiety.
- (2) neurotic anxiety.
- (3) moral anxiety.
- (4) neurotic and moral anxiety.

QUESTION 5

Mr Wilson is described by his colleagues and staff as a perfectionist and a shrewd businessman who has an amazing knack for saving his company vast sums of money. He is methodical, organised and meticulous. According to Freud, Mr Wilson could be described as having a/an

- (1) anal personality.
- (2) genital personality.
- (3) oral personality.
- (4) latent personality.

Questions on the Social Cognitive Learning theory:**QUESTION 6**

Which one of the following statements concerning **observational learning** is **INCORRECT**?

- (1) Learning takes place through active elimination or weakening of undesirable behaviour by means of aversive counter-conditioning.
- (2) Behaviour is acquired when the observer observes the model's behaviour and regards the results of that behaviour positively
- (3) Observational learning entails vicarious reinforcement, which means that the observer's responses are positively reinforced
- (4) The imitation of behaviour is determined by the consequences of the model's behaviour, and the observer's cognitive process

QUESTION 7

Boitumelo has just been informed about the death of her sister. Immediately after that, she is called to the office by her manager, who knows nothing about her situation. Her manager informs her that she has been promoted to a senior position (that she has been looking forward to for many years but could not be promoted due to limited opportunities for upward mobility in her firm). To her manager's surprise, Boitumelo shows no signs of excitement but instead just shakes her manager's hand, thanks him and leaves the office.

In terms of the **social cognitive learning theory**, **reciprocal determinism** is clearly indicated in this story. This means that:

- (1) regardless of the situation, people show a set pattern of individual differences.
- (2) there is an interaction between the person, the situation and the person's behaviour.
- (3) differences in behaviour are chiefly or exclusively attributed to the influence of the situation.
- (4) all behaviour and learning can be explained without any reference to needs or conscious experiences.

QUESTION 8

Simon belittles his wife, Kim, in front of their friends. Instead of the support that Simon expects from the men, they side with his wife instead, and Simon feels rather embarrassed at his behaviour. Barry, who witnesses this, decides never to humiliate his wife in front of others. In terms of social cognitive learning theory, Barry's decision is an example of

- (1) imitation.
- (2) counter-imitation.
- (3) modelling.
- (4) punishment.

QUESTION 9

According to the social cognitive learning approach, an optimally developed person is someone who

- (a) has a realistic self-efficacy perception.
- (b) recognises the factors that are relevant for effective functioning within a particular situation.
- (c) is able to regulate own behavior by using own standards.
- (d) demonstrates behaviour that fits a specific cultural context.

The correct answer is:

- (1) (a) & (b)
- (2) (a) & (c)
- (3) (c) & (d)
- (4) (a), (b), (c) & (d)

QUESTION 10

Which person/s function/s optimally according to **the social cognitive learning approach**?

- (a) Clare learned most of her behaviour through observational learning and she functions only by receiving positive reinforcers.
- (b) John has a realistic self-efficacy perception and neither overestimates nor underestimates his own abilities.
- (c) Doreen lives a very satisfactory, fulfilled and happy life of tension reduction, drive reduction and homeostasis through effective use of defense mechanisms.
- (d) Mary demonstrates respect for the standards held by members of her society.

The answer is:

- (1) Clare.
- (2) John.
- (3) John, Doreen and Mary.
- (4) John and Mary.

Questions on Maslow's theory:

QUESTION 11

Which one of the following statements correctly reflects Maslow's view?

- (1) Self-actualisers are sociable people who like to have constant contact with other people.
- (2) Self-actualisers are achievers who will use any means to reach the high goals they have set themselves
- (3) Self-actualisers function relatively independently of their physical and social environment.
- (4) Self-actualisers tend to be autocratic since they are functioning on a higher level than most people.

QUESTION 12

According to Maslow, the person who functions optimally

- (a) can meet his or her deficiency needs regularly.
- (b) has accepted the responsibility of self-actualisation.
- (c) is functioning at the level of self-actualisation.

The correct answer is:

- (1) (a)
- (2) (b)
- (3) (a) and (c)
- (4) (a), (b) and (c)

QUESTION 13

According to Maslow, self-actualisation is not always attained because

- (a) most people evade responsibilities and shy away from the challenge to realise their talents and work towards self-actualisation.
- (b) the social environment can place obstructions in the way of a person's growth towards self-actualisation.
- (c) it is a developmental achievement which only exceptional people attain. The ordinary person does not feel the need to function on the higher levels of self-actualisation.
- (d) most people have poor self-knowledge and do not know what they are capable of and consequently fail to realise their potential.

The correct answer is:

- (1) All of the above
- (2) (a), (b) & (d)
- (3) (b), (c) & (d)
- (4) (c) & (d)

QUESTION 14

Maslow believes that meta-needs

- (a) must be fulfilled to ensure maximal growth.
- (b) unlike basic needs, are not innate.
- (c) if unfulfilled, can also lead to pathological conditions.
- (d) refer to self-actualisation.

The correct answer is:

- (1) All of the above
- (2) (a), (c) & (d)
- (3) (b) & (c)
- (4) (b) & (d)

QUESTION 15

Which one of the following statements relating to Maslow's conceptualisation of self-actualisation, is **INCORRECT**?

- (1) The fulfilment of basic needs will lead to the next step, namely, the achievement of self-actualisation.
- (2) Self-actualisation is a growth need which leads to fully-functioning, goal oriented being.
- (3) Even though self-actualisation has been achieved, a severe set-back in life may cause regression to a lower level of need.
- (4) A person may have fulfilled every deficiency need, yet feel restless and unhappy.

END OF ASSIGNMENT 01 FOR SECOND SEMESTER

ASSIGNMENT 02 (SEMESTER 2)
(Compulsory multiple choice assignment)

Please note: Although students may work together when preparing assignments, each student must submit his or her own individual assignment.

SECOND SEMESTER

- Closing date: 11 September 2018
- Unique assignment number: 713266

Note: Students will receive feedback on this assignment in Tutorial Letter 202/2018. This assignment covers Roger's theory, Frankl's theory and the African perspectives. The assignment consists of 15 multiple-choice questions and must be answered on a mark-reading sheet.

- Where an assignment involves the use of a MARK-READING SHEET, you should read the section 'INSTRUCTIONS FOR THE USE OF MARK-READING SHEETS' in *my Studies @ Unisa*. Students who do not have access to a word processor must complete their assignments on the mark-reading sheet provided with your study material. Take note of the following important information:
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- You may submit your multiple-choice and written assignments through the Internet by using *myUnisa* instead of using a mark-reading sheet. Please adhere strictly to the requirements applicable to the completion and submission of assignments.

