



UNDERSTANDING THE SELF

MODULE 01



THE PHILOSOPHICAL VIEW OF SELF: PHILOSOPHERS

PHILOSOPHY

The word Philosophy comes from two Greek words:

- *Philos means love*
- *Sophia means wisdom*

Philosophy means 'Love of Wisdom.'

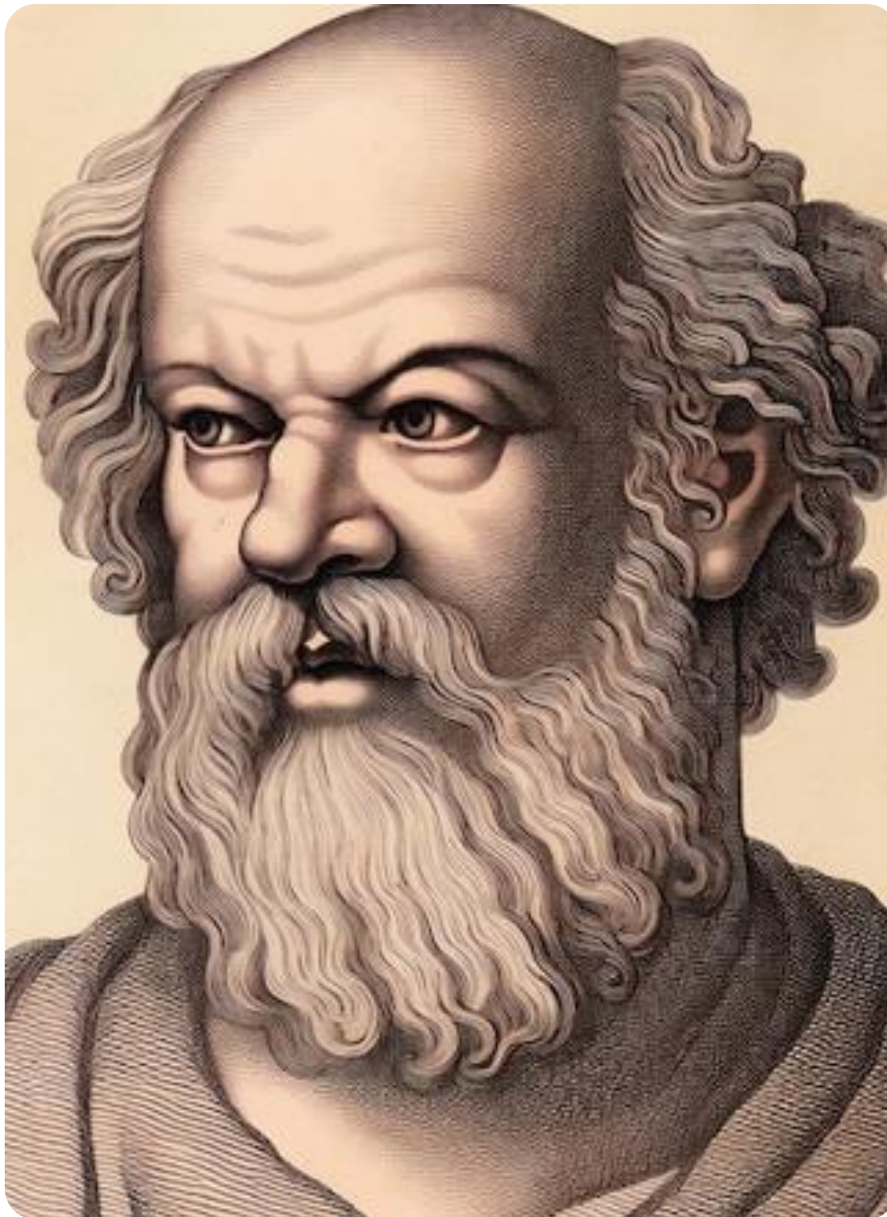
It is the study of acquiring knowledge through rational thinking and inquiry that involves answering questions regarding the nature and existence of man and the world we live in.



Philosophy tries to identify the cardinal qualities of the "Self" that make one person distinct from others.



Socrates: The Soul is Dual in Nature

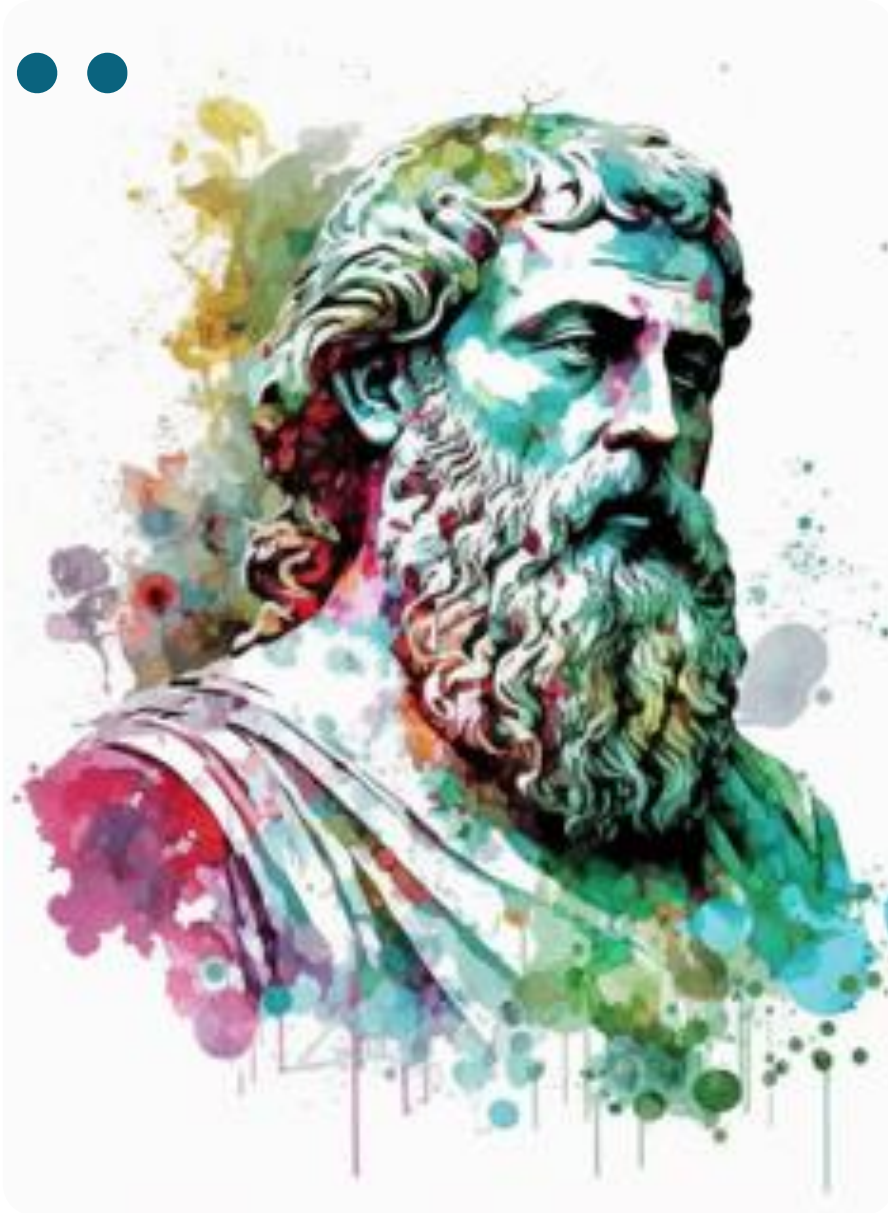


- **“Every man is composed of body and soul.”** – i. e., dualism
- **Dualistic Philosophy of the Self.**
 1. Body – Continuously changing, imperfect, impermanent aspect of the self. The body ages and is prone to sickness.
 2. Soul – Unchanging, perfect, and permanent. Seeks the pleasure of learning and seeking out the Truth.

