

Chapter-1

Introduction

Humanistic Psychology: The Third Force

Literature mirrors life and life is invariably played out in mind's arena. Psychology, its younger sibling, is concerned with human mind and also with the behavior, emotions, dreams, and instincts of humans. The twentieth century saw the emergence of the behavioral movement in society where it was thought, that to unfold the social and political reality, it is significant to understand the human behavior. No field has remained untouched by the use and application of psychology; be it literature, social sciences, sports, medicine, or commerce. The influence of psychology has grown stronger day by day. Nowadays, in order to have a better performance in any field, the understanding of human aptitude and realizing its intrinsic worth is really significant.

Literature is inextricably linked to psychology from the day of its conception. These two disciplines are tied by an umbilical cord that has remained unsnapped. Literature lived and breathed on human psychology even before psychology was born as a formal discipline. The landscape of human mind has always been a curious phenomenon for the men of letters to pry into. The enigmatic human mind and its zigzag journey through life forms the staple of literature of any clime or season.

Both human psychology and literature delve deep into a turbulent sea of the human psyche to reach to its recesses. The human mind is a complete kingdom in itself where only its own diktat runs. The crazy mind, with its unfathomable highs and lows, eludes explanation and interpretation. It plays hide and seek with the self and holds it captive. It always remains charged with its dreams, desires, ambitions, and

aspirations. It yearns for happiness which is fluid in nature and eludes its grasp. The quest for happiness seems like chasing shadows or a mirage which proves futile. The dream of happiness hypnotizes ordinary mortals and distracts the human mind and lures it into an abysmal labyrinth of catastrophe. These illusory dreams often come crashing to the ground causing tremendous anguish to the psyche. Crazy human mind perpetually remains an enigma; hence, a fascinating study to reach to its immeasurable layers. Understanding human mind and its psychology is the key to human resource management in today's modern world. Happier state of mind is always linked to efficiency and better performance, whereas stressed psyche fumbles and falters and develops an attitude of defeatism. A family, a society, or a nation cannot hold its head high if it ignores the psychological requirements of its human asset.

Various fields of knowledge are interrelated. When we see the three basic fields of science, we understand that they are interdependent. In order to know a particular aspect of physics, it is inevitable to find how it has been analyzed and interpreted in chemistry. For instance, when we study the "atom," we need to refer to both the branches of science, just to mention a commonplace example. We find the same interdependence and interrelationships existing amongst various subjects that come under the purview of humanities.

It is a primeval urge of human beings to communicate and express themselves. This is what led to the creation of language, initially. Man's deep psychological desire to emote, express, and describe prompted him to create. Man's creative impulse found expression in visual arts, dance, music, and literature. In literature, as in all the other forms of art, exists innumerable genres.

From time immemorial, we find that literature has existed in some form or other. It started first with the oral tradition when compositions were passed on only verbally, but later with the invention of scripts, they found their existence in the written form. What is relevant is the deep urge of human beings to project the inner workings of the mind. Man is the only creature who has the ability to think, and this unique quality has made him very different and special as compared to other creatures. Everyone around us is a manifestation of this ability that we possess. Inventions, changing lifestyles, and artistic expressions that we see over the ages are but evidence of the infinite possibilities a man's mind is capable of.

Taking into account the relationship that literature bears with psychology, we find that literature is an outward extension of man's inner thoughts. Whether a work of literature is descriptive or narrative, we find in it a response to a particular object, event, or situation. What is literature then, if not a depiction of a state of mind or a manner of behaving which is what psychology, in layman's terms, deals with?

Let us take the broadest or the most basic genres of literature, such as poetry, drama, and fiction. A poem describes emotions and feelings about something. Mentioning poems with which everyone is familiar, such as William Wordsworth's "I Wandered Lonely as a Cloud," or Alexander Pope's "Ode on Solitude," we see how the two poems describe mental states. Wordsworth extols the retrospective benefits of a beautiful sight which elevates the mood in a lonely and sad moment. Pope, in his ode, enumerates his ideas about what a happy man requires. Robert Browning has been described as a 'subtle souled psychologist' because of his uncanny ability to penetrate deep into the psyche of his characters, making the readers sympathize even with the negative characters. He gives a rational explanation for their wrong actions and thereby makes our sympathy clash with our judgment. In the poem, "My Last

Duchess,” the Duke gives a simple and plausible explanation for why he had to get his wife, the Duchess, killed.

When it comes to drama, the list is endless and very little can be included in such a limited space. So concentrating only on Shakespeare, one finds a whole world view of human emotions, fantasies, behaviors, and characters opening before one’s eyes. The insight that Shakespeare has shown into human nature is extraordinary and inimitable. The interplay of human emotions and relationships is the foundation of Shakespeare’s literary expression. His plays, especially the tragedies, explore the ramifications of the human psyche and study the whole gamut of human emotions. Each tragedy is a foray into the consciousness of the protagonist as well as other significant characters. For instance, there is a powerful delineation of the guilt experienced by Lady Macbeth, who prompts her husband to kill the King of Scotland and usurp the throne. In *Othello*, Shakespeare has shown how the jealous Iago deliberately sets out to ruin Othello, the Moor, because the latter has not promoted him to the rank of lieutenant. He instigates Othello against Cassio, who is Othello’s favorite, suggesting that Cassio is involved in an affair with Desdemona, Othello’s young and innocent wife. Othello grows unreasonably and blindly jealous and kills poor Desdemona. In the play, *King Lear*, the suffering and torment of King Lear, an insecure and egotistical father, who lacks the ability to judge which of his three daughters is the most sincere and devoted, is represented in a heart-rending manner. In *Hamlet*, Shakespeare has explored the incestuous relationship between Hamlet and his mother. Also, Hamlet’s mental conflict and his inability to act at the right time to avenge his father’s death have been depicted with greater sensitivity and deeper perception into human character.

Moving to fiction, it can be easily observed that it analyzes and represents the human characters, emotions, and behaviors. Dostoevsky's *Crime and Punishment* is a psychologically deep novel in which the protagonist, Raskolnikov, murders a rich lady for her wealth, but doesn't really gain anything. He is constantly haunted by the memory of the horrendous act he has committed and betrays himself by his mental state, even though there is no circumstantial evidence against him. Charles Dickens' *Great Expectations* describes the aspirations of a young boy who wishes to rise in life, his embarrassment at belonging to a low class of society and his repulsion of the same. This is shown through his rejection of his elder brother, a blacksmith, who dotes on him. His pride receives a blow when he learns that his education and board has been sponsored by a convict, whom he had fed one cold wintry evening. He is disappointed that his benefactress is not Miss Havisham, who he had assumed was preparing him for her beautiful protégé Estella, with whom he had been infatuated since his adolescent years.

By quoting a few out of infinite literary works, a very close bond can be established between psychology and literature. It would not be wrong to suggest that literary works are case studies or psychological treatises because literature deals with life and human beings, and psychology is the study of the human mind. In fact, one can declare categorically that there would be no literature without psychology. This research work is an attempt to create an interdisciplinary approach by formulating a confluence of these two disciplines, literature and psychology. This research work attempts to justify literature and psychology as complimentary to each other.

Psychology, in simple terms, is the study of mind and behavior of humans and animals. Even though psychology is a complex subject and seems hard to study and understand, it should be incorporated in every realm as its use is paramount in every

aspect of human life. Psychology, unlike any other scientific realm, is the only subject that is common and nurtures many other areas of knowledge. Psychology is not a pseudoscience, but is a discipline that scientifically studies the behavior of an organism. Being a subject that thoroughly and scientifically studies the behavior and its mechanism, the mind, the spirit, the thought processes, emotions, perceptions, beliefs, and values, it is one of the most interesting fields one could immerse in. One need not pursue psychology as a subject to understand its importance. Psychology is used in the way we talk, walk, understand, learn, remember, think, forget, and feel. Psychology is used in every moment of our lives. When we communicate with others, we use psychology that determines our way of communication. For instance, a person talks differently when talking to his father than he does with his younger sibling. We also use psychology when we talk to ourselves in our minds. We use psychology of people, things, and places to store information in our minds and retrieve it later. Psychology is the only subject that is common to everybody. Psychology, the study of mind, binds humanity. It is due to psychology today that we are able to understand how humans think and why they do what they do. Psychology helps us to understand the relationships we have in life. The relationship could be between two persons or with the community or with the self. Psychology has very systematically decoded the essence of being a human.

Psychology, since 1879, has attained the status of being a scientific realm that proudly means that human behavior could now be studied, understood, validated, or predicted scientifically. When we refer to psychology as a scientific realm, we simply mean that this realm adheres to all the scientific methods to collect and interpret data. It means that one can experiment with the observable behavior to understand its connection with the internal mechanism of the mind which is not observable.

