

Tutorial letter 201/1/2018

Personality Theories

PYC2601

Semester 1

Department of Psychology

Feedback on Assignment 01

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Dear Student

1 INTRODUCTION

In this tutorial letter, we will discuss the following:

- The answering of multiple-choice questions
- Feedback on Assignment 01.

2 THE ANSWERING OF MULTIPLE-CHOICE QUESTIONS

We hope that the following will help you to answer the multiple-choice questions in this module.

- Our aim in using the multiple-choice question approach is to examine how well you have understood the personality theories. While it is important for you to be able to study the facts of each theory and recall them in the exam, it is equally vital that you are able to understand what these facts mean. Hence you need to be able to apply your understanding of the facts of each theory to everyday life. Multiple-choice questions therefore require as much insight, recall and understanding as paragraph questions. Do not be fooled into believing that this is an easier, or for that matter, more difficult way, to be examined.
- In addition to factually oriented questions, you will notice that we also frequently use stories in order to test your understanding of the theories. It is our experience that students need to apply both their knowledge and understanding of a particular theory, in order to answer the question within the context of the story.
- We do not simply write a story for the story's sake. Rather, a story is written with a particular theory in mind. For example, some of the stories written with Freud's theory in mind might centre on the inevitable and on-going conflict between the forbidden drives of the id and the societal expectations internalised in the superego. Stories written within the context of Bandura's theory might focus on its interactional nature, and the three types of learning and their corresponding reinforcements or punishments, for example.
- The story may test your knowledge and understanding of a particular aspect of a theory, that is the view of the person underlying the theory; the structure, dynamics, and development of personality; optimal and pathological functioning; psychotherapy; and the interpretation and handling of aggression; or test your integrated understanding of more than one section.

- A useful strategy that you may apply in order to get into 'multiple-choice question' mode, is to observe what is going on around you and discuss with a friend how you think the different theorists would explain or interpret that observation. In addition as you study each section of the theory, experiment with formulating your own multiple-choice question/s on that section. The secret is to try and see through the eyes of that theorist.
- Another important element to bear in mind is that you should read the stem of a multiple-choice question carefully. By the stem we mean that section in which the story is laid out and/or the question that requires answering is posed. The answer that you select should be correct in terms of the information required in the stem.
- For each multiple-choice question therefore, you are provided with 4 alternative answers/unless otherwise specified. The answer you select should fit with the stem and not the theory in general. An alternative may for example contain correct information about the theory, but not answer the particular question. Additional advice that we can share with you on selecting the correct alternative is that sometimes the alternatives contain some correct information and some incorrect information. On other occasions the alternative may only contain a part truth. You can immediately rule out such alternatives, as an answer cannot be half correct and half incorrect! It has to be completely correct. In addition, information, such as the concepts used in a particular question, may actually fit better with a theory other than the one on which the question is based. Look carefully at the terminology. For example, *drive satisfaction*, belongs to Freud's theory and would be incorrect if used as an alternative in one of the questions based on one of the other prescribed theories.

3 FEEDBACK ON ASSIGNMENT 01

1. General comments on Assignment 01

2.

We were pleased that most students submitted Assignment 01. Assignment 01 contributes 50% towards your year mark. Assignment 02 further contributes 50% towards your year mark. The aim of Assignment 01 was to help students to work through the first three theories of the syllabus. Students who submitted Assignment 01 will receive a computer printout containing the following information:

- (a) The correct answers
- (b) Your own answers and
- (c) The mark you obtained.

If you submitted your assignment on time and have not yet received such a printout, please contact our Assignment Section by email them at assign@unisa.ac.za or send a sms to 43584. You will find a summary of the correct answers of Assignment 01 in Table 1.

TABLE 1**ANSWERS TO ASSIGNMENT 01**

QUESTION	ANSWER
FREUD: 1 2 3 4 5	1 2 4 2 3
SOCIAL COGNITIVE APPROACH: 6 7 8 9 10	4 4 4 3 3
MASLOW: 11 12 13 14 15	3 2 3 4 2

2. Feedback on the questions in Assignment 01

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

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.