Core Teachings of Socrates

- **“KNOW THYSELF”** – The foundation of Socrates' philosophy.
- **“The unexamined life is not worth living.”**

Plato: Three-Part Soul/Self



He is a Greek philosopher and one of the famous students of Socrates (Agrees with his Idea on the concept of the soul/self)

- **Plato's three-part soul/self consists of:**

- 1. Rational Self (Reason)** – Enables us to make intelligent decisions, wise judgments, logical views, and an accurate understanding of things around us
- 2. Appetitive Self (Physical Desires)** – Refers to our biological needs that are very crucial for our survival. (Ex. Food, water, air, and sexual reproduction.
- 3. Spirited Self (Spirit/Passion)** – Refers to our personal and emotional relationships. (Ex. Love, anger, empathy, ambition, aggressiveness, sadness, and fear)

Note: A balanced life is achieved when the Rational Self guides and controls the Appetitive and Spirited parts of the soul.

Rene Descartes: The Human Is A Thinking Being



René Descartes was a French philosopher, mathematician, and scientist. He is known as the Father of Modern Philosophy because he emphasized the use of reason and logical thinking to understand the world.

His most famous quote is: "**Cogito, ergo sum**" or "**I think, therefore I am.**"

Like Socrates, Descartes believed that humans have two parts:

- **Mind (Cogito)** – the thinking part that reasons, doubts, imagines, and makes decisions.
- **Body (Extensa)** – the physical part, which he compared to a machine that is controlled by the mind.

Descartes believed that what makes us human is our ability to think. Our thoughts, reasoning, and consciousness are what define who we are, which is why he said, "I think, therefore I am."

John Locke: Self is the Consciousness



John Locke

- Was an English philosopher and physician.

He introduced the idea of Tabula Rasa, which means "**blank slate.**"

- The mind is blank at birth and has no innate ideas.
- Knowledge comes from experience through our senses

Locke's View of the Self

- Personal identity is built from our experiences and memories.
- The self is consciousness—our awareness of our thoughts and experiences.
- A person remains the same individual over time because they remember their past experiences.

David Hume: There is No Self



David Hume

- Scottish philosopher, historian, and economist.
- Believed that there is no permanent or fixed self.

Hume's View of the Self

- The self is not a single, unchanging entity.
- Instead, it is a collection (bundle) of constantly changing experiences, thoughts, and perceptions.
- When we examine ourselves, we only find different perceptions, not a permanent "self."

Hume explained that our mind is made up of perceptions, which he divided into two types:

- 1. Impressions:** These are our direct experiences or sensations, such as feeling hot or cold, happiness, sadness, love, or anger.
- 2. Ideas:** These are the memories or thoughts of those impressions. In simple terms, ideas are copies of our experiences.

Immanuel Kant: We Construct the Self



Immanuel Kant

- Influential German philosopher during the Age of Enlightenment.
- Agreed with Hume that knowledge begins with experience, but believed the mind actively organizes those experiences.

Kant's View of the Self

- Knowledge starts with sensations and perceptions from the external world.
- The mind organizes and interprets these impressions.
- The self is an active intelligence that gives meaning to experiences and combines them into knowledge

WHAT IS THE SIGNIFICANCE OF NAME?



NAME is a word or a group of words used to identify, address, or refer to a person, place, animal, or thing.

According to Dale Carnegie, How to Win Friends and Influence People:

"Names are the sweetest and most important sound in any language."

The Self: Understanding Who We Are

WHAT is the Self?

- The self is the core of one's personality.
- It consists of different aspects that shape our identity and influence our thoughts, feelings, and behavior.

Aspects of the Self

- **Self-Awareness** – Understanding your thoughts, emotions, and actions.
- **Self-Esteem** – How you value and feel about yourself.
- **Self-Knowledge** – Knowing your strengths, weaknesses, beliefs, and values.
- **Self-Perception** – How you see and interpret yourself.

Knowing oneself is critical to being an effective team member of a group/society as well as being successful in life, work, and relationships. Your personal identity influences everything you do, and it changes and evolves over time.

THE INDIVIDUAL SELF



The individual self reflects a person's subjective uniqueness. This representation comprises characteristics— such as traits and behaviors, hobbies and interests, aspirations and goals—that differentiate the person from others.

Also, this type of self is relatively independent of dyadic relationships or group memberships.