Psychology is simply the scientific study of behavior. Behavior best described is the action one takes towards the self or the others. It is simply what people and animals do and how they react and interact to the external stimulus in the environment. The way an organism acts and conducts itself is called a behavior. The way we talk, walk, carry out our daily tasks, communicate, eat, and basically live comes under behavior. Behavior can be of two types: Covert and Overt. Overt behavior is the type of behavior which is easily observed and can easily be analyzed psychologically. Speaking, walking, and eating are examples of overt behavior. They are often used interchangeably with response. Covert behavior is the unobservable part of behavior and is often the cause of overt behavior or response. For instance, thinking, reasoning, and dreaming come under covert behavior. It is also known as stimulus as it leads to overt behavior. From a scientific point of view, understanding of covert behavior is just as important as that of overt behavior. To form a relation between these covert mental bases and overt actions is the primary goal of psychology. Behaviors also comprise of physiological activities like heartbeat and respiratory process. They are not seen from the naked eye but felt and can be measured using various instruments. Physiology of an organism is also affected by mental processes. For instance, when a person feels fear, his heartbeat increases and the blood pressure rises. The person may also sweat heavily under fear. Fear, being a mental state, can bring in physiological changes in an organism. Here, the physiological changes are the overt behaviors and fear is the covert mental state. Psychologists use various scientific tools and methods to first observe behaviors, and then describe and explain. This later helps them to predict the behavior in different circumstances. The ultimate goal of psychology is to understand the behavior by studying the reasons responsible for its occurrence and then using the knowledge to predict the same behavior in different circumstances.

Prediction helps us to either favor or suppress the behavior. Not all behaviors are favorable. Behaviors like physical violence or abuse are harmful to the self and the society. Psychology also aims at tackling issues that harm the society or the self by systematically understanding the core reasons that cause one to have such a behavior. For this particular reason, psychology is now one of the most popular social science realms. Psychology helps to bridge the gap between behaviors and mental processes behind them by systematically studying experiences, behaviors, and thoughts.

As the society is growing severely complex, the study of psychology has become more important. Studying psychology helps us to understand the different forms of behavior we cater to, the reasons behind such behaviors, and also gives us an insight into the depth of our minds and allows us to observe our behavior. It helps us to understand our own feelings, emotions, and thoughts and realize our strengths which could be further put to use for the growth of society. Studying psychology helps one to appreciate his or her own strengths, work on the weaknesses, and helps the self to become more tolerant of the wide variety that exists in our society.

Psychology, a subject that stemmed out of the roots of early philosophical and mystical concepts of 'soul,' is now widely accepted as a realm of science as it meets all the criteria any scientific domain is required to meet. The word 'psychology,' if broken up literally, is a combination of 'psyche' and 'logy' which simply means 'psyche and its study,' or 'the study of the mind.' Psychology provides an insight into the processes of mind and helps us understand our overt behavior. It systematically studies the covert and unseen mental processes responsible for the observable behavior of an organism. Mental processes refer to the thoughts, ideas, beliefs, perceptions, and values one has in his lifetime. Mental processes are simply the functions performed by the mind. Memorizing, thinking, learning, imagining, and

reasoning are the basic processes and functions of the mind. At the core, psychology aims to formulate laws and principles concerning human and animal behavior and their perceptions, learnings, memories, attitudes, thoughts, and feelings and further brings a deeper understanding of the principles that govern human behavior. Because of its tremendous diversity, psychology touches almost every aspect of a human life.

Psychology has come a long way in its short journey of 170 years. Psychology has now spread into a number of specialized fields and is a paramount realm of science. Its diversity is the proof of its relevance in our everyday lives.

Psychology is used in various fields such as medicine, education, organization, development, sports, health, environment, defense, crime, neurology, literature, cinema, and politics. In the field of medicine, psychology has a huge role to play. In the recent times, we have come to an understanding about mental disorders being as harmful as physical disorders. A particular field of psychology termed as 'abnormal psychology' deals with the diagnosis and treatment of all kinds of mental disorders. Mental disorders, in almost all the cases, have physiological effects. Abnormal psychology is the realm that offers help to the people who are suffering from such disorders. Psychiatrists and clinical or health psychologists aim at using therapies, counseling sessions, or medicines for the treatment. They assess the abnormality and its degree using standardized tools, making it an extremely scientific approach.

In the educational field, psychology helps in understanding the academic performance of the students. Understanding of basic psychological processes can help teachers and students enhance their performance and maintain a favorable school environment that fosters growth. Similarly, organizational psychology deals with the

psychology of people at the workplace. It studies the concepts and processes used in the working environment like leadership, job satisfaction, and others. Understanding that work takes up almost four decades of our lives, it's important to understand the different concepts surrounding organizational psychology and also the human behavior that makes it easy for one to behave appropriately in any social setting. When a person goes through mental stress due to a physical ailment, health psychology comes into play. It deals with the diseases related to lifestyle like hypertension or heart diseases. As we all understand the importance of the environment around us, it is environmental psychology that helps us to understand the impact that environment creates on the self. Such elaborative uses of psychology make it as a part and parcel of our everyday lives. It offers us the basic understanding of human life and leads to an understanding of ourselves.

When we think of science, we think of realms like physics, or chemistry. What most fail to understand is that science literally means specific study of facts following defined parameters. Adhering to this rule, we can say that psychology is a field of science as it collects and interprets data and systematically studies the facts. Psychology, as a science, is perhaps the youngest of all. The various topics studied in psychology may seem very different from other scientific realms and may also seem vague, but the approach towards them is the same. Psychology, in a very systematic manner, observes the data of the limited field of study, records it, classifies it if necessary, generalizes and then tries to verify it, and finally tests its reliability. The methods used are objective in nature and the results are repeatable and verifiable. It is safe to say that psychology is factual and the laws of psychology are universal. Psychology uses scientific methodology that helps the researchers to formulate laws that are verifiable in nature. Psychology is a positive science that aims at not only

bringing a clear understanding of the human and animal behavior, but also bringing a positive impact on the environment and people around us.

Psychology is also closely related to philosophy in numerous ways. From the days of Plato, psychology has been understood and studied as a part of philosophy. Earlier, the Greek philosophers believed that psychology was the study of mind. Even though the methods used to understand were unscientific and philosophical, their contribution to the growth and development of psychology cannot be neglected. Philosophy is all about knowledge as a whole, and to understand the nature of the soul, it was important to study how the human mind works. The nature of the human mind was thus explained by philosophy.

As already mentioned, psychology was not considered a field of science always. It rather has its roots spread into the fields of philosophy, biology, and physiology. The references made to the problems concerning the human behavior and mind dates back to the time of Greek philosophers, about 2000 years ago. In terms of chronological development of psychology, the period that extends from the dawn of Greek philosophy to the latter half of the nineteenth century is called the pre-scientific period. During this period, the study of psychology revolved mostly around the study of the soul to understand the physiological and mental processes. Due to the vague description and lack of systematic boundaries, most of the aspects of human existence and functioning remained unexplained. In 1879, Wilhelm Wundt, who is now widely known as the father of psychology, established a scientific laboratory to study the system and structure of psychology.

The history of psychology can be traced back to the time of early Greek philosophers. The word psychology, combination of the words 'psyche' and 'logos,' comes from Greek roots. The Greeks defined psychology as the study of the soul. The

word 'psyche' literally means 'the soul.' In the earlier times, the word 'soul' was used to understand the phenomenon of a mental life or a higher spiritual life. The modern day psychology deals with the questions related to the existence of mind, which was also a subject of interest for the Greek philosophers. The psychology, as we know today, is highly influenced by many ancient Greek philosophers and physicians, one of whom was Alcmaeon who lived in 6th century BC. He proposed that 'mental life is a function of the brain.' This concept brought up the question of a mental life which assumed mind as a separate element from the brain. According to him, the mind was the function of the brain. The other important Greek philosophers who influenced and shaped the way psychology is today were scholars like Hippocrates, Plato, Socrates, and Aristotle. Though their methods of study were highly unscientific and philosophical in nature, still they immensely contributed in spacing the dimensions of modern day psychology.

