

Class XII Psychology

1. Wechsler:

- Definition: The global and aggregate capacity of an individual to think rationally, act purposefully, and to deal effectively with his/her environment.
- Understood intelligence in terms of its functionality, i.e., its value for adaption to the environment.
- Intelligence test most widely used.

2. Gardner and Sternberg:

- An intelligent individual not only adapts to the environment but also actively modifies or shapes it.
- Approaches to Study Intelligence

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A. Psychometric Approach:

1. Uni/One-Factor Theory (Alfred Binet):

- Definition: The ability to judge well, understand well, and reason well.
- First psychologist who formalised the concept of intelligence in terms of mental operations.

Differentiating more intelligent from less intelligent individuals.

- Conceptualised intelligence as consisting of one similar set of abilities which can be used for solving any or every problem in an individual's environment.

2. Two-Factor Theory (Charles Spearman) [1927]:

- Employed a statistical method called factor analysis.
- Intelligence consists of a general factor (G-factor) and specific factors (S-factor).

(i) G-Factor: It includes mental operations which are primary and common to all performances.

(ii) S-Factor: It includes specific abilities which allow individuals to excel in their respective domains

3. Theory of Primary Mental Abilities (Louis Thurstone):

(i) Verbal Comprehension (grasping meaning of words, concepts, and ideas).

(ii) Numerical Abilities (speed and accuracy in numerical and computational skills).

- iii) Spatial Relations (visualizing patterns and forms).
- (iv) Perceptual Speed To speed in perceiving details).
- (v) Word Fluency (using words fluently and flexibly).
- (vi) Memory (accuracy in recalling information).
- (vii) Inductive Reasoning (deriving general rules from presented facts).

4. Hierarchical Model of Intelligence (Arthur Jensen):

Abilities operates at two levels:

Level I – Associative learning. [output is equal to input, rote memory]

Level II – Cognitive competence. [output is more than input]

5. Structure of Intellect Model (J.P. Guilford) [1988]:

- Classifies intellectual traits among three dimensions—operations, contents and products

(i) Operation: what the respondent does, e.g., cognition, memory retention.

(ii) Contents: the nature of materials or information on which intellectual

- operations are performed, e.g., visual, auditory.

(iii) Products: the form in which information is processed by the respondent, e.g., relations, systems, transformations.

- Classification includes 6x5x6 categories—the model has 180 cells.

- Each cell is expected to have at least one (can have more than one) factor or ability and is described in terms of all three dimensions.