ASSIGNMENT 02 (SEMESTER 2):

Questions on Rogers' theory:

QUESTION 1

Which one of the following most accurately expresses the phenomenological dimension of Rogers' view of the person?

- (1) Thabo breaks off his relationship with Tracey as she is always limiting his freedom to be who he truly is.
- (2) Gerald values his mother's opinion of him as it provides him with an objective view of himself.
- (3) Lesiba has always wanted to be a teacher ever since he was a young boy and his mother appreciates the view he has of himself.
- (4) Paul's sister subjectively experiences him as a compassionate person, which has strongly influenced Paul's view of their mother as compassionate.

QUESTION 2

As a young boy, Paul loved building things and taking them apart. As an adult, Paul decided to follow a career in engineering. In terms of Rogers' theory, which one of the following deductions made from this story, is INCORRECT?

- (1) His parents provided him with unconditional positive regard.
- (2) His parents provided him with conditional positive regard.
- (3) His behaviour, to follow a career in engineering, is congruent with his true organismic potential.
- (4) He is actualising his potential by following a career in engineering.

QUESTION 3

Alan has entered the stage of the so-called terrible two's' with the development of his will power leading him to throw tantrums. Which one of the following do you think most accurately reflects the advice that Rogers would give Alan's parents?

- (1) In order to accept Alan you need to accept his behaviour and find another way in which to cope with your own frustration at his tantrums, as opposed to limiting his free expression of self."
- (2) Let Alan know that you understand his feelings, that he has the right to feel that way and that you love him no matter what, but that his tantrum behaviour is not acceptable."
- (3) Alan must be allowed to express all of his emotions openly, as only the unlimited expression of all his emotions will enable him to experience a sense of freedom."
- (4) You should show resignation and defeat in response to Alan's tantrums, as only when he sees that you feel powerless to change his behaviour will he begin to feel guilty and start choosing more constructive responses."

QUESTION 4

Thandeka has been in corporate banking for the better part of her adult working life. She has been very successful and has advanced more rapidly than many of her colleagues. Despite her achievements, however, she does not feel fulfilled through her work. She feels more drawn to helping people realise their potential and 'workshopping' with them around personal growth issues. Eventually Thandeka takes the leap and resigns from her well-paid position in the banking industry to pursue her dream. While she feels apprehensive and fears some of the consequences of her choice, she also trusts implicitly that this is the right course for her to be taking. Which one of the following statements about the fully functioning person according to Rogers best describes Thandeka?

- (1) Thandeka has gone through the process of growth required in order to realise her full potential and can expect to remain in the static bliss of the good life' for the rest of her life.
- (2) Thandeka is functioning fully as she demonstrates the basic characteristic of being more open to society's needs than her own, thereby enabling her to sacrifice her financial success in order to contribute more meaningfully to her community.
- (3) Thandeka felt free to make this choice, as she feels increasingly able to trust her sense of what is right for herself as opposed to depending on existing codes and norms, which may dictate that a secure job is the better option.
- (4) Thandeka demonstrates the characteristic trait of the fully functioning person by being increasingly open to defending against being a conformist. In this manner she has managed to close herself off to certain external experiences in order to remain open to her internal experience of wanting to make this career change.

QUESTION 5

Losita believes that she is from another planet and has come to visit the earth in order to save its inhabitants. She tells you that the reason her psychiatrist says she is psychotic is because she speaks in a language that human beings do not have the intellectual capacity to understand, and he is too defensive to admit his own ignorance and so rather regards her as having a mental disability. How would Rogers explain Losita's behaviour?

- (a) Rogers would understand Losita's view of her psychiatrist as defensive, as her psychiatrist would need to protect his self concept against the incongruent experience that he may not be intelligent.
- (b) Rogers would explain Losita's psychosis as arising from a defenceless state in which her incongruities became conscious, with her personality becoming disorganised as a result.
- (c) Rogers would view Losita's behaviour as proof of the malfunctioning that can occur when a person's defence mechanisms no longer function effectively.
- (d) Rogers would regard Losita's behaviour as resulting from the use of denial as a way of dealing with her misconceptions rather than the more effective defence mechanism of distortion.

The correct answer is:

- (1) (a) & (b)
- (2) (b) & (c)
- (3) (c) & (d)
- (4) (b) & (d)

Questions on Frankl's theory:

Your study of personality theories are meant to provoke your thoughts on and deepen your understanding of human behaviour and existence. In contemplating the theory of Viktor Frankl, you may have considered the truth of his statements with regard to your own life and person. The following five questions are meant to test your personal grasp of Frankl's theory.

QUESTION 6

There may have been times in your life that you felt extremely anxious. Virtually all you could think about was how to protect or somehow defend yourself against what you were experiencing. Which of the following statements would fit what Frankl had to say about such situations in the lives of human beings?

- (a) Freedom of choice only operates when we are in situations of relative safety and security.
- (b) The most effective way of dealing with extreme stress is to back away or withdraw from confrontation with the problem or situation causing the stress and to find relieving ways or techniques of coping with it.
- (c) The greatest sense of triumph and joyous relief comes from the realisation that we are not the hapless victim of circumstances but that, even in the worst situations, we still have the freedom to determine what kind of person we are going to be in the face of the stressful situation.
- (d) Like the animal, we as human beings have strong survival instincts which can prompt us, under extreme situations, to act in ways that under other circumstances we will not think of doing (e.g. in securing our own safety at the cost of others; in being deceitful, even in stealing or, at the extreme, plotting the downfall or even killing those whom we feel are a threat to us).

The correct answer is:

- (1) (a) & (b)
- (2) (a) & (d)
- (3) (c)
- (4) (c) & (d)

QUESTION 7

We live in a world that is highly competitive. It is also a world that sharply distinguishes between the haves and the have nots or the achievers and the non-achievers. What ideas have you developed and what beliefs do you hold with regard to your own position in life? Indicate which of these ideas and beliefs correspond to the views of Frankl.

- (a) Success is a measure of your worth as a person. Failure is the experience of the weak and the inadequate.
- (b) Every person should strive to actualise whatever potential and talent he or she has. The highest goal in life is self-actualisation.
- (c) Every person has a destined role to play. The secret is to discover what life requires of us and to do it, no matter what it brings in its wake.
- (d) The law of nature is the law of human society as well: it is the fittest that survive or make it in this world.

The correct answer is:

- (1) (a) & (d)
- (2) (a), (b) & (c)
- (3) (b) & (c)
- (4) (c)

QUESTION 8

How strongly does religion feature in your life? What views do you hold as a result of your religious mind-set? Which of the following views, that may or may not reflect your own views, correspond to the views held by Frankl?