Another major theory that attempted to form a correlation between the physical characteristics of the body and the behavior was given by the famous Greek physician, Hippocrates. Hippocrates was regarded as the father of medicine. Around 400 B.C., he theorized and believed that the human body is made up of four types of fluids. He also classified people on the basis of the predominant fluid type. The fluids, also called humors, were sanguine (blood), choleric (yellow bile), melancholic (black bile), and phlegmatic (phlegm). According to the theory, the excess of the fluid determined the behavior of the person. For instance, excess of yellow bile leads to aggression or excitement in a person. This theory has been proved invalid now, but it still serves as an initial attempt to form a connection between the behavior and the physiology. Hippocrates also analyzed the mind as a tool for thinking or imagining. He was also interested in the concept of dreams and memories. Other Greek

philosophers, who didn't favor the concept of the soul, also favored his ideas and worked to understand the connection between physiology and mind. Aristotle rather saw a man as a rational animal. Plato, on the other hand, talked about the role of mind in controlling the behavior of a person. He believed in duality, a concept well elaborated by the 17th century French philosopher, Rene Descartes, who said that the mind and body are two different entities which behaved independently to create human experiences. For Plato, the body was the material substance and the mind was the spiritual substance. These two were two independent entities which were governed by principles that were opposite to each other with no interaction between them. The same notion was carried forward by Aristotle who further investigated the idea of mind and body being inseparable substances in a living organism. Aristotle shed some light on the close links of psychology with the biology of the body, a concept that is widely accepted now in the modern scientific psychology era. He famously hypothesized that the mind is made up of psychological components, and that is the key to understanding the experiences of the humans in the outside world. He focused on forming a link among the sense organs that make a person experience the environment psychologically. This puzzling question, whether mind and body were two interacting systems or two completely independent systems, had to be solved. Descartes described the human body as an automobile engine that can function perfectly without the supervision of the soul. He, therefore, believed that the body and the soul are two different entities. He promulgated the duality of the human nature. The dualism had the mind and soul working absolutely independent of each other. He preached that a man has a dual nature, mental and physical, thereby corroborating Plato's works. He asserted that the very nature of man to doubt is a proof for the existence of a separate entity called soul. According to him, there exists

a soul within a human being as the primary function of the soul is to think. Descartes work opened the door for others to work exclusively on mind and its interaction with the body. Descartes also dwelled on an important concept of innate ideas, which stated that a man is born with some innate ideas that are important for survival. Other philosophers like Locke believed that at the time of birth, a man is like a blank slate, commonly termed as 'tabula rasa,' on which he writes his personal life experiences. Other philosophers talked about innate tendencies towards certain innate ideas. The concept of innate ideas paved the way for the concept of 'instincts,' which is a very important concept studied in our modern day psychology. Earlier, all our behaviors were considered to be instinctive and intuitional in nature, which was considered necessary for our survival. All these concepts raised the questions regarding the basic nature of a man, which has been a topic of interest for humans for ages. Some philosophers believed that the basic nature of a man is good and becomes bad under the influence of environmental circumstances. Others believed that a man is born to be aggressive and selfish, but he is curbed by the people or the society around him. All these philosophical questions have now come within the purview of science as the field of psychology is no longer excluded from the realm of science. The psychological scholars are trying to create a bridge between the mind and the body, and also trying to understand the basic nature of a man and how that affects the behavior.

Before entering the scientific era of psychology, many British philosophers of the nineteenth century also attended to the questions of mind and matter. John Stuart Mill, who developed the theory of 'mental chemistry,' was a great influence on the German psychologists. He believed that the ideas that are generated in human minds are formed from simpler ideas put together to form the greater idea. But the greater

idea would always be bigger than the sum of smaller ideas. An idea was not merely a composition, but something new and more complex that generated from simpler ideas. It was more like a chemical reaction. All the psychological processes like the intricate ideas or sensations work on the same principle. They are conceived by the human body and mind as experiences analogous to a chemical reaction. This concept went onto become a huge influence on the German psychologists who took the idea forward to build a scientific system.

Another area of scientific investigation involved studying the sense organs and their processes scientifically. Early philosophers of eighteenth and nineteenth century believed that these are the phenomena of the mind which cannot be studied scientifically and should, therefore, remain within the purview of philosophy. This notion was discarded by the two German scientists, Weber and Fechner, and their groundbreaking works.

Weber, a physiologist, was interested in the relationship between the sense organs and the stimuli present in the environment. In his works, he found out that there isn't a one-to-one relationship between the two. The relationship rather depends upon the perception. According to him, one has one's own perception towards the environment which is not based on the magnitude or intensity of the environmental stimulus, but on the ratio of difference to the standard. Fechner took forward Weber's monumental discovery and gave it a mathematical connection. For the first time, the psychological phenomenon was quantified and shown in numbers. Fechner spent his entire life investigating and quantifying the relationship between physical stimuli and sensory processes. This area of study was then called 'psychophysics.'

All the above mentioned antecedent forces led to the establishment of psychology, a scientific realm which studies the processes of human mind and behavior in numbers by adhering to the scientific rules of investigation. Psychology was established as a science in 1879 when a German scholar, Wilhelm Wundt, established the first scientific laboratory at the University of Leipzig in Germany. The period that followed after the establishment of the scientific laboratory is called the scientific era. As an independent discipline, psychology is around 138 years old. After the establishment of the laboratory, many groups of people came forward to express their views on a systematic dimension of psychological studies and on subject matter and methods of investigation. Such groups of people who shared similar views on the psychological analysis were regarded as schools or systems. All the schools emphasized their own methods. As psychology has matured and evolved over a period of time, most schools have now disappeared, but their contributions have laid down the foundation of the modern-day psychology. Chronological development sees six major schools and systems that have significantly influenced our knowledge of psychology.

The beginning of psychology identifies 'structuralism' as the first school. The system was founded by Wundt and his disciple, Titchener. Its core concept and the base subject matter was consciousness. As the name suggests, they were concerned about discovering the fundamental structure or the anatomy of the conscious mind. They shared the similar interests with the British philosophers of the nineteenth century. The major distinction between the two was the study of investigation. While the philosophers wanted to use the traditional philosophical tools, the structuralists used scientific and experimental methods to understand consciousness. The major method employed was called 'introspection,' which broadly means to 'look within.'

In this method of introspection, the subject was asked to report his conscious experiences of judging the stimuli and perceiving them as objectively as possible. According to this system, the consciousness could be analyzed into three basic elements: sensations, feelings, and images. The structuralists concluded that these three elements combined to form the final result that was much greater and complex than merely the combination of the three. This idea bore a resemblance to the concept of mental chemistry by John Stuart Mill.

It was the first approach that worked experimentally on the concepts like sensation, perception, reaction time, attention, feeling, and association. Even though structuralism helped psychology attain its first subject matter, it was criticized for having selective and limited topics for experimentation. This system developed by Wundt was labeled as 'pure science.' The thinkers were concerned about the 'what' and 'how' of the consciousness and its processes, but failed to answer the 'why' of both. Also, there were no practical applications of the system. As a result, structuralism was discarded and a new group of people called the functionalists formed another school.

Functionalism emerged as a reaction to structuralism. It was highly influenced by the works of William James. William James was one of the most famous American psychologists who emphasized majorly upon the concept of functionality of the consciousness. James stated that the focus should be on the functions of the brain and not on its structure. He laid the basic functions and characteristics of consciousness. He disagreed with the structuralist thinkers on the idea of breaking down the consciousness into separate elements. The central concept of functionalism revolved around understanding the basic functions and uses of consciousness. Instead

of focusing on the elements, it focused on the purpose. Major functionalist thinkers were William James, John Dewey, Harvey Carr, and John Angell. Introspection was adopted as the method to understand the uses of consciousness. According to James, introspection was a natural instinct and did not require any professional training. The purposes and the processes of behavior were discussed and understood by functionalists in a systematic and scientific manner. James served and promoted the idea that the existence of consciousness is void if it doesn't serve any practical purpose. As a result, the elements of consciousness shouldn't be a matter of concern, decoding the adaptive and the practical functions of consciousness should be the subject matter of psychology instead. Functionalism, as a system, served a higher purpose as it broadened the scope of experimental and psychological research and brought in practical uses of the research.

Though functionalism contributed immensely to the development of psychology, it was highly criticized by scholars for using introspection as a method. Introspection was not considered as a practical and scientific method because it was subjected to biases. Introspection, in literal terms, means to look within and report all the sensations, thoughts, and emotions, but introspection method cannot be relied upon because of the dependency on the subject's choice. The subject can choose to hide, manipulate, or change its conclusions and consequently, the information collected is not reliable. As a system, functionalism lacked experimental set-up and scientific tools, and so, it was criticized. The dire need to incorporate experimental research and scientific subject matter brought together a group of thinkers called the behaviorists.

Behaviorists that emerged in early 1900s took charge of the work of understanding the subject matter of psychology. They shifted psychology's focus

from consciousness to behavior. According to them, consciousness, feelings, thoughts, and all the cognitive processes were too subjective in nature, and could not be studied scientifically. They favored another concept which was more powerful and practical and could be studied scientifically. That concept, as the name suggests, was the behavior of an organism. They tried to understand the behavior of an organism scientifically. This led to the coinage of a new term called 'behaviorism.' Behaviorist school of psychology emerged as an influential system under the direction of J. B. Watson. Behaviorists argue that the behavior of a person could be studied scientifically without understanding the internal processes. The behavior was said to be an external mechanism that happened as a reaction to the outside stimulus. The behaviorists believed that the internal processes like feelings and emotions were too subjective in nature and could not be studied within the parameters of scientific domain. On the other hand, all the behaviors, either internal or external, became the core subject matter of behaviorism. The major behaviorists, who studied the behavior scientifically, were Ivan Pavlov, B. F. Skinner, Edward Thorndike, John B. Watson, and Clark Hull.