Feedback on Question 1

Alternative 1 is the correct answer. It is the task of the ego to find suitable objects for drive satisfaction while taking reality into account as well as the demands of the superego. If the ego achieves this, then not only will the id drives be satisfied, but so too will the demands of the superego. Alternative 2 is clearly incorrect.

While the id demands immediate satisfaction (remember it functions according to the primary process and the pleasure principle), it is the task of the ego to plan satisfaction and maybe even to delay it to a more appropriate time and place. In doing so it will take the demands of society, internalised in the superego, into account. The ego's job is to bring satisfaction to the id and superego simultaneously and not to satisfy one, while thwarting satisfaction to the other as suggested in Alternative 2. Can you understand why Alternative 3 is incorrect? The ego functions according to the reality principle and the secondary process. It is the id and not the ego, which creates fantasies of desired objects to meet its needs, which it can only do in wish fulfilment and not in reality. Alternative 4 is also incorrect, as it does not describe the ego's main task.

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 crèche 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 4 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

Feedback on Question 2

Alternative 2 is the correct answer. When Lucas's mother weaned him on to a cup when he was two months old, it is likely, according to Freud's theory, that he would have fixated in the oral stage and not the anal stage as indicated in Statement (a). His oral sex drive would have been frustrated even though his hunger drive would have been met. Therefore, Statement (b) is correct. Although the goal and object of his hunger drive would have been satisfied, his oral sex drive would have been frustrated as it could only be satisfied through sucking at his mother's breast, or later, his hands, making Statement (c) incorrect. Statement (d) is correct. His ego used the defence mechanism of displacement. The mother's breast was substituted with his hands. Therefore Alternatives 1, 3 and 4, containing Statements (a) and (c) are incorrect.

Question 3

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

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

Feedback on Question 3

Alternative 4 is the correct answer. In this case, the death drive is directed at external objects - other children. However, it should be noted that the death drive could also be directed inwards at the self, for example, in the case of attempted suicide.

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.

Feedback on Question 4

Alternative 2 is the correct answer. It is unlikely that Lucas would have resolved the Oedipus complex given that he probably fixated in the oral stage. His ego would have been weakened because too much energy would have remained dammed up in the oral stage, and he would not have been able to successfully resolve the conflict between the id and superego in subsequent stages. His ego would have been less effective in using repression in the phallic stage to deal with his sexual and aggressive drives as well as his castration anxiety. He would also have been unlikely to identify with his aggressive and abusive father. Alternative 1 is incorrect. If Lucas was able to resolve the Oedipus complex, he would have used the defense mechanism of repression to repress his sexual and aggressive drives as well as his castration anxiety. He would have also identified with his father and adopted the moral codes of society represented by his father. Alternative 3 is clearly incorrect in terms of Freud's theory. Alternative 4 is also incorrect. Lucas fixated in the phallic stage and not the genital stage as stated in this alternative. In terms of Freud's theory, fixation in the phallic stage can lead to a person not being able to enjoy sexual relationships with the opposite sex, and homosexuality, as in the case of Lucas. It could also be equated with vanity/self-hatred, pride/humility, chastity/promiscuity, blind-courage/timidity, brashness/ bashfulness, gregariousness/ isolation, stylishness/plainness, gaiety/sadness, flirtatiousness/ avoidance of heterosexuality.

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 |

Feedback on Question 5

The correct answer is Alternative 3. Lucas's excessive dependence on other people and his jealousy are evidence of fixation in the oral stage, whereas his homosexuality is indicative of fixation in the phallic stage. Alternatives 1, 2 and 4 are clearly incorrect.

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.