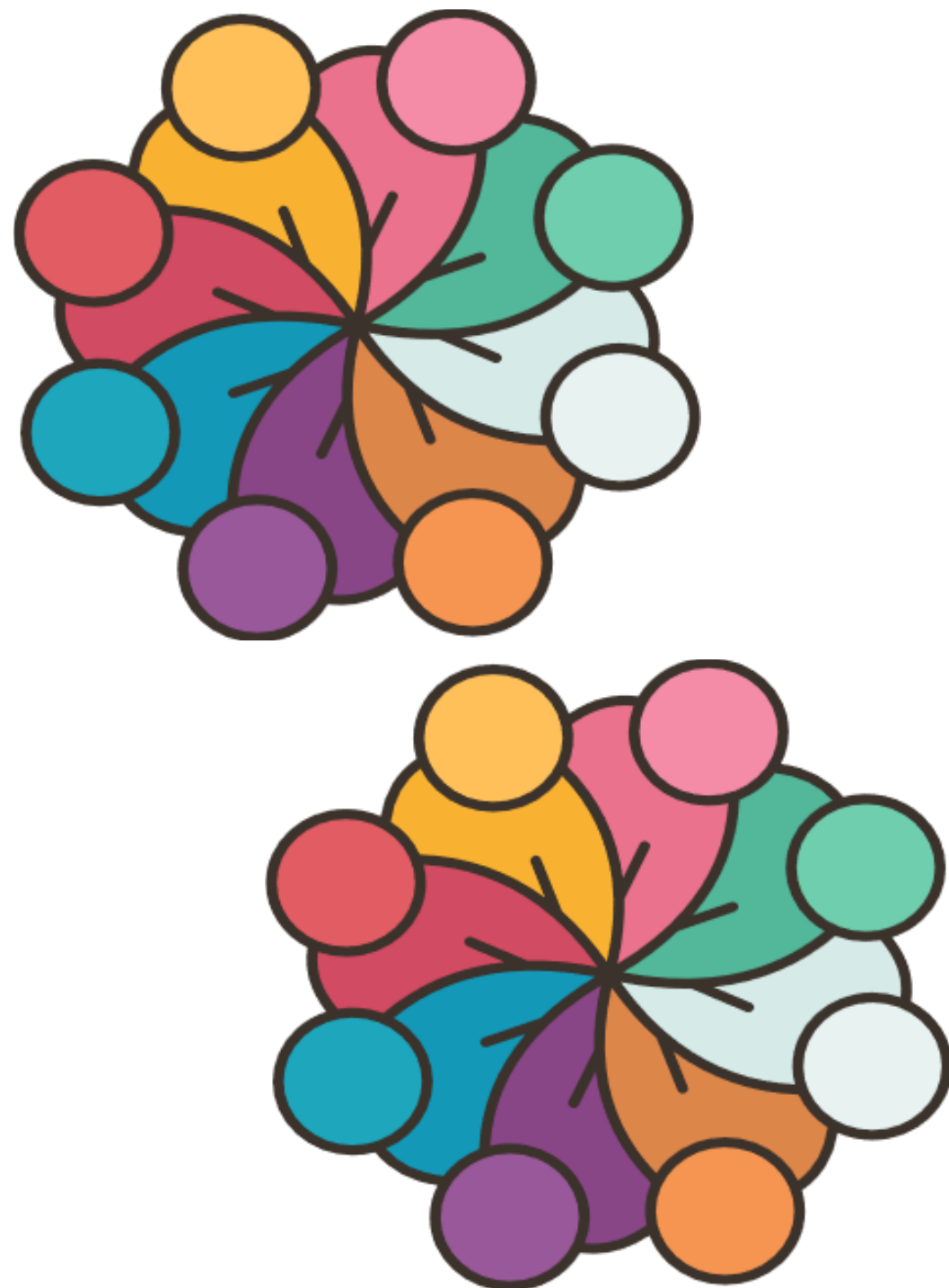
THE RELATIONAL SELF



The relational self reflects dyadic bonds or attachments (parent-child relationships, friendships, and romantic relationships as well as specific role relationships such as teacher-student or clinician-client).

This representation comprises characteristics that are shared with close others and may define roles within the relationship. The characteristics differentiate the relationship from the relationships that other people have.

THE COLLECTIVE SELF



The collective self reflects membership in, as well as similarity and identification with, valued social groups.

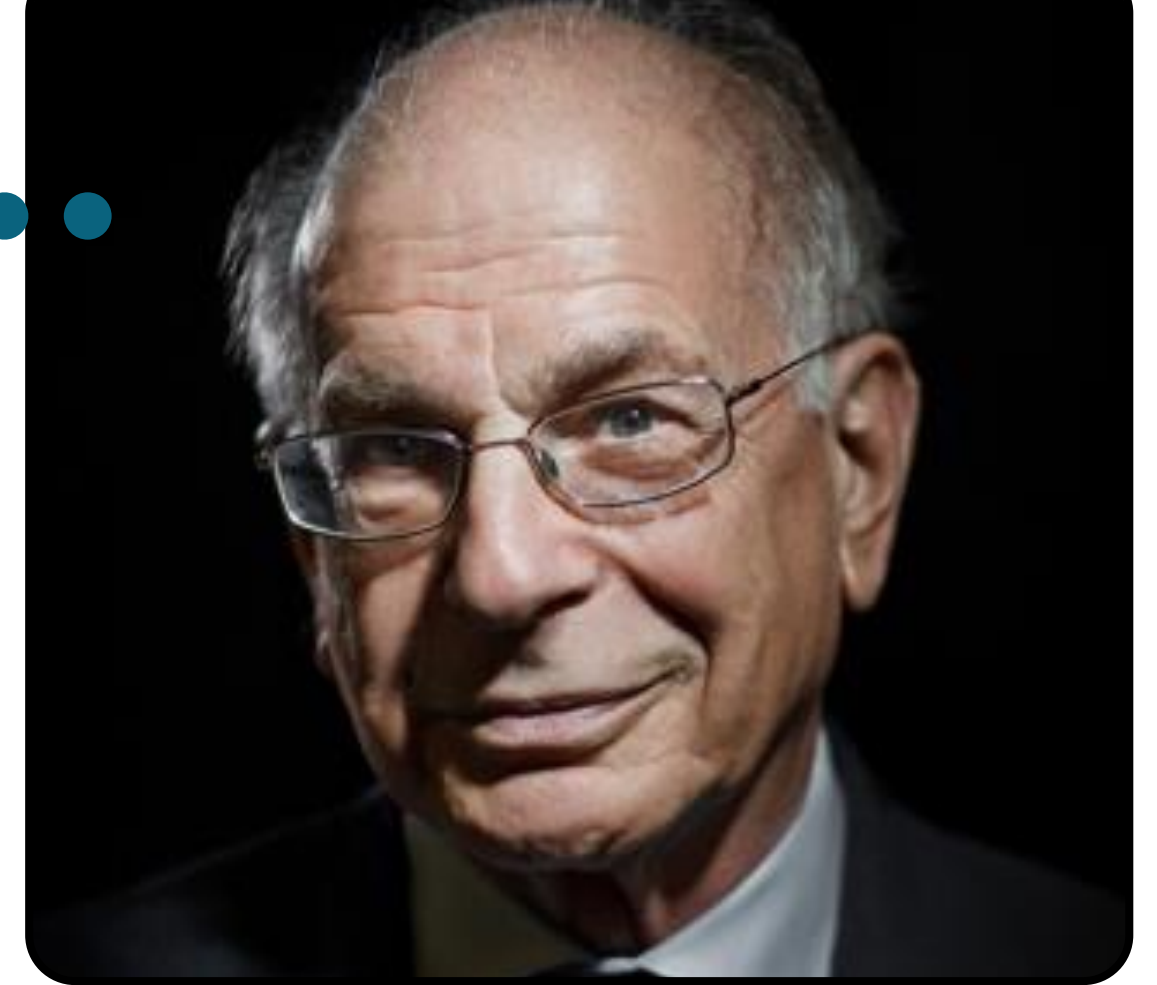
This representation comprises characteristics that are shared with ingroup members and may define roles within the group. The characteristics differentiate the ingroup from relevant outgroups.