- (a) Religion is a conscious commitment, and only those who have committed themselves in such a conscious way are included in the community of true believers.
- (b) Everyone relates to God or to a Higher Power, whether this relationship is expressed consciously or is unconscious and also whether this relationship is a positive or a negative one (e.g. expresses itself in faith in the existence of God or in a denial of such existence).
- (c) If we are convinced of the truth of our particular religious persuasions, it is our duty to persuade others to believe likewise.
- (d) Unconditional faith in the unconditional meaningfulness of life allows us to say: Yes! to life under all circumstances, even the incomprehensible ones.

The correct answer is:

- (1) (a) & (c)
- (2) (a) & (d)
- (3) (b) & (d)
- (4) (a), (c) & (d)

QUESTION 9

You may have considered the impact of your childhood experiences on the shaping of your personality and how it still impacts on your present life and your views of the future. Considering Frankl's views on the dynamics of the personality, which of the following statements correctly reflect(s) what he believed?

- (a) We are not absolutely free. Our freedom is contained in what we do with the influences we have undergone and the circumstances in which we have been placed.
- (b) Human freedom means that we have the power to disregard the unhappy things we suffered in our formative years and that we can triumph in total victory over it all.
- (c) It is possible that childhood influences could have been so bad, hardships so severe or an illness so devastating, that we experience ourselves as helpless to do anything about it.
- (d) The true view of what it means to be human cannot be found in averages since those who reach full human stature in manifesting what human beings are capable of, are in the minority.

The correct answer is:

- (1) (a) & (c)
- (2) (a), (c) & (d)
- (3) (b)
- (4) (b) & (d)

QUESTION 10

What do you long for in your life? What are your prospects for the future? In considering the answer to these questions, which of the following ideas correspond to what Viktor Frankl had to say on these subjects?

- (a) To gain optimum security and a sense of belonging to a group, religion, nation or country which one has designated as one's own, is the foothold we all need to feel optimally happy and satisfied.
- (b) To do your own thing, at your own discretion, time and to your own personal liking, even if it upsets the apple cart, or goes against the grain of what your family, religion or group want of you, is the only way to feel good about yourself.
- (c) The greatest challenge is to live with uncertainty and to realise that you are not the complete master of your own destiny.
- (d) The secret of human fulfilment is to discover where you are needed and to give of yourself even if this, at times, depletes, depresses or exhausts you.

The correct answer is:

- (1) (a)
- (2) (b)
- (3) (b) & (d)
- (4) (c) & (d)

Questions on the African perspectives:

QUESTION 11

Which of the following most accurately explain why an indigenous African psychology did not develop?

- (a) Most of the studies undertaken with African people have been done from a Western-oriented framework, which has resulted in understandings that are not always applicable to African people.
- (b) Mainstream psychology is predominantly a Euro-Americocentric science, which was exported to Africa and the East, with the result that to date a specific personality theory from a purely African perspective has not been developed.
- (c) According to Nsamenang most African people have neither heard nor know the meaning of the term 'psychology', thereby reducing the likelihood of research on an indigenous African psychology being conducted.
- (d) The theories and methods of psychology are still eurocentric, resulting in its primary focus being on topics that exclude indigenous African knowledge and ways of being.

The correct answer is:

- (1) All of the above
- (2) (a) & (b)
- (3) (b), (c) & (d)
- (4) None of the above

QUESTION 12

Thandi is very ill and goes to see her local doctor. After two weeks she has still not recovered and on the advice of her mother goes to visit the local sangoma. Which one of the following statements most accurately reflects the different understandings of Thandi's illness arrived at by the Western doctor and traditional African sangoma?

- (1) According to the doctor Thandi is personally responsible for her illness as she eats too much unhealthy food, while the sangoma understood the cause of Thandi's illness as resulting from her neighbour having bewitched her.
- (2) Thandi's doctor believed that the cause of her illness resulted from the stress she was under as her work environment is very competitive. The sangoma agreed with this diagnosis and believed that Thandi did not recover after two weeks because she failed to take the doctor's advice.
- (3) The doctor believed that the cause of Thandi's illness could be explained in terms of her interpersonal dynamics, whereas the sangoma tended to emphasise her intrapsychic dynamics in his causal explanation.
- (4) According to the doctor, Thandi is not personally responsible for her illness or how it has progressed, as she cannot control the germs in the air. The sangoma however viewed Thandi as personally responsible as she must have upset the ancestors in order to develop the type of illness that she did.

QUESTION 13

Betty uses a logical approach to plan her work activities and moves systematically through the 10 items she has prioritised, while Veronica prefers to select a task to focus on, in terms of the time of day and her available energy levels. Which one of the following statements about this story's reflection on the cognitive functioning and conception of time favoured by traditional Africans and Westerners is the most correct?

- (1) Betty's logical systematic approach reflects the Western view of time as a mathematical construct and is better than the more haphazard traditional African approach to planning exemplified by Veronica.
- (2) Veronica's approach is more in keeping with the traditional African view of being in time rather than on time' and will ensure a better quality of work output than Betty's Western approach, which forces her to work against her own natural rhythms.
- (3) Betty's logical approach to planning exemplifies the Western preference for intuitive rationality in cognitive functioning, while Veronica's approach may be said to reflect the traditional African preference for pure rationality.
- (4) Betty's logical and systematic approach reflects the Western preference for the logic of reason' while Veronica's more intuitive approach better reflects the traditional African preference for the logic of the heart' in cognitive functioning.

QUESTION 14

Solomon, who holds traditional African beliefs, has recently begun to feel very ill. Within the context of his belief system, which one of the following most accurately explains his understanding of the cause of his ill health and the appropriate medium for healing?

Solomon feels that he is

- (1) responsible for the cause of his behaviour and is dependent on a sangoma to heal him.
- (2) responsible for the cause of his behaviour and is dependent on God to heal him.
- (3) not responsible for the cause of his behaviour and is dependent on a psychiatrist's medication to reverse the power of the spell in his own mind in order to be healed.
- (4) not responsible for the cause of his behaviour and is dependent on the good will of his ancestors to heal him.

QUESTION 15

Simphiwe is referred to you for psychotherapy. As you are practising within the framework of the traditional African worldview, what would you consider to be an optimal outcome for Simphiwe's therapy?

- (1) Therapy will be successful when Simphiwe is able to function as an autonomous, independent human being.
- (2) Your aim will be to increase his analysis of the circumstances surrounding his mental health difficulties.
- (3) The aim of therapy should be to break Simphiwe's withdrawal so that he can draw strength from his collective existence.
- (4) You believe Simphiwe will be cured when his right brain capacity for synchrony and harmony has been increased over his left brain tendency to seek answers for his mental health difficulties.