Feedback on Question 6

Alternative 4 is the correct answer. When observational learning occurs, the observer's behaviour is likely to change as a result of observing the model's behaviour being rewarded or punished. According to Bandura, observational learning is a complex process that is influenced by a number of factors - please refer to the relevant sections in the prescribed book for more details. Alternative 1 is incorrect. Observing a model's behaviour does not necessarily lead to spontaneous reproduction or repetition of behaviour. Alternative 2 is also incorrect. Merely observing a model's behaviour will not necessarily lead to learning. An observer needs to pay attention to the behaviour of a model that captures his or her attention. The observer needs to be interested sufficiently to remember the rewarded or punished behaviour of the model, and to have the self-efficacy to reproduce the behaviour. Alternative 3 is also incorrect. When a person's behaviour is rewarded (i.e. the observer in this alternative), it refers to direct learning and not observational learning. The emphasis in observational learning is on an observer noticing a model being rewarded (or punished) and not on the consequences of the observer's behaviour (i.e. whether the observer's behaviour is rewarded or not).

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 modelling.
- (3) social learning.
- (4) self-regulation and direct experience.

Feedback on Question 7

Alternative 4 is the correct answer. Dirang learnt through self-regulation and direct experience. He learnt through self-regulation when he bought himself a pair of hiking boots as a concrete reward for being elected head boy and president of the Sport's union at his school (referred to as external self-reinforcement) and when he rewarded himself by feeling good when the headmaster acknowledged his hard work and praised him for being a good model to other students (referred to as internal self-reinforcement). He learnt through direct experience when the headmaster praised him, that is the headmaster, as external agent, rewarded him for his good behaviour. Alternative 1 is incorrect. Although Dirang learnt through self-regulation, he did not learn through observational learning. His behaviour did not change as a result of him observing another person's behaviour being rewarded. It is important to remember that if only one part of the answer is correct, but the other part of the answer is incorrect, then the alternative is incorrect and you should not select it! Alternative 2 is also incorrect. Dirang learnt through direct experience but he did not learn through modelling which refers to the behaviour of a model (and is thus part of observational learning). Alternative 3 is also incorrect as the answer is not specific enough. Social learning is a more general term and refers to all learning phenomena in which social and cognitive factors play a role.

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 |

Feedback on Question 8

Alternative 4 is correct. The type of reinforcement that took place when the headmaster praised Dirang for being a good model to other students refers to direct reinforcement. Dirang's behaviour is directly reinforced by an external agent, in this case, the headmaster. The type of reinforcement that took place when he bought himself a pair of hiking boots refers to external self-reinforcement. Dirang rewarded himself in a concrete way and in this way regulates his own behaviour. These two types of reinforcement are part of learning through direct experience and self-regulation respectively, which you identified in Question 7. Can you understand why the other alternatives are incorrect? Alternative 1 is incorrect. Vicarious reinforcement (Statement 'a') forms part of observational learning which, as we stated previously, did not take place in this story. Vicarious reinforcement occurs when an observer is vicariously rewarded by observing a model being rewarded for a specific behaviour. Statement (b) in Alternative 1 is also incorrect.

Direct reinforcement refers to a process whereby the reward is given by someone else. In this case, Dirang bought himself the hiking boots - they were not given to him by someone else. The example therefore does not match the description for direct reinforcement. Alternative 2 is also incorrect. External self-reinforcement is the process whereby an individual rewards himself in a concrete way for producing a desirable behaviour. The scenario in the stem of this question does not match the description for external reinforcement. Statement (b) in this alternative is also incorrect. Internal self-reinforcement refers to a process of subjectively evaluating one's behaviour and subjectively rewarding oneself for that behaviour (e.g. feeling good, proud, etc.) Therefore this description does not match the example provided in the stem (i.e. Dirang buying himself a pair of hiking boots). Alternative 3 is incorrect. Direct learning (Statement 'a') is not an example of reinforcement, but rather, is an example of one of the three forms of learning. Even though Statement (b) in this alternative is correct, because Statement (a) in this alternative is incorrect, Alternative 3 is incorrect and you should not select it!

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)

Feedback on Question 9

The behaviour of the students in this story changed as a result of observing Dirang's behaviour being reinforced, and they also tried to behave like him, which is an example of observational learning. They also learnt through direct experience, since they were given special treatment by their teachers. Alternative 3 is therefore the correct answer.