Behaviorism was an important milestone in the history of psychology as it experimentally understood the behavior of a person. Behaviorism explained the concepts of learning, conditioning, reinforcement, and development of a character thoroughly. Pioneering works of Ivan Pavlov and J.B. Watson and their experiments on animals brought out a clear understanding of the relationship of a person with his stimulus and environment. Behaviorists explained how punishments and rewards can help an individual learn and develop. Since behaviorism studied the observable behavior, it involved the methods of experimentation and observation. Such methods also made the collection of data easy. This system brought a tremendous shift in the

study of psychology. After having studied the behavior thoroughly, it became easy to predict and change the behavior of the person in future. Behaviorists provided solutions to almost all the problems. For instance, they explained why children acted like adults, how empathy and pro-social behavior could be induced in children, and how phobias could be attained and removed. In the growing years of a child, the paramount focus of the parents is on a healthy upbringing. Behaviorism provides an opportunity for the parents to understand their children and direct their behavior in a favorable direction. Life will definitely become easy if we start understanding our own behavior and the behavior of others. People will have more cohesiveness and understanding, and they will be at peace with others. It can be rightly said that behaviorism, with its experimental research on behavior, changed the face of psychology as it proved instrumental in establishing psychology as a science.

In recent times, behaviorism has lost its popularity which it enjoyed in 1900s. This school was highly criticized by humanists and existentialists, who belonged to the other groups of psychologists, the groups that were formed as a reaction to behaviorism. In their theories, behaviorists did not incorporate the important concepts of 'free will' and 'motivation' and ignored the influence of the cognitive system on the behavior of a person. The behaviorists regarded the behavior as a passive reactor to the environmental stimulus, but the modern psychologists now have a broader view of what determines human behaviors.

Parallel to behaviorism, there developed another system called the psychoanalysis or the psychodynamic approach to psychology. Sigmund Freud was considered as the father of psychoanalytical approach to psychology. Freud was a physician who emphasized on the influence of unconscious mind on the behavior of an individual. Psychoanalysis did not emerge as an academic field, but emerged as a

medical tradition owing to Freud's theories. He used the term psychoanalysis in three different ways. Firstly, it was a method that could be used to treat the mentally ill. Secondly, it was understood as a theory of personality, and thirdly, it was considered as a separate system of psychology. To understand the consciousness, he divided it into three distinct parts: the conscious, the subconscious, and the unconscious. According to Freud, the unconscious had the maximum influence on the behavior and was the most mysterious part. The famous 'tip of the iceberg' analogy was used to understand the division wherein the tip of the iceberg was considered as the conscious mind, the floating part as the subconscious mind, and the huge chunk of ice submerged in water as the unconscious mind. Through this analogy, one can understand how big the unconscious mind is in respect to the other two and how little understanding we have of that mind. The psychoanalysis studied the mind based on various principles. In order to understand and study the importance of the unconscious mind, Freud devised the method of free association which evolved as a cathartic method. Other principles stated the importance of motivation in all kinds of behaviors, whether rational or irrational. Psychoanalysis also put strong emphasis on the life history of a person. To illustrate, for understanding neurosis, the psychoanalysts tried to analyze the parent-child relationship and its entire history. Dream analysis was also an important concept as dreams, in the words of Freud, were the road to the unconscious. Also, they talked about the biological basis of a behavior explaining how sex is an innate biological drive and how the primal energy is manifested in two forms: the life instinct and the death instinct, which are in a continued conflict with one another.

Personality was an important concept thoroughly explained by Freud. According to him, a person goes through different psychosexual stages of

development since infancy, wherein each stage is subjected to fulfill innate sexual desire. A person is born with sexual energy called as the libido and he passes through different stages to sustain it. There are five stages of development: oral, anal, phallic, latency, and genital. In the oral stage, the person seeks mouth stimulation to gain pleasure. In the anal stage, the person seeks the stimulation in anal region and gains pleasure through elimination of feces. In the phallic stage, the erogenous zone shifts from the anal to the genitals. The children are seen to be curious about the genitals. Latency period sees the repression of the sexual urge and pleasure in the environmental activities. The last stage is the genital stage in which a person hits puberty and his interest and sexual urge are directed towards the opposite sex. Freud explained the behavior of adults according to these psychosexual stages. Freud believed that the abnormal or unexplained behaviors occur when a person is fixated on any of the above mentioned stages. To illustrate, extreme pessimism and argumentativeness are linked with fixation in the oral stage. Similarly, stubbornness and extreme messiness occur due to the fixation in the anal stage. The Oedipus complex, which refers to the sexual attraction of a son towards his mother, and Electra complex, which describes the sexual attraction of a daughter towards his father, is linked to the phallic stage. As a result, the psychosexual stages of development went onto become the highlight of the psychoanalytical school of psychology.

Freud explained the origin of anxiety and how a person subconsciously deals with it in everyday life. According to Freud, some people behave in a certain way and don't realize the reasons behind it. Anxiety is an unpleasant state that is followed by physical sensations. To curb those physical sensations and provide relief to the person, the ego adopts some strategies called as defense mechanisms. Defense

mechanisms work at an unconscious level to make the anxiety less intense and let the person maintain his sense of reality. The defense mechanisms are now the common mechanisms widely understood by everybody. Some of them are repression, reaction formation, fixation, projection, regression, and rationalization. A child gets scolded by his father and in return, he turns and shouts at his servant. This is a form of defense mechanism called displacement. The old saying that 'grapes are sour' is a perfect analogy to understand rationalization. It can be rightly said that the defense mechanisms are commonly used by everybody in everyday life. The problem lies when one is not aware of it and the hidden anxiety lurking behind. All this is done by our unconscious mind at its level, thereby keeping the conscious mind away from stress and anxiety.

Freudian psychology and its system, even though widely popular and scattered all over, garnered a lot of criticism by many influential psychologists like B.F. Skinner and Carl Jung. It was said that Freudian psychology put over emphasis on the sexual energies of the person. Its existence was doubted to be non-scientific. Also, the nature of data collected through introspection and verbal report was said to be non-scientific and unquantifiable. The data was a matter of faith and thus had no credibility or verifiability. Some of the concepts like the ego and the unconscious mind were said to be just theoretical concepts and, therefore, unscientific in nature. Another major criticism came from Abraham Maslow, an American psychologist, who is now famous for his theory of hierarchy of needs, considered Freud's theory to be too pessimistic and based on studies of mentally-ill only. Abraham believed a person to be holistic and good at the basic core. Maslow, like Freud, took into account the life course of a person to understand the behavior, but differed from Freud in terms of its analysis. Freud believed a person to be innately pessimistic and filled

with conflict between life and death instincts, whereas Maslow considered a person to be innately good and on the way to self-actualization.

Thus, humanistic psychology emerged as the third force in psychology in reaction to the first two forces of psychology- psychoanalysis and behaviorism. Humanistic psychology originated not as a system, but as a movement that took shape in early 1960s. Humanistic psychology is not an organized theory or a singular system, but a movement that allowed psychologists from various fields to come together. It was developed as a reaction to the first two forces and emphasized not only the subjective experiences of a human, but also his potential for growth. Both the pioneers of humanistic psychology, Abraham Maslow and Carl Rogers, de-emphasized the impact of the stimulus in the environment and the unconscious mind. The humanists emphasized on the conscious and rational 'free will' or the 'free choice' of an individual, instead. All the humanists do not think along the same lines. It's a system comprising scholars from varied fields who call themselves the humanists. This system came into force when Abraham Maslow, now known as the father of humanistic psychology, along with his followers termed it as humanistic psychology in 1962. Humanists considered studying an individual as a whole. All the behaviors and actions were studied considering the whole life history of a person.

Humanistic psychology considers the human as a whole organism and understands the behavior of a human being by studying its entire life history. Humanistic system emerged as a reaction to the first two forces of psychology. Humanists believed that behaviorism didn't consider the totality of a human being and its processes. Behaviorism, according to Maslow, treated a human being as an organism reacting to the stimulus in the environment. Humanism criticized not only behaviorism, but also criticized psychoanalysis for being a system which considers a

man within the orbit of instincts and conflicts. Maslow emphasized on the fact that psychoanalysis studies only the abnormality in living beings and does not consider mentally healthy people. He brought the third force to consider the remaining basic processes of humans like self-actualization. Humanists felt that both the earlier forces were too pessimistic. Humanists, on the other hand, focused not only on an individual's innate potential, but also on the importance of growth and the need to reach the state of self-actualization. According to Maslow, a human being is innately good and is worthy of achieving self-actualization. He further stated that all the problems, social or mental, of humans arise due to the deviation from this natural tendency of humans. Humanistic psychology considered the person as a whole. The word 'phenomenology' resonates with the humanistic approach because the personality is studied as an individual's subjective experience. This system adopts a holistic approach to the existence of humans and gives emphasis to phenomena such as human potential, spirituality, personal responsibility, and self-actualization.