END OF ASSIGNMENT 02 FOR SECOND SEMESTER

ASSIGNMENT 03 (SELF-ASSESSMENT ASSIGNMENT FOR SEMESTER 02)

This assignment consists of 30 multiple-choice questions, covering all six theories. This assignment is an excellent opportunity to prepare for the examinations. It is advisable that you answer the questions independently first and thereafter compare your responses with those provided on the feedback.

QUESTIONS ON FREUD'S THEORY

QUESTION 1

In terms of Freud's theory, a young boy handles his unacceptable sexual desire for his mother and his hostility towards his father, by means of _____ and _____.

- (a) repression.
- (b) denial.
- (c) regression.
- (d) identification.

The correct answer is:

- (1) (b) & (c)
- (2) (a) & (d)
- (3) (a) & (c)
- (4) (b) & (d)

QUESTION 2

Mrs Van der Poel has four children and she brought each of them up in a different way. Which of her children do you think would possibly become fixated in a specific developmental stage?

- (a) Jannie is already two years old and is still breastfed whenever he has a need for it. Jannie enjoys his mother's excessive love very much.
- (b) His sister, Susan, was weaned at four months and is very frustrated with the situation.
- (c) Mrs Van der Poel was relaxed with Kosie's potty training. If he had an accident, she did not fuss too much and when he did "perform" she made a big fuss of him.
- (d) With Johan, Mrs Van der Poel believed that his potty training would be that much quicker if she made him keenly aware of his mistakes. Although she never smacked him, she teased him unmercifully if he had an accident in his nappy.

The correct answer is:

- (1) The daughter, Susan.
- (2) All three boys, Jannie, Kosie and Johan.
- (3) Susan and Johan.
- (4) Jannie, Susan and Johan.

QUESTION 3

According to Freud's theory, resolution of the Oedipus complex entails

- (a) coping with castration anxiety.
- (b) identifying with the same-sexed parent.
- (c) developing a social conscience.

The correct answer is:

- (1) All of the above
- (2) (a) & (b)
- (3) (b) & (c)
- (4) (b)

QUESTION 4

Which one of the following alternatives best expresses Freud's view with regard to the influence of environmental factors on the development of the individual?

- (1) Freud's viewpoint is known as psychic determinism, and this means that development is mainly determined by psychic factors within the individual.
- (2) Freud's viewpoint is known as biological determinism, and this means that development is mainly determined by biological factors.
- (3) Environmental influences play only a minor role in determining development.
- (4) Although the developmental stages are determined by biological factors, environmental factors determine how the individual will handle the problems of each stage.

QUESTION 5

According to Freud, a psychologically healthy person's

- (1) drives are satisfied before they become uncontrollable.
- (2) sexual drives are successfully directed towards reproduction.
- (3) sexual and aggressive drives are satisfied through sublimation.
- (4) id drives and ego wishes are usually in harmony with one another.

QUESTIONS ON SOCIAL COGNITIVE LEARNING APPROACH

QUESTION 6

After working very hard for several weeks, Jason receives a big bonus from his employer. He feels very proud of himself. According to Bandura this example illustrates

- (1) observational learning and direct learning.
- (2) direct learning and self-regulation.
- (3) direct learning.
- (4) self-regulation.

QUESTION 7

Melanie works very hard for her maths examination and achieves a distinction. She feels proud of gaining the result she has strived for, and so do her parents who buy her a present.

Bandura would refer to **Melanie's feeling of pride** as (a) _____ and to the fact that her parents **bought her a present** as (b) _____.

- | | | |
|-----|---------------------------------|--|
| (1) | (a) internal self-reinforcement | (b) external self-reinforcement |
| (2) | (a) internal self-reinforcement | (b) direct reinforcement of her behaviour |
| (3) | (a) external self-reinforcement | (b) direct reinforcement from her parents |
| (4) | (a) internal self-reinforcement | (b) vicarious reinforcement from her parents |

QUESTION 8

Which one of the following statements about aggression is **correct** in terms of social cognitive learning theory?

- (1) Aggressive behaviour is acquired through direct learning, but not through observational learning.
- (2) Aggressive behaviour is acquired through observational learning, but not through direct learning.
- (3) Genetic and environmental factors contribute to aggressive behaviour in a person's behavioural repertoire.
- (4) Environmental factors, but not genetic factors, contribute to aggressive behaviour in a person's behavioural repertoire.

QUESTION 9

A therapist wants to teach Mary how to solve problems. He suggests that Mary observes Jane's process of solving a problem. Mary is encouraged to use the same process as Jane to solve her problem and she is rewarded. Furthermore, Mary is encouraged to imagine Jane going through the various steps. What form or forms of therapy has or have taken place?

- (1) Modelling.
- (2) Participant modelling.
- (3) Modelling and participant modelling.
- (4) Modelling, participant modelling and covert modelling.

QUESTION 10

May was brutally attacked and lost the sight of her one eye. When she recovered she decided to tell her story on television and began to campaign actively for the rights of survivors. This led to a change in the laws of the country and on an individual level, to personal victory over her circumstances. May felt very proud of what she had achieved. The type of learning that took place when she decided to tell her story on television and actively campaign for the rights of victims was (a) _____ and the reinforcement that she received when she felt proud of what she achieved was (b) _____.

- | | | |
|-----|----------------------------|---------------------------------|
| (1) | (a) direct learning | (b) direct reinforcement |
| (2) | (a) observational learning | (b) vicarious reinforcement |
| (3) | (a) self-regulation | (b) internal self-reinforcement |
| (4) | (a) operant learning | (b) external self-reinforcement |

QUESTIONS ON MASLOW'S THEORY

QUESTION 11

According to Maslow, self-actualisation is not always attained because

- (a) most people evade responsibilities and shy away from the challenge to realise their talents and work towards self-actualisation.
- (b) the social environment can place obstructions in the way of a person's growth towards self-actualisation.
- (c) it is a developmental achievement which only exceptional people attain. The ordinary person does not feel the need to function on the higher levels of self-actualisation.
- (d) most people have poor self-knowledge and do not know what they are capable of and consequently fail to realise their potential.

The correct answer is:

- (1) All of the above
- (2) (a), (b) & (d)
- (3) (b), (c) & (d)
- (4) (c) & (d)

QUESTION 12

According to Maslow, a person who functions optimally is someone who

- (a) subjects his or her own needs for self-actualisation to the injunction to conform to the demands and prevailing norms of society.
- (b) needs the rewards of recognition and acclaim of his or her social circle and of society at large in order to realise his or her potential.
- (c) functions relatively independently of his or her physical and social environment.
- (d) has accepted the responsibility of becoming the best that he or she can be.