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.

Feedback on Question 10

As opposed to the students referred to in Question 9 who imitated Dirang's behaviour, these students with the negative attitude and bad conduct, did not reproduce Dirang's behaviour. Instead, their behaviour was the opposite of Dirang's behaviour. This is referred to as counter-imitation, making Alternative 3 correct and Alternative 2 incorrect. Alternative 1 is clearly incorrect as these students did not model their behaviour on Dirang's behaviour. Alternative 4 is also incorrect because there is no mention of this group of students being unable to reproduce the observed behaviour (Dirang's behaviour) as a result of their lack of confidence in their ability to do so.

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

Feedback on Question 11

Alternative 3 is the correct answer containing Statements (a) and (b). Alternatives 1, 2 and 4 are therefore incorrect as they contain Statements (c) and (d). According to Maslow, the person's development progresses through successive stages of need gratification towards the goal of self-actualisation (Statement 'a'), which is the process of becoming all that one is capable of being (Statement 'b'). Regular gratification of needs at one given level in the hierarchy, forms the basis for the next need in the hierarchy to surface. Maslow does not single out any level in the hierarchy as the most important one, meaning that all needs are equally important and regular gratification of these needs is necessary for one to reach the self-actualisation stage. This makes Statement (c) incorrect. In Statement (d) the terminology used (will to meaning) is applicable to Frankl's theory and not Maslow's, thus making this option incorrect.

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

Feedback on Question 12

The correct answer is Alternative 2. Mosidi does not know if she will be able to rise to the challenges of becoming a lawyer, which suggests, that at this stage, she does not feel sufficiently confident and capable to realise her potential. This further suggests that her self-esteem needs have not been fully satisfied yet. Alternative 1 is incorrect. Even though as a child Mosidi grew up in a poor family the story suggests that her physiological needs were met and continue to be met even in her adult life. Her needs for affiliation and love were satisfied in her life as a child (i.e. growing up in a loving and caring family) and continue to be satisfied in her life as an adult (being married to a caring man). Her need for safety and security has also been adequately met.

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.

Feedback on Question 13

Alternative 3 is the correct answer. It is likely that Mosidi finds it difficult to achieve her potential because she is underestimating her own talent, thus making it difficult for her to know what she is capable of. Alternative 1 is clearly incorrect as there is no evidence to support the idea of a social environment creating obstructions to thwart her in achieving her potential. Alternative 2 is also incorrect. Even though Mosidi grew up in a poor family, the story suggests that her basic needs were adequately met. Alternative 4 is incorrect. Mosidi aspires to become a lawyer. It

seems that she wants to realise her true potential and not stay a cashier all her life. It appears that she is not being unrealistic but requires courage to take the risks to do so.

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)

Feedback on Question 14

The correct answer is Alternative 4 containing Statements (b) and (c). Mosidi might need to overcome or see past the barriers that she has erected for herself (i.e. not knowing if she will be able to rise to the challenge) (Statement 'b'). She will need to have the courage to risk and experiment with new ideas in order to become the best that she can be (Statement 'c'). The alternatives containing Statements (a) and (d) are incorrect, that is Alternatives 1, 2 and 3. Maslow warns that basing one's self-esteem needs on the opinions of others might create a psychological danger. Therefore, Mosidi might need to rely more on her real ability, adequacy and her own judgment rather than placing more emphasis on the opinions and judgment of others. This makes Statement (a) incorrect. Statement (d) also contradicts Maslow's theoretical stance. For Mosidi to discover her true potential, she might need to experiment with new ideas. She might not be able to discover her true potential if she does not engage in the process.

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)

Feedback on Question 15

The correct answer is Alternative 2.

In conclusion

Now that you have read this tutorial letter containing hints on answering multiple-choice questions and feedback on the questions in Assignment 01, we hope that you feel more confident to tackle the multiple-choice questions in the examination as well. We also hope that the feedback we have provided has clarified the theories for you. We wish you everything of the best.

YOUR LECTURERS FOR PERSONALITY THEORIES