TRIPARTITE COMPOSITION OF THE SELF: *THINKING, EMOTION, & BEHAVIOR*

Thinking

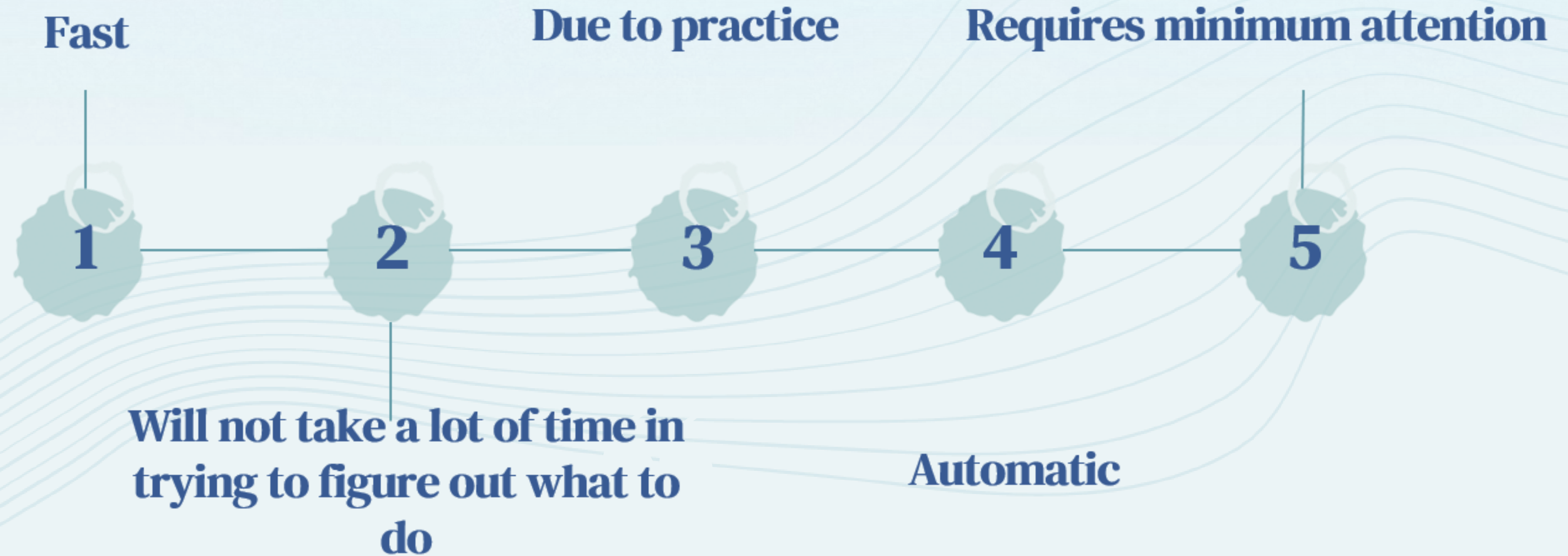
Thinking is a mental process of being conscious. This involves our thoughts, your wish, your aspirations. Basically, anything that passes through your mind is THINKING.



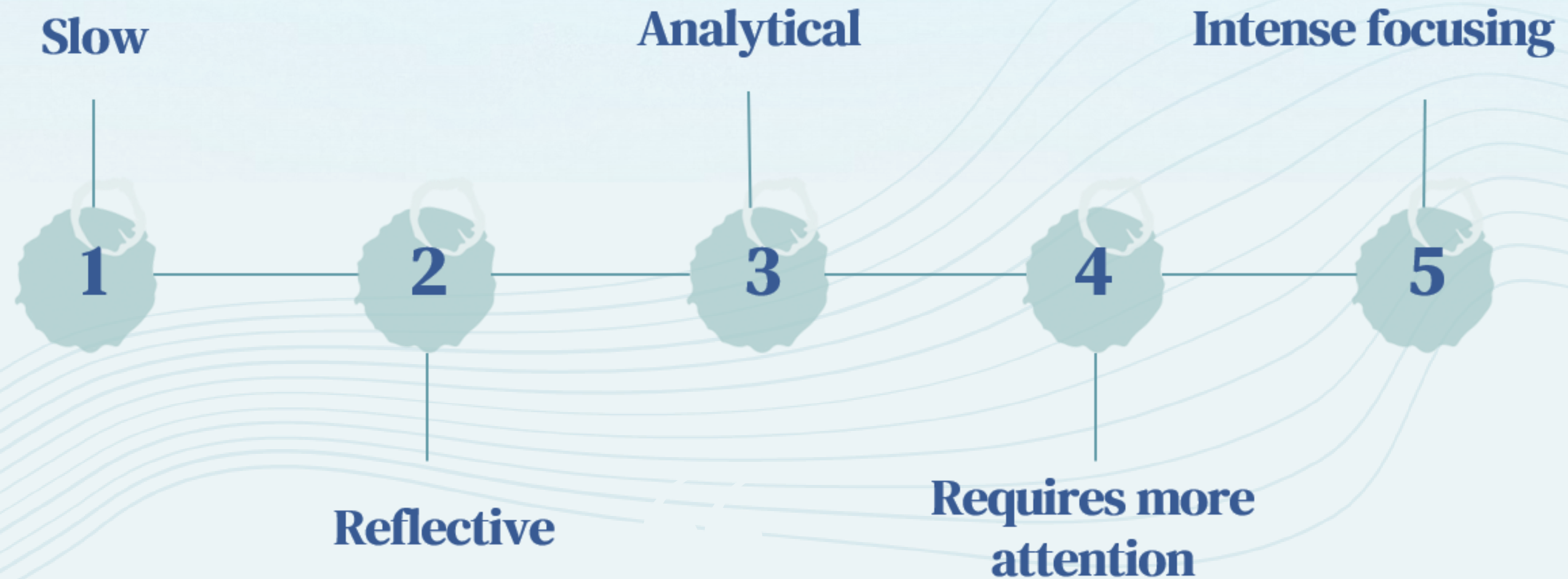
DANIEL KAHNEMAN'S TWO THINKING SYSTEM

Daniel Kahneman is an Israeli American psychologist, winner of the 2002 Nobel Prize in Economic Sciences. His work with Amos Tversky was pioneer in the integration of insights from psychological research into economic science, especially in relation to human judgment and decision-making under uncertainty. His fields of expertise are cognitive psychology, judgment and decision-making, behavioral economics, and hedonic psychology.