By the late 1950s, Abraham Maslow and his fellow psychologists agreed upon keeping individuality, inner nature, creative potentiality, and self-actualization as the central themes of humanistic psychology. In 1961, the official American Association for Humanistic Psychology was established. The major thinkers and psychologists of humanistic psychology were Abraham Maslow, Carl Rogers, Rollo May, and Erich Fromm.

Buhler laid down some basic postulates of humanistic psychology. The first and foremost one is to consider the person as a whole. This approach tries to understand, rather than explain, the basic functioning of the processes responsible for human behavior. According to Maslow, an organism had not been studied as an integrated organized whole before. The humanistic approach emphasizes on the entire

life history of a person and is concerned with collecting as much knowledge of the entire course as possible. Another basic postulate emphasized on self-actualization as a major life goal which is universal and applies to everyone. A person, if raised in favorable environmental conditions, would walk in the direction of attaining self-realization of the innate potentials. According to humanists, biological needs and instincts are not the only basic goals of humans. Self-actualization is also an equally important innate life goal. Self-actualization, according to Maslow, is a motivating factor in humans and, therefore, he devised the theory of motivation or self-actualization.

Humanists also emphasize on a person's innate nature. According to psychoanalysts, the basic nature of a man is pessimistic and destructive which has to be controlled in order to live a fulfilling life. Contrary to this, humanists believe that the innate nature of a human is basically good. The destructive thoughts and processes emerge when a person is not put in a favorable environment. Humanists also emphasized on the fact that a man is different from an animal, as an animal lacks the basic fundamental principles which are otherwise present in humans like values, morals, ethics, and others. Owing to this fact, Maslow disagreed with the behaviorists and their researches with animals. According to them, all the animal researches become null and void when it comes to the understanding of basic nature of humans. Humanists also consider creativity to be innate in a human. Maslow interpreted creativity as a potential that a person is born with. Creativity, which is universal, can be unleashed through different outlets and forms of self-expressions. Along with creativity, a strong emphasis is also laid on the psychological health of a person. Maslow, disagreeing with the Freudian theory of psychoanalysis, believes that a mentally healthy person cannot be understood by studying a mentally-ill person.

Therefore, the humanists lay strong emphasis on self-actualization and consider mentally healthy people for understanding human behavior.

Though this system emerged as a reaction to other schools and systems, it also had strong antecedent forces. The psychology and understanding of the self was first reflected in the works of William James. He categorized the self into four parts: the material self, the social self, the spiritual self, and the pure ego. The concept of pure ego considers the 'I' as the knower, which is now treated as the most important concept in the modern self-theorists. Carl Rogers' theory of self is one of the examples of self-theories. Carl Rogers' theory went on to become an important contributor to the system of humanistic psychology. He explained three major constructs: self-actualization, self, and organism. Existential psychology was also a strong influence to the humanistic approach. It aims at understanding the personal experiences of a person in terms of his consciousness, moods, behaviors, and the reasons for his existence in the world. Existential psychology, at the core, understands the existence and the total reality which directly influenced the humanists. Because of the commonality of the two systems, the existential psychology is also considered as the third force.

Humanism studies the person in a holistic way. This approach focuses on the uniqueness of a person and how each individual perceives and interprets the environment around him differently. The central theme of humanistic psychology revolves around the concept of 'free will' of a person. Personal agency is the term used by humanists to define this concept. Humanism, as a system, rejects the scientific methods to collect data. It focuses rather on the qualitative research. According to humanists, the subjective perception and reality of a person is much more important than the objective and quantitative reality. Since the humanists

believe the innate nature to be good, the methods of collecting data are unstructured observations, unstructured interviews, and analyzing or interpreting personal diaries. To capture the richness and the essence of a conscious experience, the humanists believe in talking about the feelings and perceptions. The rigid, rigorous, and limited scientific methods and tools are considered dehumanizing by humanists. Therefore, humanistic psychology is more of a holistic system that incorporates the subjectivity of human consciousness and studies it to understand the development of a being. Humanistic psychology shifted the focus of psychology from behavior or the study of unconscious processes to the study of a whole organism. This concept incorporates the real essence of what it is to be a human. The concept of idea, belief, individuality, uniqueness, motivation, and self-actualization is highly adopted in this system.

Even though humanism provides a holistic view and brings a greater insight into the everyday life of a human, it is criticized for being unscientific in nature. The data collected through the unstructured interviews and qualitative researches is not subjected to verification. Also, the humanists put less emphasis on the unconscious mind and more on the free will that is in direct contradiction to the deterministic laws of science. Even after facing flak from the opposing psychologists, it can be truly stated that the humanistic psychology has a great impact on the field of abnormal sciences and therapies.

Abraham Maslow, who taught at various universities in the United States of America, is now known as the spiritual father of psychology because of his contributions to the emergence of the third force in psychology which is now known as the humanistic psychology. Maslow has extensively worked on concepts like motivation and personality, and has also attempted to understand the basic nature of a

human. His important and well-known publications are *Toward a Psychology of Being*, *Motivation and Personality*, and *The Farther Reaches of Human Nature*.

Maslow was an ardent believer in the optimistic nature of a human. By optimistic nature, Maslow meant that a human possesses a base of good qualities that foster or hinder in the course of his life. He believed humans to be born with innate nature that is optimistic and basically good. According to him, the innate nature of a being is positive and good that is meant to be flourished throughout the course of life. If a person turns out to be deviated from the normal course of being a good person with the capacity to love, it is because of the environment he was raised in. The environment plays a monumental role in the development of a personality or character. The core idea of the humanistic psychology revolves around this concept. Maslow believed that all these inherent qualities flourish when a person is given a favorable and a suitable environment to grow in. The only reason why a person grows to become less optimistic is because of the lack of a favorable environment. The unfavorable environment leads to the repression of these inherent qualities leading a person to become more pessimistic in life.

Maslow based his assumptions of humanistic psychology on the belief that every individual had an innate desire or need to reach his maximum potential, provided he is put in the most favorable environment. He believed that a human being is a motivated organism meant to reach the highest state of his capabilities and potentials. It is a potential wherein an individual is able to take full advantage of his capabilities and talents and also be mindful about his limitations of being a human. This highest potential is characterized by a complete sense of self-acceptance and the acceptance of others, contentment, empathy, purpose in life, and profound happiness. The peak potential marks the desirability to show empathy and sympathy, to have the

capacity to love, and to be a paramount contributor to the welfare of the society. This maximum potential was termed as 'self-actualization' by Maslow. The term 'self-actualization' is self-explanatory. To reach the full actualization of the self, the person would completely actualize his capabilities and capacities. This state is called as the state of self-actualization. The term 'self-actualization' simply means a desire to be completely fulfilled wherein one realizes one's full potential by becoming fully contented and creative. It simply means reaching the peak of human experiences and creative self whereby one becomes a fully functioning person.

Self-actualization, according to Maslow, was a need that had the highest value in a human's life and in order to attain or feel that need, certain basic needs should be fulfilled. Maslow described self-actualization as more of a motivational process. To put his ideas coherently, he proposed a theory wherein he describes the arrangement of needs of a human being from the most basic to the highest level. He viewed motivation in a person to exist in a hierarchy in which the lower-order needs must be completely or partially fulfilled in order to fulfill higher-order needs. These needs are innate and are arranged in an ascending order of priority. This theory is called the theory of self-actualization or Maslow's hierarchy of needs theory.

In order to understand this theory, one must understand the basic assumptions about motivation. Firstly, motivation is a holistic process. Motivation, according to Maslow, does not arise in one part of a biological body, but arises in the whole organism at once. Let's consider the sex drive. It does not originate only in the genitals of a being, but also in the brain and some glands. It is not a part of the body that is motivated, but the whole organism at once. Secondly, motivation is a never-ending process. An organism is continuously motivated by one or the other need. To understand this, let's consider hunger. Once an organism feels hungry, he feeds

himself and fills his stomach, but that doesn't mean that he will not feel hungry ever again. He feels hungry again after sometime. The same is the case with other biological, psychological, and social needs. An organism, even after fulfilling his needs for a certain time, would feel the need again. It's an ongoing cycle. Also, after the fulfillment of one biological need like hunger, humans aspire for social needs like health and security.