The correct answer is:

- (1) (a) & (b)
- (2) (a) & (d)
- (3) (a), (b) & (d)
- (4) (c) & (d)

QUESTION 13

Maslow selected representatives of the best in human nature that he could find in order to elucidate his concept of self-actualisation. He concluded that

- (1) the need for self-actualisation only operates in the lives of a small group of highly select people.
- (2) self-actualisers have reached a level of human perfection.
- (3) because they are so way above the average, ordinary people will not approach self-actualisers for support and advice.
- (4) fallibility and human weakness remain part of being human, no matter what level of psychological growth is achieved.

QUESTION 14

On the basis of the biographical information he assembled about people who are highly self-actualising, Maslow set out to describe the characteristics of the optimally functioning person. Which of the following statements are accurate descriptions of some of these characteristics?

- (a) The behaviour of self-actualisers is spontaneous and without superficiality and pretence.
- (b) Self-actualisers become irritated by the deficiencies of ordinary people.
- (c) Without exception, self-actualisers are involved in a cause outside their own skins.
- (d) Self-actualisers often tire of the simple and basic enjoyments of life.

The correct answer is:

- (1) All of the above
- (2) (a), (b) & (c)
- (3) (a), (c) & (d)
- (4) (a) & (c)

QUESTION 15

In terms of their interpersonal relationships, Maslow found that self-actualisers

- (1) are exclusive and disengaged from any real involvement with others.
- (2) can be identified as cold and distant towards ordinary people.
- (3) acquire admirers, followers or disciples who demand more from self-actualisers than they can offer.
- (4) include in their close circle of friends each and everyone irrespective of capacity, talent and level of growth.

QUESTIONS ON ROGERS' THEORY**QUESTION 16**

Lucky is a very talented soccer player who loves playing soccer and is encouraged to do so by his parents. However, Lucky does not do well at school and his parents help him choose the subjects which he most enjoys. Lucky sees himself as a good soccer player, but as an average scholar who battles with certain subjects. In terms of Rogers' theory, Lucky has _____ self concept.

- (1) a negative
- (2) an incongruent
- (3) a congruent
- (4) an unrealistic

QUESTION 17

With reference to the previous question, and in terms of Rogers' theory, it is clear that Lucky's parents

- (1) set conditions of worth.
- (2) accept him conditionally.
- (3) accept him unconditionally.
- (4) hinder the actualisation of his potential.

QUESTION 18

According to Rogers, conditions of worth

- (a) prevent an individual from becoming a fully functioning person.
- (b) specify the circumstances under which we experience positive regard.
- (c) are incorporated into one's self concept.

The correct answer is:

- (1) (a) & (b)
- (2) (a) & (c)
- (3) (b) & (c)
- (4) All of the above

QUESTION 19

In terms of Rogers' theory, anxiety is the emotional response experienced when, for example

- (1) Jane sees herself as a sacrificing wife, but also as someone who experiences a desire to study because she wants to do something for herself.
- (2) Jane's unconscious wishes to do something for herself threaten to surface.
- (3) Jane feels that society will punish her for her forbidden wishes because they run counter to the status quo.
- (4) Jane's striving to better herself and realise her goals, is thwarted.

QUESTION 20

In Rogers' theory the process of defence refers to

- (1) a behavioural response to threat, to reduce the incongruence between experience and self concept through distortion or denial .
- (2) a behavioural response of the person to threat in order to change the current self-structure.
- (3) the process through which a person defends his experiences in order to maintain them as experienced.
- (4) the activation of defence mechanisms such as displacement, projection and rationalisation to reduce anxiety.

QUESTIONS ON FRANKL'S THEORY

QUESTION 21

John is a wealthy retired business man who describes himself as being addicted to pleasure. He lives the "high life" - spending large sums of money on beautiful women, gambling, and holidaying in exotic places. According to Frankl's theory, John's life

- (1) demonstrates his will to meaning, because he has found pleasure and happiness.
- (2) is an existential vacuum, because John is motivated primarily by the will to pleasure.
- (3) has meaning, because he exercises freedom of choice.
- (4) demonstrates an unfulfilled will to meaning, because John has not achieved self-actualisation.

QUESTION 22

One of the characteristics of people suffering from collective noögenic neurosis, is **conformism**. Which one of the following people would you call a conformist?

- (1) John is aware that man's freedom of will is limited by ethical rules which make demands on him from the outside.
- (2) Susan's need for acceptance by others is greater than her need for finding meaning in her life.
- (3) Peter does not want to be different from other people, and he avoids his personal responsibilities in the process.
- (4) Mary sees herself as a helpless victim of life.

QUESTION 23

A logotherapist gives the following advice to a girl, who blushes continuously whenever she comes into contact with people at work: "Make a point of blushing even redder, and for a longer time than ever before, whenever somebody enters your office." The technique that the therapist uses here, is called (a) _____, which means that the girl (b) _____.

- (1) (a) de-reflection
(b) has more time to reflect over the problem when she has the inclination to blush
- (2) (a) logotherapy
(b) should learn to find meaning in her life, despite her blushing
- (3) (a) paradoxical intention
(b) should perform the opposite behaviour of what she intended to do
- (4) (a) self-transcendence
(b) must rise above her blushing problem

QUESTION 24

The logotherapy technique of de-reflection entails:

- (1) reasoning logically with a patient in an effort to convince him or her that there is meaning in life.
- (2) advising the patient to act out his or her symptoms or to do precisely that which he or she fears.
- (3) using confrontation to help the patient view his or her situation differently.
- (4) encouraging the patient to ignore his or her problems by concentrating on things external to him- or herself.

QUESTION 25

According to Frankl, the person is an open system. By this he means that the person:

- (a) has freedom of will.
- (b) is not a slave to his drives, needs or circumstances, but can rise above them.
- (c) has self-awareness and a conscience.
- (d) exists mainly on a psychological dimension.

The correct answer is

- (1) (b)
- (2) (a) & (d)
- (3) (a), (b) & (c)
- (4) All of the above

QUESTIONS ON THE AFRICAN PERSPECTIVES

QUESTION 26

According to Sogolo, which one of the following statements best explains the cognitive functioning of traditional Africans and Westerners?

- (1) westerners have a three-dimensional concept of time, while traditional Africans have a linear concept of time.
- (2) the Westerner's functioning is dominated by the left hemisphere of the brain, while the traditional African's functioning is dominated by the right hemisphere of the brain.
- (3) westerners believe only in the macro-cosmic functioning of the universe, while traditional Africans believe in the micro-, meso- and macro-cosmic functioning of the universe.
- (4) westerners' cognitive functioning is anchored in rationality, while traditional Africans rely more on intuition and emotion than on pure rationality.

QUESTION 27

According to Nobles, the European ethos focuses on _____,

- (1) collective responsibility
- (2) the conservation of nature
- (3) the survival of the individual
- (4) interdependence

QUESTION 28

According to the traditional African perspective, human behaviour is the outcome of

- (1) interpersonal dynamics.
- (2) intrapsychic dynamics.
- (3) external agents outside the person.
- (4) internal factors as well as external agents.