SYSTEM ONE – PREPAREDNESS TO PERCEIVE



SYSTEM TWO – WHEN WE MAKE A DIFFICULT CHOICE



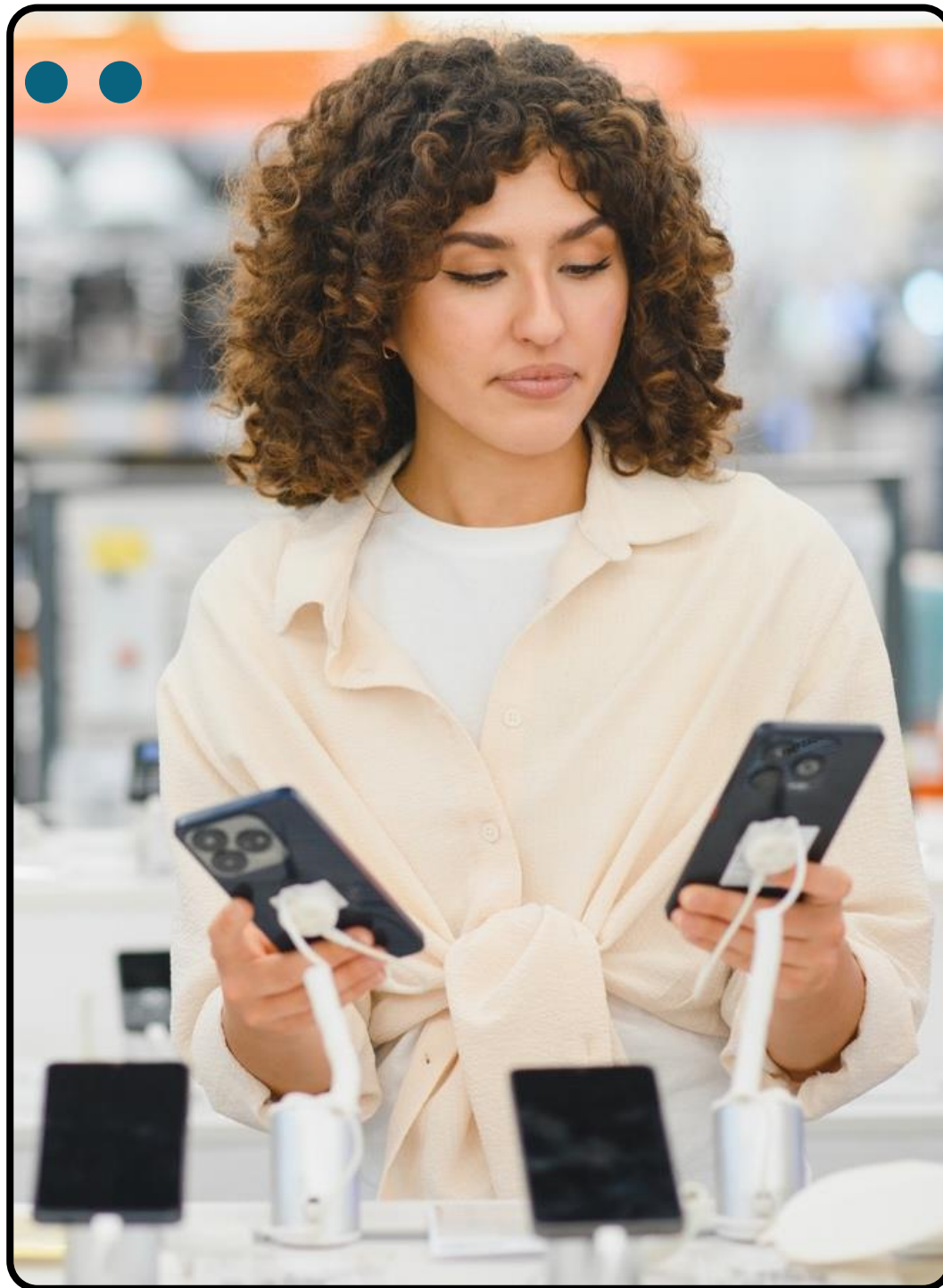
Ex. System One & System Two



System 1: You automatically stop when you see a red traffic light.

System 2: Before crossing, you carefully check both sides of the road because there are many vehicles.

Ex. System One & System Two



System 1: You buy a phone because it looks attractive or your favorite influencer uses it.

System 2: You compare the price, features, battery life, reviews, and warranty before deciding which phone to buy.

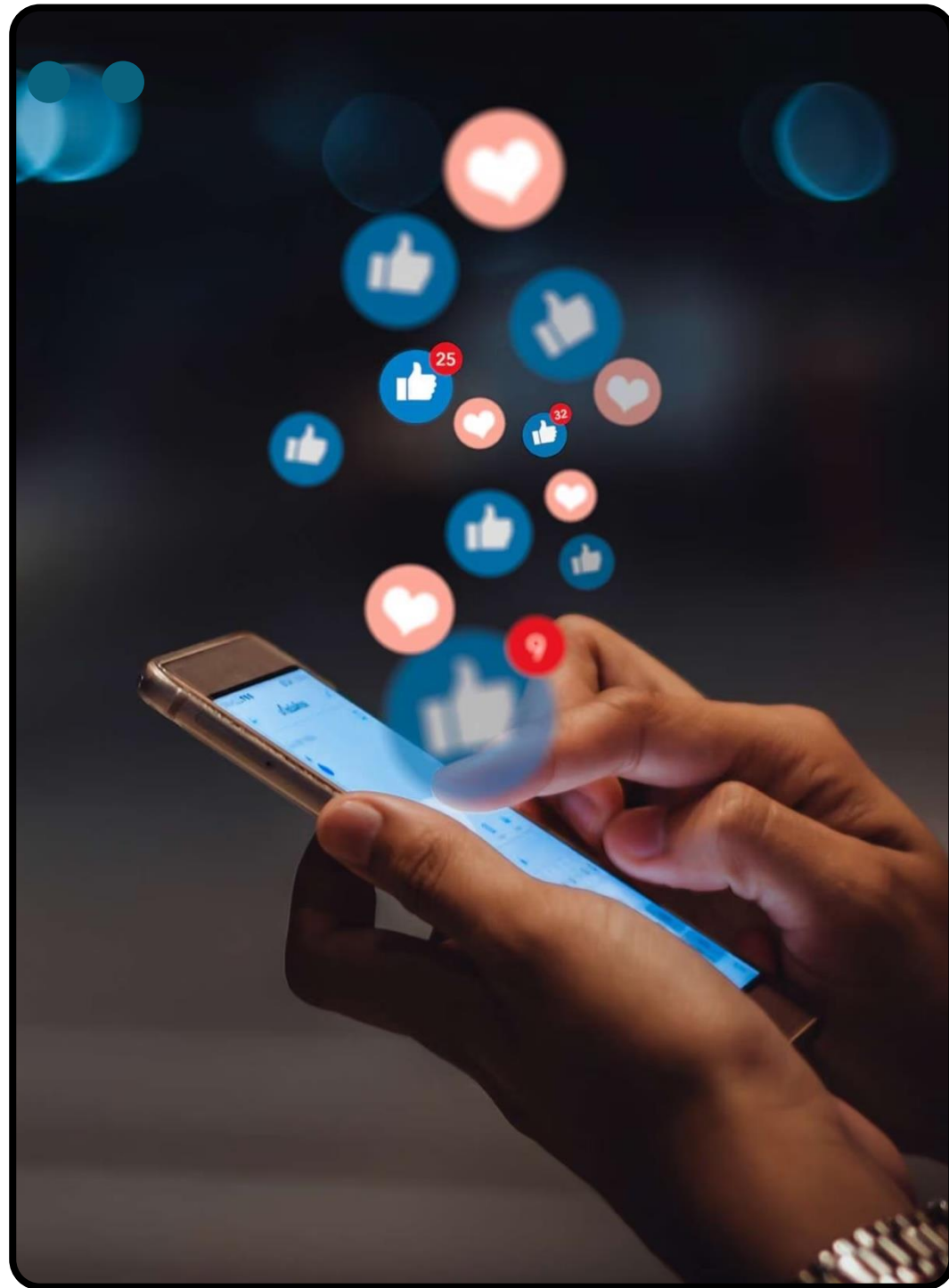
Ex. System One & System Two



System 1: You instantly know that $2 + 2 = 4$.

System 2: You solve a difficult calculus or statistics problem step by step.