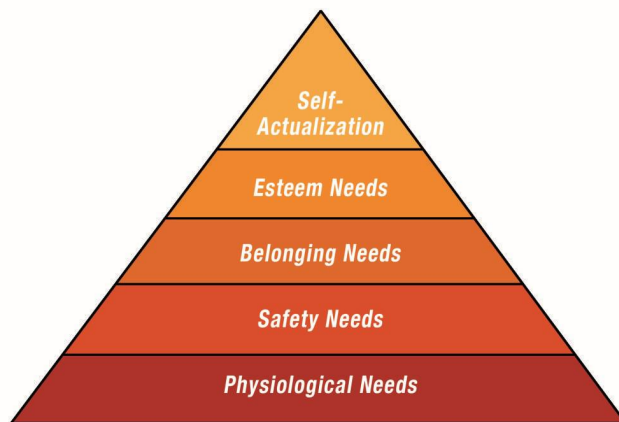
Owing to its complexities, the idea of motivation is difficult to understand because most of the time motivation develops from the unconscious mind. Maslow had very firmly adapted the concept of unconscious motivation and believed in its existence. He believed that motivation mainly was a result of unconscious desires and most people fail to recognize these desires and don't understand their own motivational needs. Even though the unconscious desires may differ from person to person, there are certain physiological and social needs that are common to all the individuals. Moreover, all these common basic needs are equally potent for everyone and are placed in the same hierarchy level. So, even though the environmental conditions of humans may differ, their innate desires and the hierarchy of those desires will remain the same.

In Maslow's theory of self-actualization, there are five levels of needs that are arranged in a hierarchy. The idea behind the hierarchy is that the lower-order needs should be met before the higher-order needs becoming the motivating factors for an individual. For an individual, the lower-order needs will take priority over the higher needs because if they are not fulfilled or satisfied, the higher-order needs will not emerge as a motivating factor.

The five needs as described by Maslow are:

1. Physiological needs

2. Safety needs
3. Love and belongingness needs
4. Esteem needs
5. Self-actualization needs



Bueno, BJ and Scott Jeffrey. "Why Maslow's Hierarchy of Needs is Crucial for Your Business." *The Cult Branding Company*, 4 Mar. 2014, cultbranding.com/ceo/maslows-hierarchy-needs-crucial-for-yourbusiness/. Accessed 10 Apr. 2018.

At the very bottom of the hierarchy pyramid are the physiological needs. These needs include the need for food, water, oxygen, excretion, and sex. These needs have the highest priority for any human. These are the most potent and, if in any case, these needs are not fulfilled, an organism will not have any higher needs. For instance, a person who is hungry and has not eaten for days will not have any motivation or need to form social bonds or build friendships. His first and the most important need would be to satiate his hunger. These needs also include the need to be in an optimal temperature, the need for enough oxygen, and the need for maintaining a pH balance in the body. Physiological needs also include the biological

needs like the need to have sex, be active, avoid pain and excrete waste, sweat, urine, and feces. Physiological needs are recurrent and cyclic in nature. These needs can be fully satisfied for a certain period of time, but they tend to develop again. The cycle is comprised of four major states: need, instrumental behavior, goal, and relief. The need refers to the deficit one feels within the self or the surrounding. The need can be physical, psychological, or social in nature. When an organism feels the need, it becomes motivated to fulfill the need with the help of an instrumental behavior. An instrumental behavior is any behavior that can satisfy the need of an individual. The behavior always works in the direction of a goal, like cooking food to get rid of hunger. Once the goal is achieved and the need is fulfilled, one feels relief in the body. The relief lasts up to a certain time only and then the need arises again. This process or phenomenon can be referred to as the motivational cycle. For instance, when a person feels hungry, his hunger can be satisfied by filling his stomach with food, but the stomach feels satisfied only for a certain amount of time. After that, the food is digested and the hunger arises again, and this hunger gives motivation to the person to feed his body again. Also, physiological needs are the only needs in the hierarchy that can be fulfilled and satisfied completely. Such is not the case with higher-order needs.

At the second level of the pyramid are located the 'safety needs' that arise after the physiological needs are satisfied. These needs include the need for feeling safe and secure and avoiding danger and pain. If a human being wants to live a healthy and peaceful life, he must be put in an environment where he feels physically secure. The need to free oneself from anxiety and danger is an important need for the sane survival for an organism. Between a war-torn and a safe city with effective political and social system, which city would be preferred? Unlike the physiological

needs, safety needs can never be fully satisfied. It is imperative to say that there is no place on this planet that is totally secure and safe. Therefore, a partial fulfillment of these needs can also lead to the emergence of higher-order needs. For most adults, the safety needs are not the prime motivators but for children, they are one of the most important motivating factors. Children, in comparison to adults, need more security and safety around them. Since they have a low threshold for pain, they try harder than adults to stay away from pain and chaos. In critical situations like war or disaster, the prime motivating factor becomes the safety of a person. So, it is also a situational motivating factor that may become the prime need in certain situations. In most of the developed nations, the basic needs are taken care of by the government. People living in such communities and societies feel secure and physiologically healthy, thereby giving more space in life for higher-order needs to emerge.

Next in the hierarchy is the 'need for belonging and love.' These needs include the need to feel loved and accepted, and also the need to live in a safe environment. These may also be termed as 'social needs.' The need for accepting and giving love can occur only when the aforementioned two parameters are fulfilled. Once the first and second level needs are fully or partially satisfied, a person can feel the need for having social bonds. These social needs give rise to an urge to form friendship and love bonds, to feel accepted in a society, to belong to a community or a group, to receive and share love, and the need for a partner or a family to show affection. Maslow also pointed out that in order to develop into a fully functioning healthy individual, all the children and adults need to fulfill the need for love. Without receiving love and feeling accepted in a group, an individual cannot grow completely. For instance, we have often seen people becoming outcast, cynical, and suspicious in nature when they grow up in an environment where they are not

accepted. They become pessimists because they are not provided with the favorable conditions necessary for the proper mental growth of an individual. Hence, these needs are very important and must be completely or partially satisfied in order to reach the higher state.

Beyond the already discussed needs are the needs for esteem which include both the kinds of esteem: esteem and appreciation for others and self-esteem. When the previous three types of needs are fulfilled, the esteem needs arise in a human being. Esteem needs also include the needs for being independent and self-confident, and also the need for acquiring strength, power, prestige, appreciation, and dignity. Only that person whose physiological needs are fulfilled, and who feels secure, safe, and accepted in the society, can think of having the motivation to gain self-confidence and show appreciation for others. A hungry person will not be motivated to appreciate the beauty around him. He would just be motivated to fill his stomach and quench his thirst. According to Maslow, the esteem needs, when fulfilled, bring a sense of importance in a being. This sense of importance leads to a healthy mental functioning and an overall personality growth.

At the top of the pyramid lies the need for 'self-actualization.' It is our desire to transform into a fully functioning human being by reaching the peak of our potential. Self-actualization needs emerge only when all the other needs are fulfilled, either completely or partially. As already mentioned, self-actualization is the need to achieve one's full potential. Some of the qualities that a self-actualized person possesses include perfection, wholeness, beauty, truth, and goodness. According to Maslow, only a small percentage of people actually fulfill their need to self-actualize and these people have some special characteristics. Such people are free from the prejudices and stereotypes and have their own perceptions about the world around

them. Such people are in accordance with their own self-image, and fully understand their behaviors and emotions and do not indulge in self-harming or self-sabotaging behavior. They are more natural in their ways of conducting life, seek the greater good and work with simplicity and spontaneity. They also live in a world outside of themselves. They think of problems that are not related to them or the world and have certain goals and missions to achieve the solutions. Such people also understand the importance of being autonomous, alone, and private. They need to spend time alone and reflect upon their ways and doings. Such people do not feel lonely when alone. They enjoy the solitude. This solitude helps them in giving a perspective about the world around them and better things to focus on. A self-actualized person would rather focus more on what he is good at than on what he lacks. They also have a general appreciation for the world around them. They appreciate beauty, people, and god's fortune. All these needs, in turn, help the person to have frequent and regular sublime experiences, which are nothing but the moments of pure joy, elation, and ecstasy.

Maslow has also pointed out that the self-actualization is a matter of degree and frequency. It is not an 'all or none' state. Any person cannot be fully self-actualized. He could just be more or less actualized in comparison to others. Self-actualized humans can also show traits of being inconsistent and confused, but that does not mean that they are not self-actualized. A person who has fulfilled all the basic needs and has constantly fulfilled the need to self-actualize or if the major part of his day goes in fulfilling the self-actualization needs, he can be understood as a self-actualized person.

Maslow has further divided the same pyramid into two types of needs: deficiency needs (D-cognition), and growth needs (B-cognition).