QUESTION 29

This explanation of human dynamics (as indicated in Question 28) implies that people

- (a) believe that everything that happens to them is caused by God.
- (b) do not accept responsibility for their own behaviour.
- (c) use their own initiative in searching for solutions to problems.
- (d) believe that they are at the mercy of supernatural beings and powers.

The correct answer is:

- (1) (a), (b) & (d)
- (2) (b) & (d)
- (3) (a) & (c)
- (4) All of the above

QUESTION 30

You are a nurse in a rural clinic and you have to explain to a traditional African mother, who lives in a very remote part of rural South Africa, that she should give her child his medication three times a day. How would you explain this to the mother to make sure that she understands you? Use your knowledge on the African concept of time to answer the question.

- (1) Give your child's medication three times per day.
- (2) Give your child's medication at 06:00, 12:00 and again at 18:00.
- (3) Give your child's medication at mealtimes.
- (4) Give your child's medication when the sun comes up in the morning, in the middle of the day when you throw no shadow, and again when the sun goes to bed.

END OF SELF-ASSESSMENT ASSIGNMENT 03

TABLE 1**ANSWERS TO SELF-ASSESSMENT ASSIGNMENT 03 (SEMESTER 2)**

THEORY	QUESTION	ANSWER
FREUD:	1	2
	2	4
	3	1
	4	4
	5	3
SOCIAL COGNITIVE LEARNING APPROACH:	6	2
	7	2
	8	3
	9	4
	10	3
MASLOW:	11	2
	12	4
	13	4
	14	2
	15	3
ROGERS:	16	3
	17	3
	18	4
	19	2
	20	1
FRANKL:	21	2
	22	3
	23	3
	24	4
	25	3
AFRICAN PERSPECTIVES	26	4
	27	3
	28	3
	29	2
	30	4

FREUD'S THEORY

FEEDBACK ON QUESTION 1

The correct Alternative is 2. The young boy handles his unacceptable desire for his mother and his aggression towards his father by repressing these feelings to the unconscious. At the same time the boy identifies with his father and wants to be like his father. Can you see that this boy must be in the phallic stage and is busy resolving the Oedipus complex?

FEEDBACK ON QUESTION 2

Jannie, Susan and Johan will probably all become fixated in a specific developmental stage. Alternative 4 is therefore correct.

Do you know in which developmental stage each of these three children will probably become fixated? It is likely that Jannie will become fixated in the *oral stage* because he receives an excessive amount of motherly love, and will find it difficult to progress to the anal stage. Remember that according to Freud, children do not only become fixated in a stage if it goes badly with them, but also when it goes too well because then they will find it difficult to leave the stage and move on to the following one. Susan will probably also become fixated in the *oral stage* because she was weaned too early. Her mother frustrated her drive satisfaction. Johan will probably become fixated in the *anal stage* because his mother made his potty training unpleasant for him.

What personality characteristics will Jannie, Susan and Johan probably develop when they grow older? And Kosie?

FEEDBACK ON QUESTION 3

The resolution of the Oedipus complex involves all three possibilities mentioned. Alternative 1 is therefore correct. During the phallic stage the boy resolves the Oedipus complex by resolving castration anxiety, by identifying with his father, and by developing a social conscience. Remember that this is also the stage during which the development of the superego is completed.

FEEDBACK ON QUESTION 4

Note that this question deals with the effect of *environmental factors* on the development of the individual. The correct answer is Alternative 4. Environmental factors in Freud's theory, refer mainly to the parents.

Although, Alternatives 1 and 2 make correct statements about Freud's position, they do not provide explicit information about the role of the environment in his theory, and therefore do not answer the question directly. Remember always to look for the alternative that provides a specific answer to the question asked when you consider the alternatives in a multiple-choice question.

FEEDBACK ON QUESTION 5

The correct answer is Alternative 3, because according to Freud, the psychically healthy person will satisfy his or her desires by sublimating them so that they become socially acceptable. Can you list some of the other characteristics that Freud considers to be necessary for a healthy psyche?

THE SOCIAL COGNITIVE LEARNING APPROACH

FEEDBACK ON QUESTION 6

Alternative 2 is the correct answer. According to Bandura's theory, the bonus John received from his employer for working very hard for several weeks, suggests a form of direct learning involving reinforcement by an external agent, whereas John's sense of pride in his own achievement implies learning by self-regulation, and involves internal self-reinforcement.

FEEDBACK ON QUESTION 7

This question is very similar to the previous one. Alternative 2 is the correct choice because Melanie's feeling of pride constitutes a form of internal self-reinforcement (a), and the present her parents gave her is a form of direct reinforcement (b). Alternatives 1 and 4 are incorrect, even though the first part of the answer is correct. The second parts of the answer are incorrect. In Alternative 1(b), the present is a reward given by Melanie's parents and therefore is not a form of external self-reinforcement. Alternative 4 (b) is incorrect because the reinforcement is direct and not vicariously experienced through a model. Alternative 3 is incorrect even though the second part of this alternative is correct. External self-reinforcement (a), refers to a concrete reward the person gives him- or herself, which is not the case here.

FEEDBACK ON QUESTION 8

Alternative 3 is correct. According to the social cognitive learning theory, aggressive behaviour develops from inborn factors and behaviour patterns that are acquired in a life long process. Genetic and environmental factors are therefore viewed as contributors to the acquisition of aggressive behaviour. Alternative 4 is not correct as it excludes the genetic factors in the development of aggressive behaviour. Alternatives 1 and 2 are also not correct. All three forms of learning contribute to the learning of aggressive behaviour. Direct experience, observational learning and self-regulation can all contribute to aggressive behaviour in a person's behavioural repertoire.

FEEDBACK ON QUESTION 9

Alternative 4 is correct because all three psychotherapeutic techniques are relevant to the example. Modelling refers to Jane's demonstration of the desired behaviour (her problem-solving process) which the client (Mary) observes. Participant modelling was used when Mary who observed Jane performing the desired behaviour, was encouraged to reproduce it and was rewarded for doing so. Covert modelling refers to Mary imagining Jane going through the problem solving steps. The three psychotherapeutic techniques are described in MMV and in your study guide.

FEEDBACK ON QUESTION 10

The correct answer is Alternative 3. In this example May self-regulated her learning process by telling her story on TV and launching a campaign for the rights of survivors, and experienced internal self-reinforcement (in the form of the pride she experienced). Alternative 1 is incorrect because May's learning process was not controlled by an external agent. Alternative 2 is obviously incorrect as May did not learn by observing others. Alternative 4 is also incorrect. Operant learning is a form of learning that is associated with Skinner's theory and therefore does not belong in this approach. The second part of this alternative is also incorrect. May's reinforcement is internal (a feeling of pride) and not external.