Ex. System One & System Two

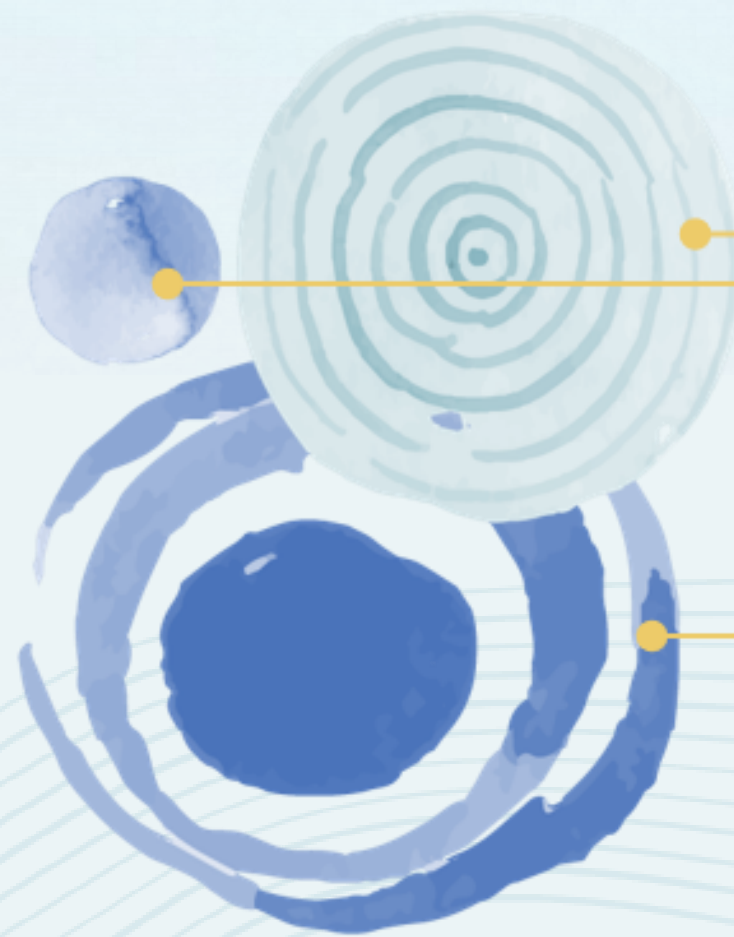


System 1: You immediately like or share a funny post.

System 2: You verify whether a news post is true before sharing it.



FACTS: System One & System Two



The brain is not divided into two.

System one and System two work in tandem, not as separate entities.

Both systems can be biased and can make mistakes – neither one is categorically “good” or “bad”

Cognitive Biases

• Tendencies to perceive events negatively.

Selective Abstraction

Focuses only on certain details and ignores the other details.

Dichotomous thinking

“black-or-white thinking”. Involves seeing things in extreme, all-or-nothing terms without recognizing the nuances in between.

Overgeneralization

When a single event is seen as a never-ending pattern of defeat

Magnification

involves exaggerating the importance of negative events or mistakes, leading to an inflated sense of their impact.

Minimization

Downplays the significance of positive events or achievements, making them seem less important than they are.

Arbitrary inference

Drawing conclusions that have no evidence.

“Should” statements

Focusing on what you think should or ought to happen instead of accepting reality.

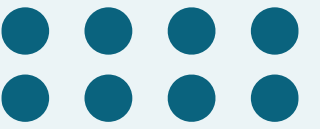
Personalization, blame, or attribution

Taking excessive responsibility for negative events or unfairly blaming yourself or others.

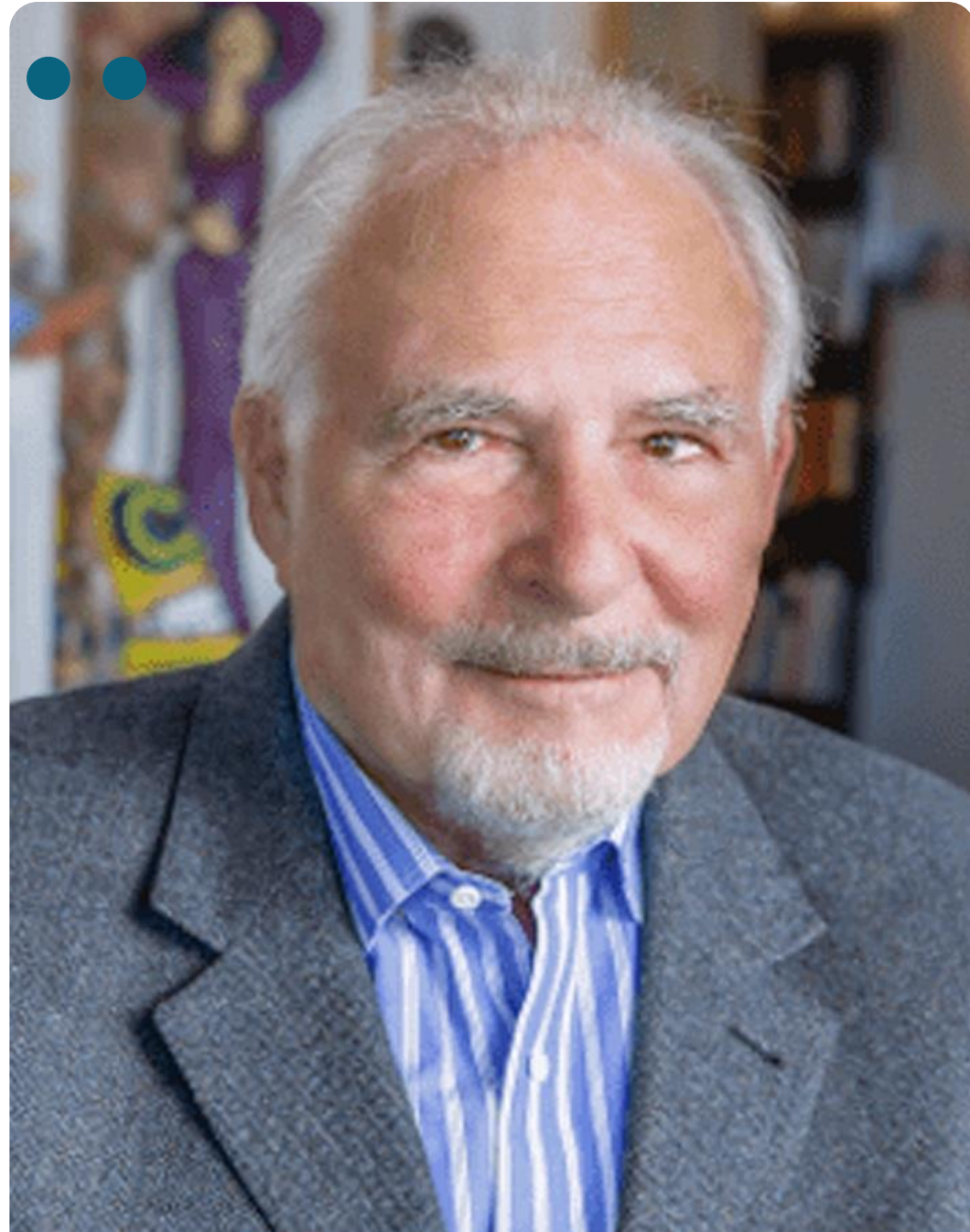
Ex. Cognitive Bias

- 1. You got a quiz score of 18/20, but instead of being happy, you say, "I'm terrible because I made 2 mistakes."**
- 2. A student thinks, "If I don't get a perfect grade, I'm a total failure."**
- 3. You fail one math exam and say, "I will never be good at math, ever."**
- 4. You forget to bring your homework and think, "This is the worst thing ever, my teacher will hate me, my life is ruined."**
- 5. You win a debate competition, but you say, "It's nothing, I just got lucky."**
- 6. You see two classmates laughing and assume, "They must be making fun of me."**
- 7. "I should be good at everything I do."**
- 8. "My friend looks sad today. It must be because of something I said."**

Emotion



A conscious mental reaction (such as anger or fear) subjectively experienced as strong feeling.