The physiological, safety, and belongingness needs fall into the category of deficiency needs because they are the most basic needs and their deficiency would not lead to the emergence of higher-order needs. These needs have to be fully or partially satisfied before a person moves toward higher-order needs. They are called the deficiency needs as they are the most basic ones to achieve in life. The esteem needs and self-actualization needs fall into the category of growth needs as they help an individual's personality grow. The need to respect our own selves and others, and the need to build self-esteem and achieve self-actualization, helps to build character in a person. These qualities help a person develop and grow into a healthy functioning person. Therefore, these needs are also known as the growth needs. Further, the self-actualization needs are divided into cognitive needs which refer to the needs to discover the higher truth in life and aesthetic needs which refer to the needs to appreciate the beauty, balance, and form. These needs are known as the meta-needs.

Maslow's theory is a holistic and complete theory describing how the personality develops over time because of the internal motivating factors. These motivating factors shape the life of a human being. These factors prevail within each, individual irrespective of the individual differences and backgrounds. According to Maslow, these motivating needs occur in a hierarchy which is constant for every human being. Once a person starts fulfilling these needs, the character of the person develops and so does the personality. This theory was one of the most important theories in the history of humanistic psychology for determining the holistic course of a human life.

Even though the humanistic approach is holistic, it was highly criticized by leading researchers and behaviorists like B.F. Skinner. Skinner pointed out that humanistic psychology, as a separate force, is non-scientific and subjective in nature.

He maintained that humanistic psychology lacked reliability and validity and that the assumptions made by the humanists could not be studied scientifically. The main method of humanists for collecting the data was introspection, the method which had already been discarded because it was considered unscientific, subjective, biased, and unreliable. The concept of self-actualization and the need to find the higher truth seemed too subjective and unscientific to most researchers. They claimed it to be a subject matter based on faith rather than science.

In spite of receiving criticism, the contributions made by the humanistic approach are significant and remarkable as it was the first and the only force in psychology that studied the human behavior holistically and talked about the human nature in detail. The humanists believed that the humans are basically good and are capable of realizing their inherent potential and achieving self-actualization. The humanists collectively viewed a human being to be the master of his fate and somebody who is in total control of the self rather than being a product of the environment and surroundings.

It has already been established that humanistic psychology is concerned with the concept of self. Humanistic movement emphasized on the active role of a person, who lives in the present moment while subjectively responding to the current encounters and situations. According to the humanists, a person is not just an organism that responds to the environmental stimulus, but an organism that fully immerses in an experience. Carl Rogers was another pioneer of humanistic psychology and one of the founders of the humanistic movement who contributed majorly to the thoughts of self. He focused on the personality of a psychologically healthy person and also tried to describe his understanding of the self. He was born in Illinois and grew up to teach in famous universities like University of Chicago,

University of Wisconsin, and Ohio State University. He is majorly remembered for his contribution to the field of psychiatry, and particularly for the psychiatric treatments using his famous technique called the client-centered therapy. His famous works include *A Way of Being*, *On Becoming a Person: A Therapist's View of Psychotherapy*, and *Client Centred Therapy: Its Current Practice, Implications and Theory*.

The client-centered therapy is a humanistic therapy approach wherein an individual known as a client is made aware of his own thoughts instead of accepting the perception of a psychologist. The interaction between the client and the psychologist is established in such a way that the client becomes aware of his wishes, forces, and conflicts. The psychologist tries to give minimum possible views or opinions. The word 'client' has been used instead of 'patient' because Rogers believed that these people or clients required counseling for their mental health as opposed to those who are ill and need immediate medical assistance. Such people are not patients as they are not required to completely surrender before their psychologist. They are rather actively involved in the therapy process.

Based on Rogers' experience as a client-centered therapist, he was able to make certain assumptions about the concept of self. The therapeutic influences helped him to create a theory about 'self' which he called the person-centered theory. It is also known as Rogers' theory of self or person-centered theory. As a psychologist, Carl Rogers developed this theory to help his clients become fully functioning persons. The fully functioning person refers to somebody who is completely aware of his own and others' feelings, one who is open and receptive to new experiences, one who is aware of his highest potentials and aims at achieving them, and one who is also psychologically healthy. Such people understand the stereotypes, prejudices, and

projections that exist in the social world and are able to differentiate themselves and their opinions from the people around them. They are capable of making sound decisions based on their judgments and experiences and have complete faith in believing what is right, and act upon it. Such people live in the moment while completely immersing themselves in the current experiences and not indulging in the thoughts of ideal self or self-concept. They utilize their creativity to optimal level to get through every situation and live as their best self.

This theory takes a holistic approach and can be understood in arbitrary constructs. It emphasizes on the importance of achieving self-actualization. This theory is similar to Maslow's 'hierarchy of needs' theory as it's based on the same assumption that a person requires a favorable environ to grow and that the basic nature of any human being is good and positive. Rogers, too, believed in the highest potential of an organism that is achieved when all the desires and wishes of a person are fulfilled. Rogers constructed this theory with the underlying assumption that clients, who come for psychological help, know their cause of suffering deep down. The clients understand the imbalance in their minds, but are unable to fix it. The psychological imbalance usually occurs because of the incongruence that persists in the mind between the perceptions and the actual reality about which the client is usually aware of, but refuses to believe in. The psychotherapy helps the clients to analyze and interpret their own thoughts in order to arrive at a healthy conclusion. This theory is based on the same experiences that Carl Rogers gained while helping his clients. Rogers believed in the innate capacity of an individual to grow and be psychologically healthy. This need and capability to grow into a psychologically healthy human being is hereditary. Such a need for self-actualization is directive in nature and is present in all the living organisms. This tendency can be suppressed in a

being by putting him in a non-favorable environment that can hinder the growth of the need, but cannot make this need die in an organism. This need dies only when the organism dies. To understand this theory completely, its three main components need to be understood- the organism, the self, and the self-actualization.

The Organism

Normally, in psychology, the term 'organism' refers to a biological being that functions by keeping the body alive through energy and responds to the stimulus in the environment, but for Rogers, the term 'organism' refers to the sum total of all the experiences occurring within the whole organism at one particular time. The term organism means a locus point of all the experiences, both internal and external, happening at a particular moment. Therefore, an organism is referred as a 'totality of experience.' The sum total of the experience comprises the two types of experiences, the conscious and the unconscious. These totalities of experiences constitute phenomenal field or perceptual field. All the experiences of the phenomenal field are internal experiences that cannot be known or understood by another person without an empathic approach. Such experiences can never be perfectly known to anybody outside the self. Only a person going through it can know and understand such experiences. These experiences can exist due to internal or external source. It could be understood as our subjective reality ranging from everything we are aware of like people, objects, perceptions, thoughts, feelings, or emotions.

The Self

The concept of self emerges from the perceptual field. Whenever a person describes an experience through the usage of words such as 'I' and 'me,' the self

emerges. Rogers believed that the concept of self is in a state of flow, which means that it exists with or without the awareness of a person. The awareness of the concept of 'self' brings in the understanding of differentiating good from bad, or regarding one's experiences as positive or negative. According to Rogers, the 'self' is not a separate part of personality like Freud thought it to be, but it is the only part at the most organismic level that incorporates the entire organism. Rogers classified the 'self' into two major subsystems: self-concept and ideal-self.

Self-Concept

It includes all the major experiences, thoughts, perceptions, and aspects of experience that are perceived by an organism in full awareness. It could be understood as the perception of self as others see it. Such experiences are subjected to false perceptions, too. Sometimes, an organism is unable to perceive the full picture of an experience and so, the organism perceives it inaccurately. Once the self-concept is formed, it is subjected to minimal changes, thereby making it more difficult to learn about the self. Also, the experiences that are not in congruence with the self-concept are discarded. Self-concept, in simpler terms, is one's own perception about oneself. Any experience that contradicts our perception of the self is disowned or denied. Self-concept is not the same as the real self of the person or the organismic basic self. It's a perceived notion built in full awareness. Self-concept is only limited to the experiences we are aware of, whereas the organismic self or the basic real self is concerned with all the experiences that are also beyond our experiences. To illustrate, our internal organs like pancreas or adrenal glands are not a part of our self-concept until they underperform or outperform, causing obvious changes in our body and

raising concerns. So, till they function normally, they are a part of our organismic self.

Ideal Self

The phrase 'ideal self' itself suggests the meaning. Ideal self refers to those experiences that one person ought to have or would like to have. Ideal self is simply how we want to be or what we would like to be. It contains all the qualities, attributes, characteristics, and experiences that a person aspires to gain. The concept of ideal self can be understood on the same lines as the concept of superego in Freudian theory of personality. The wider the gap one has between the self-concept and the ideal self, the higher will be the incongruence, thereby making a person unhealthier.