MASLOW'S THEORY

FEEDBACK ON QUESTION 11

Alternative 2 is correct. Maslow contends that self-actualisation is not always attained because, sadly, most people choose an easy life rather than work hard at fulfilling the responsibility to become the best they can be (Statement (a)). It is also sad that we live in societies that are often restrictive and not conducive to personal growth (Statement (b)). Another reason why there are so few true self-actualisers, is that people lack self-knowledge and insight. They do not have a clear awareness of their own needs and talents, and therefore fail to achieve the levels of growth they are capable of achieving (Statement (d)). It is *not* true that self-actualisation is something that only exceptional people attain (as Statement (c) suggests). It is rather true that most people do not fully recognise this need in themselves or, if they do, that they fail to do anything much about it. Alternatives 1, 3 and 4, all containing Statement (c), are therefore incorrect.

FEEDBACK ON QUESTION 12

Alternative 4 is correct. Maslow clearly stated that an optimally developed person functions relatively independently of his or her physical and social environment (Statement (c)). Such a person has accepted the responsibility of becoming the best that he or she can be (Statement (d)). Since such a person functions autonomously according to his or her own rules and principles, it is therefore not true that he or she will slavishly conform to the demands and prevailing norms of society, as Statement (a) implies. In fact, Maslow contended that self-actualising people *resist* enculturation, that is, social conformism at the expense of actualising their own unique selves. Statement (b) is also incorrect, since it follows that self-actualisers do not need external rewards in order to function optimally or to realise their potential. Alternatives 1, 2 and 3 which contain the incorrect Statements (a) and (b), are therefore incorrect.

FEEDBACK ON QUESTION 13

Alternative 4 is correct. Maslow took pains to explain that self-actualisers are not superhuman beings. Self-actualisers are human. They have the fallibilities and weaknesses we all have, yet, and most importantly, they have the courage to try and become the best they can be, to play their full part in realising the talents they were given, *despite* their human frailties and failures. It is therefore untrue that the need for self-actualisation operates in the lives of only a highly select group of people (Alternative 1). Nor is it true that self-actualisers have reached a level of human perfection (Alternative 2). As humans we may strive for perfection but, if we are mature in our thinking, we will humbly acknowledge that such perfection is out of our reach. It is this humility in self-actualisers that makes them highly approachable. The statement that ordinary people are afraid to ask them for support and advice (Alternative 3), is therefore incorrect.

FEEDBACK ON QUESTION 14

Alternative 2 is correct. Self-actualisers are characterised by spontaneity, simplicity and naturalness (Statement (a)). They are outer-directed people, involved in causes outside of themselves (Statement (c)). They become irritated by the narrow-mindedness and self-centredness of ordinary people, not because they do not feel concern and compassion for humankind, but because these people are not willing to improve themselves (Statement (b)). Open to the beauty and joys of life, they never tire of the basic, simple enjoyments of life. Statement (d) is therefore incorrect. Alternatives 1 and 3 which contain Statement (d), are therefore incorrect. Alternative 4, because it does not list all the correct statements and is therefore incomplete, can also not be accepted as the right answer.

FEEDBACK ON QUESTION 15

Alternative 3 is correct. It is because of the misconceptions people have about them that self-actualisers are regarded as superhuman, and that their admirers, followers or disciples demand more of them than they can offer. Maslow found that, because they have developed beyond the level of the conflict and compulsion of basic needs, self-actualisers can be quite disengaged from the often stormy situations around them. However, this does not mean that they are uninvolved or not caring in their relationships. They cannot be identified as cold as distant, therefore, even if they sometimes give this impression to unobservant people. Alternatives 1 and 2 are therefore incorrect. Alternative 4 is incorrect because self-actualisers prefer the stimulation and richness of friendships with talented, intelligent and exceptional people and the exclusivity of a small but close circle of friends.

ROGERS' THEORY

FEEDBACK ON QUESTION 16

Lucky's self concept is congruent with his true organismic potential because he has received unconditional positive regard from significant others. He is a talented soccer player and an average scholar who battles with certain subjects, and he also sees himself as such. His self concept is realistic because the image he has of himself corresponds with his true potential. The correct answer is therefore Alternative 3. Alternative 2 is obviously incorrect - Lucky has a congruent, not an incongruent, self concept. Alternative 4 is also incorrect because Rogers uses the term unrealistic when he is referring to a person whose self concept and true organismic potential do not correspond, which is not the case with Lucky. Although Rogers does not really refer to a positive or negative self concept in his theory, in our everyday language we could say that Lucky has a positive self concept - not a negative one. Alternative 1 is thus incorrect.

FEEDBACK ON QUESTION 17

Alternative 3 is the correct answer. Lucky's parents did not set conditions of worth for Lucky to be accepted - they accepted him unconditionally and encouraged him to actualise his potential. Alternatives 1, 2 and 4 are therefore incorrect.

FEEDBACK ON QUESTION 18

Alternative 4 is correct. In terms of Rogers' theory, conditions of worth prevent an individual from becoming a fully functioning person (Statement (a)), specify the conditions under which a person experiences positive regard (Statement (b)), and are incorporated into the self concept (Statement (c)).

FEEDBACK ON QUESTION 19

According to Rogers, anxiety is an emotional response experienced when the self concept is threatened. This occurs when experiences that are not in keeping with the individual's self concept, threaten to surface or are experienced consciously. Alternative 2 is the correct answer. Anxiety is experienced when Jane's unconscious wishes to do something for herself threaten to surface. These wishes threaten her self concept and she experiences anxiety. Alternative 1 is incorrect because in this instance, Jane's self concept is not threatened and she is open to experiencing a desire to study and do something for herself, in addition to being a sacrificing wife. She therefore does not experience anxiety. Alternatives 3 and 4 are incorrect - they are not in line with Rogers' theory (Alternative 3 would fit better with the ideas of Freud's theory).

FEEDBACK ON QUESTION 20

Alternative 1 is the correct answer. According to Rogers, defence mechanisms are used to protect the self concept, which is at odds with the true organismic potential. Experiences which are at odds with the self concept, are denied or distorted to reduce the incongruence between experience and self concept. Alternative 2 is incorrect because it refers to changing the self structure instead of *maintaining or protecting* the self concept. Alternative 3 is incorrect because it is the self concept that is protected and not the experiences. The ideas in Alternative 4 are coherent with Freud's theory - not Rogers' theory!

FRANKL'S THEORY

FEEDBACK ON QUESTION 21

Alternative 2 is correct. Frankl contends that freedom without responsibility serves no purpose, since such freedom is devoid of any meaning. A person motivated primarily by the will to pleasure, will soon experience his or her life as empty as in this example. Alternatives 1, 3 and 4 are therefore incorrect.