Dr. Paul Ekman was an American psychologist best known for his research on human emotions and facial expressions.

He discovered that 7 basic emotions are universal, meaning people from different cultures express them in similar ways.

LET'S RECOGNIZE THE EMOTIONS.

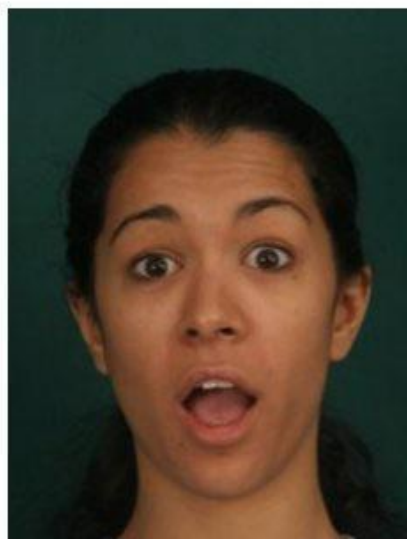


LET'S RECOGNIZE THE EMOTIONS.

Happiness



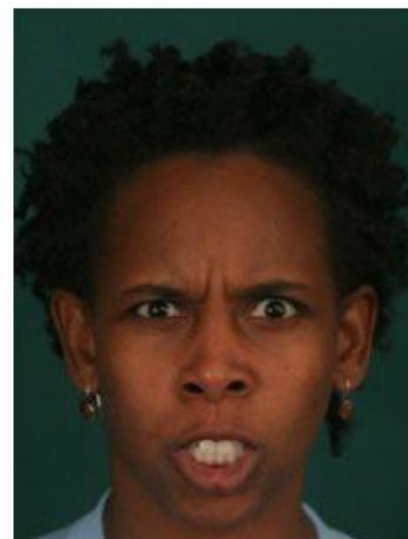
Surprise



Sadness



Anger



Fear



Disgust





EMOTIONS AND THEIR FEATURES

Antecedent Condition (Activating Event)

- The situation or event that triggers an emotional response.

Example:

You receive a low score on an exam.

Cognitive Appraisal (Beliefs)

- How you interpret or think about the event.
- Different beliefs lead to different emotions.

Example:

"I'm a failure." or "I can do better next time."

Emotional Expression (Consequence)

- The emotion and behavior that result from your thoughts.

Example:

Feeling sad, crying, becoming motivated to study, or asking for help.



Emotion Regulation

Emotion regulation is the process of monitoring, managing, and modifying emotional experiences and expressions to respond appropriately and function effectively in daily life.

TO REGULATE OUR EMOTIONS EFFECTIVELY, WE NEED THREE IMPORTANT SKILLS:

1. Self-Awareness

This means recognizing what you're feeling.

Ask yourself:

- "Am I happy?"
- "Am I stressed?"
- "Why am I feeling this way?"

Example:

- Before reacting angrily, you realize, "I'm actually frustrated because I'm tired."

1. The Capacity to Detect Emotions in Other People

This means recognizing how others are feeling by observing their facial expressions, tone of voice, or body language.

Example:

- You notice your classmate is unusually quiet and avoiding eye contact. You realize they might be feeling sad or stressed.

1. The Ability to Empathize with Others

Empathy means understanding and sharing another person's feelings, even if you haven't experienced the same situation.

Example:

- Comforting a classmate who failed an exam instead of judging them.