Rogers had clearly explained the concepts of the organismic self, the self-concept, and the ideal self. The organismic self is nothing but the true self. These three selves need to be in congruence with each other for a fully functioning person. Rogers also focused on the relationship between an organism and the self. The self is a concept that emerges from the experiences an organism has. For a psychologically healthy person, the experiences of the self are the same as the experiences of an organism. It means that they both are in line and in congruence. In case both the experiences do not align, anxiety emerges and a person becomes distorted and opts for denial. This distortion makes a person misinterpret the experience in order to fit in their concept of self. The distortion makes a person change his perception about an event. In denial, the person stops being aware of the event altogether, thereby resulting in the experience not being perceived in full awareness. Between distortion and denial, distortion is more common in people as anxiety can lead to lowering of defenses in a person. It leads to a disorganized personality. Such people are then given

psychotherapy to deal with their distortions and bring a congruency between their self-concept and the organismic self.

Self-Actualization

As already described, self-actualization refers to the desire one has to reach one's full potential. The humanists believe a person to be basically good, and one who has the need to reach his highest potential in order to become a fully functioning person. Like Maslow, Rogers also believed in the concept of self-actualization. He assumed that every human being has the tendency to actualize his full potentials and capabilities, and that this tendency is inherent. Self-actualization was considered as a growth force which is present in every person's heredity. It not only comprises the biological growth, but also the psychological growth that was paramount for maintaining a healthy persona. Self-actualization develops from a simple to complex phenomenon because of the developments that take place in the thought process of a person with experience. Self-actualization is also a never-ending driving force. People, who have partially achieved their potential, always keep moving ahead. They have immense faith in their capabilities and believe in reaching their highest potential in a socially acceptable way. Therefore, once a person starts achieving those potentials, he has the need or desire to get better and better. According to Rogers, there are two important needs that are related to self-actualization: positive regard and self-regard.

Positive Regard

Rogers viewed the concept of positive regard or unconditional love as an important factor for the development of the self. Positive regard should be started at

an early age of a person. Parents play a very important role in developing the concept of self in children. Unconditional positive regard refers to the conditions wherein the environment doesn't place a preconceived notion of worth on the person. The person is rather made to feel worthy and loved, irrespective of his personality or character. Therefore, when dealing with children, parents should always use reinforcing language even if the child meets with failure. Developing fear in children while trying to mend their ways leads to a distortion in the concept of self. Parents have to be careful about the language they use in front of their children as it will determine how psychologically healthy the children will grow up to be.

When raised in a conditional positive environment wherein the emphasis is put on how a person should behave in order to be accepted by the environment, a distortion gets created in the self-image and consequently, an ideal self-image is created in the person. Environment of conditional positive regard is created when a person is expected to behave in a way the society accepts, or when a child is supposed to exhibit the type of behavior that is considered correct in the eyes of the parents. If more conditions are imposed on the person, more incongruence will develop between the self-concept and the ideal image, resulting in the person becoming psychologically unhealthy. The wider the gap between the self-concept and the ideal image, the bigger would be the psychological problem.

Self-Regard

Self-regard comes from self-worth. How a person thinks about the self is very important in becoming a psychologically healthy person. A psychologically healthy person has a high regard for the self and considers the self as worthy and important. The self-worth, in turn, helps the person to realize and achieve his goals and reach the

state of self-actualization. A person with high self-worth is somebody who has freedom of thought, one who accepts his achievements and failures with glory, one who has confidence, and one who can make his own decisions and has positive image about the self. A person with low self-worth is the one who has low confidence, one who relies on others' opinions about himself, one who deals ineffectively with failures, and the one who is unhappy most of the times. According to Rogers, the feelings of self-worth are developed in early childhood depending upon the environment the child was raised in. In a positive unconditional environment, a child gains more self-worth and self-respect than when he is in a positive conditional environment. Self-regard is also a practice of increasing self-worth. By positively and unconditionally accepting the self, one can develop or increase self-worth.

According to Rogers, when a person has a high self-esteem and is raised in an unconditional positive environment, the person grows up to lead a good life. There are several traits that are common to people who lead a good life. For instance, they are more subjected to openness and experiences, and are less subjected to failure and defeat. They have a fully existing life wherein they savor each and every moment and do not let monotony take over their lives. They value each moment and the fact that they are alive. They have confidence in themselves, which is why they don't rely on others to make decisions, but take matters in their own hands instead. They give themselves complete freedom to choose the course of their lives. They don't get ruled by the societal pressure. They make their own lives instead. They display a high level of creativity in almost all the spheres of life. They have a rich, and a fully functioning happy life in which they feel all the emotions deeply and understand the way their mind works and make conscious efforts to keep their mind always positive. Rogers' views have been criticized by many as they considered his theories too hard to

research on. Lack of evidences and reliabilities made this holistic approach to understanding humans less scientific. His theory also extracts its views from the subjective experiences of the clients rather than experiments, thereby making it less valid and reliable. On the whole, humanistic approach to psychology has been criticized for being too subjective in nature. However, Rogers' client-centered therapy and the concept of self will be remembered forever for bringing to light the understanding of the nature of an organism.

Therefore, with this brief background of psychology and its emergence, and an account of Rogers' and Maslow's contribution to this domain, the orientation literature draws from psychology is quite evident. Both, literature and psychology, deal with the complexities of human existence, one by way of expressing it and the other by way of understanding and resolving it. There is no denying the fact that psychology has always had a strong influence upon literature, which is why they are also termed as the sibling disciplines. The way the authors write and the portrayal of the characters in their works has been greatly influenced by the different theories of the psychologists.

Three such writers who take a psychological approach towards the characters of their novels are Ruskin Bond, Khaled Hosseini, and James Joyce. This research work intends to study the psychological development of the three characters from the world of literature and analyze their behavior from the point of view of humanistic psychology, particularly with reference to the theories of Abraham Maslow and Carl Rogers. The characters selected for this research work are Amir from *The Kite Runner* by Khaled Hosseini, Stephen from *A Portrait of the Artist as a Young Man* by James Joyce, and Rusty from the Rusty Series by Ruskin Bond.

James Augustine Aloysius Joyce was an Irish novelist and poet. He is considered to be one of the most influential writers of the early twentieth century. His major works include *Ulysses*, *Dubliners*, *A Portrait of the Artist as a Young Man*, and *Finnegans Wake*. *A Portrait of the Artist as a Young Man* is a story of Stephen Dedalus, a boy growing up in Ireland at the end of the nineteenth century. As a young boy, Stephen's catholic faith and Irish nationality heavily influence him but finally, he decides to cast off all his social, familial, and religious constraints to live a life devoted to the art of writing. At the end of the novel, Stephen decides to leave Ireland to pursue the life of a writer.

Khaled Hosseini is an Afghan-born American novelist. His works include *The Kite Runner*, and *A Thousand Splendid Suns*. *The Kite Runner* is the story of Amir, a fairly complex character who grows from a selfish child to a selfless adult. The novel depicts how Amir finds his place in a world of turmoil and transition. The major themes explored in the novels are father-son relationship, sin and redemption, race, class, war, as well as friendship and loyalty.

Ruskin Bond, an Indian author of British descent, has now been writing for more than five decades and has written around three hundred short stories, essays, and novellas. He is one of India's most prolific writers and the one who is a pioneer in the field of children's literature. In 1992, he received the Sahitya Akademi award and in 1999, he was awarded with the Padma Shri for his immense contribution to children's literature. The characters depicted in his stories are mostly nature lovers and the themes revolve around the concept of relationships. Ruskin Bond's character, Rusty, is the protagonist of all the five novels of Rusty series which describe a complete chronicle of Rusty's life. The novels selected for the present research are *Rusty: The Boy from the Hills*, *Rusty and the Leopard*, and *Rusty Runs Away*. Rusty's

character, which is not static, is left free to be analyzed and interpreted by the people in their own way. An in-depth analysis of Rusty reveals that he is a symbol of the journey called life. Towards the end of the novel, he matures and attains ripeness. We witness his constant advancement towards maturity. Treasuring a definite aim, he matures from a little boy to a mature and awakened man. The readers witness a loner like Rusty becoming a sensible and responsible youth. Through this character, Bond explains how a character affects his environment or surroundings, and vice versa. A sense of harmony exists between this character and his environment.

As Maslow's and Rogers' work is all about people, and understanding their behavior and its continuous evolution, it is only certain to agree that many characters in literature and their portrayal in terms of life's progression and its changing moments could be attributed to the explanations derived from the humanists' perspective. In literature as well, a character has a moment of birth. It goes through various phases of growth and shows certain changes in its mode of existence and behavior and these transitions can be attributed to the theoretical explanations given by Maslow and Rogers.

Psychology is nothing but the study of human behavior within certain parameters, whereas literature is the behavior itself. In literature, all character studies are a psychological study of the characters at a rudimentary level. Oedipus results in Oedipus complex, and Electra results in the Electra complex. First, we have the human story and then there is the psychological analysis of the characters of that story. In the present research, an effort has been made to interpret three different characters in the light of humanistic perspective of human behavior.

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