FEEDBACK ON QUESTION 22

Alternative 3 is the correct answer. Peter is a conformist. In terms of Frankl's theory, a conformist is someone who does not risk him- or herself for fear of experiencing anxiety. Rather he or she feels secure when doing what other people do, thereby never daring to be different. The remaining alternatives do not refer to conformism and are, therefore, incorrect.

FEEDBACK ON QUESTION 23

Alternative 3 is correct. The logotherapist is using the therapeutic technique of paradoxical intention. He or she is prescribing the very behaviour causing the distress (blushing), in the hope that the fear surrounding this behaviour will abate. Alternative 1 is incorrect. Although de-reflection is also a therapeutic technique used within the framework of logotherapy, it refers to the client's change of focus - focusing on someone, or something else other than him- or herself. Alternatives 2 and 4 are not therapeutic techniques and are, therefore, incorrect. Logotherapy is Frankl's specific approach to psychotherapy, whereas self-transcendence refers to the way humans can move beyond the self and focus on, or find meaning in, something higher than themselves.

FEEDBACK ON QUESTION 24

Alternative 4 is correct. Please see the explanation of de-reflection given in Question 8.

FEEDBACK ON QUESTION 25

Alternative 3 is correct. According to Frankl, aspects such as a freedom of will (Statement (a)), self-transcendence (Statement (b)), self-awareness and conscience (Statement (c)), belong to **the spiritual dimension** of the personality. It is the spiritual dimension which makes the person an open system. The animal is a closed system (determined and directed by instinct). Human beings, however, are not driven by their needs (on the physical or psychological levels). They have the power to control their emotions and postpone (or suppress) their needs. Only Alternative 3 can, therefore, be correct.

AFRICAN PERSPECTIVES

FEEDBACK ON QUESTION 26

The correct answer is Alternative 4. The cognitive functioning of traditional Africans and Westerners, according to Sogolo, is that Westerners' cognitive functioning is anchored in rationality, while traditional Africans rely more on intuition and emotion than rationality. Alternative 1 is wrong. According to Mbiti, Westerners have a linear concept of time, while traditional Africans have a two-dimensional concept of time. Alternative 2 is incorrect, because Pasteur and Toldson believe that Africans have a balanced use of both the hemispheres of the brain. Alternative 3 is also incorrect. Sogolo made no comments on the functioning of Africans or Westerners in terms of the micro-, meso- or macro-cosmos. It was Sow who refers to the cosmic orders and the meanings and practical implications thereof for African behaviour.

FEEDBACK ON QUESTION 27

The correct answer is Alternative 3. The focus of the European ethos is the individual, whereas the community is the focus of the traditional African ethos. According to Nobles, the European ethos applies the principle of individual survival, which is based on the concept of survival of the fittest, which then gives rise to competition, uniqueness and independence. On the other hand, the African ethos rests on the principle of the survival of the community, which gives rise to interdependence, co-operativeness and collective responsibility. Alternative 3 would then be the correct answer.

FEEDBACK ON QUESTION 28

The correct answer is Alternative 3. According to the traditional African perspective, everything that happens to people is as a result of external agents, supernatural beings or powers, and not interpersonal or intrapsychic dynamics, or internal factors.

FEEDBACK ON QUESTION 29

The correct answer is Alternative 2, containing Statements (b) and (d). If people believe that behaviour is not under their control but is rather the outcome of external agents, such as witches or sorcerers, it may lead to a fatalistic attitude towards life and the belief that whatever they do will have no effect on the course of life. This may also lead to people not accepting responsibility for their own behaviour. The alternatives containing Statements (a) and (c) are incorrect in terms of African perspectives.

FEEDBACK ON QUESTION 30

The correct answer is Alternative 4. In terms of the African concept of time, activities or events are central (such as the seasons, or the course of the sun), and not the actual time at which they take place.

9 OTHER ASSESSEMNT METHODS

There are no other assessment methods for this module.

10 EXAMINATION

Examination admission

By submitting **any one assignment on time**, you gain examination admission. (You therefore, you do not have to pass the assignments to gain examination admission.) However, **BOTH** assignments' marks contribute to your year mark.

A sub-minimum of 40%

Because you can earn a semester mark that will contribute to your final mark, the university requires that a sub-minimum of 40% must be achieved in the examination in order to pass the module.

Examination period

This module is offered in a semester period of fifteen weeks. This means that if you are registered for the first semester, you will write the examination in May/June 2018 and the supplementary examination will be written in October/November 2018. If you are registered for the second semester you will write the examination in October/November 2018 and the supplementary examination will be written in May/June 2019.

During the semester, the Examination Section will provide you with information regarding the examination in general, examination venues, examination dates and examination times. If your final mark (taking the semester mark into account) is between 45% and 49%, you will be given an opportunity to rewrite the examination (supplementary examination) in the next examination period. This examination will count out of 100% and the semester mark will **NOT** be brought into account. However, if you write an aegrotat examination the semester mark will count towards the final mark.

Previous examination papers

Previous examination papers are available to students on *myUnisa*. We have noticed that some students use previous question papers as their only source of studying. We strongly discourage this practice as previous exam papers do not reflect changes in syllabi or changes in emphasis of module content. We urge you to use your prescribed book, the recommended books, your study guide and tutorial letters to familiarise yourself with the course content. Personality Theories can be very tricky if you do not acquire a thorough and in-depth understanding of the content.

Please note that we do NOT, under ANY CIRCUMSTANCES, provide memoranda to previous exam papers.

Examination paper and preparation for the examination

The examination paper for *Personality Theories* consists of 60 multiple-choice questions on the six prescribed theories. You can regard the assignment questions as examples of what the examination questions will be like (not in terms of content - you will get 60 completely different

questions - but in terms of the *type* of questions you may get). **The paper will be written over two hours.**

For information on special examinations (such as sick examinations), see *my Studies @ Unisa*. The brochure will also provide you with information regarding general examination guidelines as well as examination preparation guidelines.

THE EXAMINATION TIME TABLE YOU RECEIVE ON REGISTRATION IS A TEMPORARY TIME TABLE AND YOU WILL RECEIVE THE FINAL TIME TABLE WITH YOUR ADMISSION PERMIT.

11 FREQUENTLY ASKED QUESTIONS

The *my Studies @ Unisa* contains an A – Z guide of the most relevant study information.

12 CONCLUSION

Now that you have worked through this tutorial letter, we hope that you feel more confident to tackle the multiple-choice questions in the forthcoming examination. We trust that you have enjoyed this course and we wish you everything of the best in the examination.

The PYC2601 teaching team