INDICATORS FOR ADAPTIVE EMOTION REGULATION

(A.) A high self-esteem



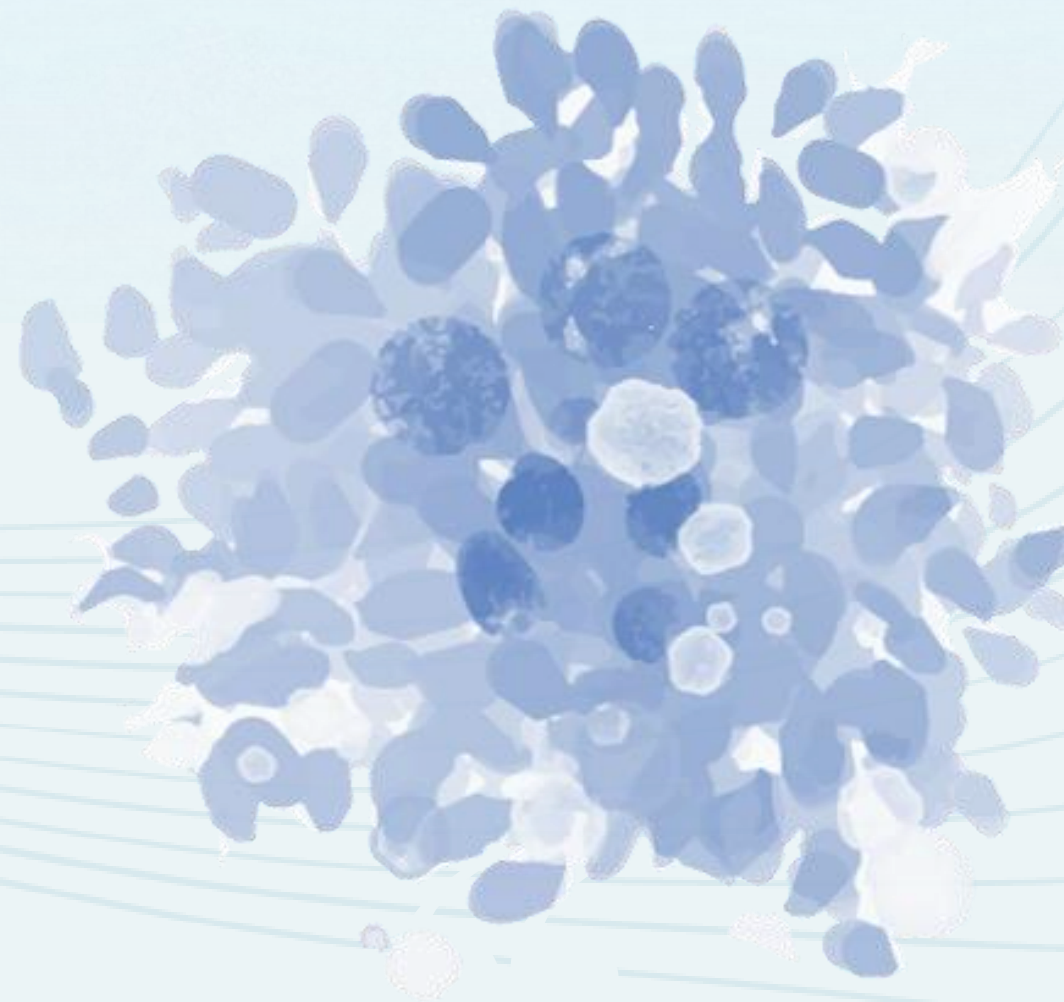
(C.) School engagement



(B.) Social Competence



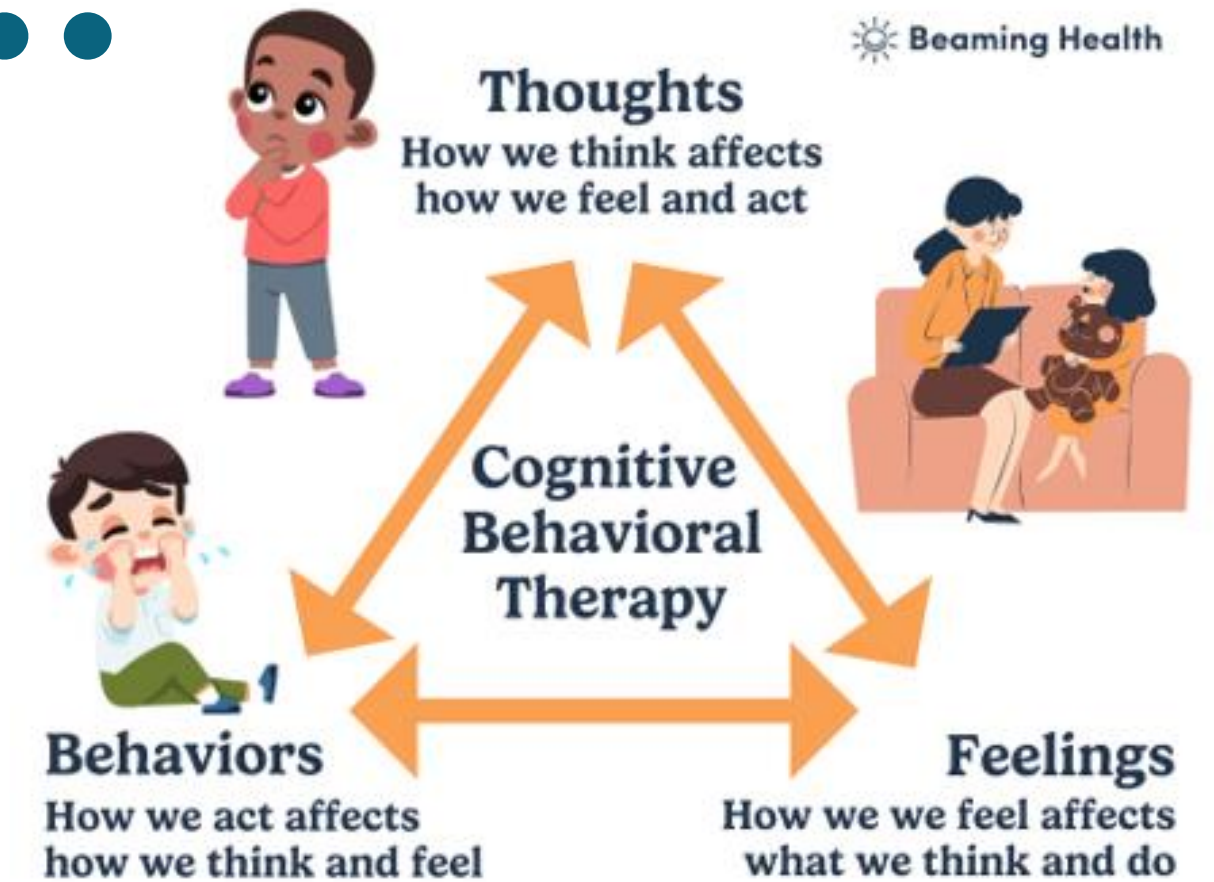
(D.) And feelings of attachment to parents and friends



BEHAVIOR

"Behavior refers to everything we do or how we respond to situations around us. These responses can be caused by **external stimuli** (things happening around us) or **internal stimuli** (our thoughts and feelings).

According to Aaron Beck's Cognitive Model, it is not the situation itself that determines how we feel or behave. Instead, it is how we think about or interpret the situation.



The CBT Model : Situation (Event) → Thoughts (Perception/Beliefs) → Emotions →

Behavior

Example:

Situation: You receive a low quiz score.

Thought: "I'm going to fail this subject."

Emotion: Anxiety and sadness.

Behavior: Stops studying or avoids class.



If the thought changes...

Thought: "I can study harder and improve."

Emotion: Hope and motivation.

Behavior: Reviews lessons and prepares for the next quiz.

INTERCONNECTEDNESS AMONG THE THREE COMPONENTS OF THE SELF

1. Activating Event

- Something happens that triggers a response.

Example:

You receive a low score on an exam.

1. Beliefs

- You interpret or think about the situation.

Example:

"I'm not good enough." or "I can improve next time."

1. Emotion

- Our thoughts create our emotional response.

Example:

Feeling sad, anxious, disappointed, or motivated.

1. Behavior

- You act based on how you feel.

Example:

You stop studying **(negative)** or study harder **(positive)**.

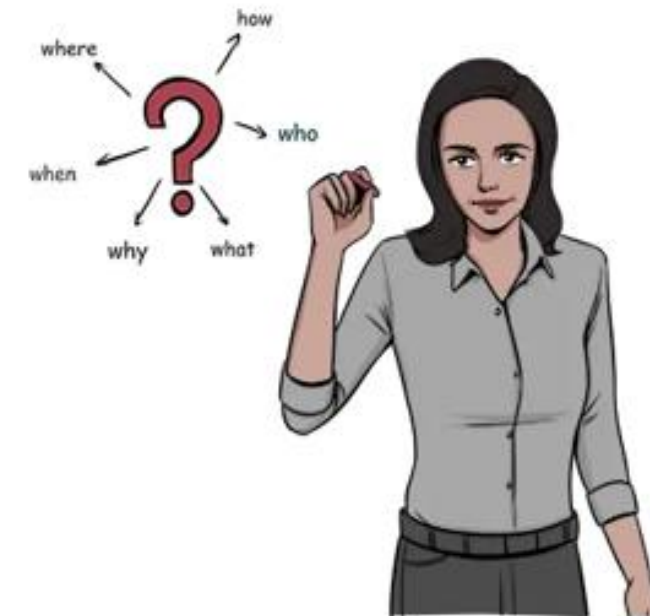
WAYS TO OVERCOME COGNITIVE DISTORTIONS



Writing a thought journal



Relaxation



Restructuring thoughts



Meaningful relationships



Positive self-talk



Showing gratitude

**LOOK AT THE WORD
RESPONSIBILITY –
“RESPONSE-ABILITY”
– THE ABILITY TO CHOOSE
YOUR RESPONSE.**

—Stephen Covey



**THANK YOU
FOR
LISTENING!**

