

Defense Against Critiques Of Positive Psychology

¹gladys Kerubo Ragira, Dr. Rispah N. Wepukhulu²

Phd Student in Religion: Masinde Muliro University of Science and Technology

²Lecturer in Department of Social Sciences Kibabii University College

Abstract: Individuals and the community in which we all live in have strengths that enable them to thrive well. The study of this occurrence is what is called Positive Psychology. This tenet posits that individuals want to lead fulfilling and meaningful lives and cultivate the best character so as to enrich their play, love and work experiences as postulated by Martin Seligman in the fields of optimism, resilience, pessimism, learned helplessness and depression (Cieslik, M. (2017). According to critics, this positive psychology new science seems to be established on a thread of arguments that are fallacious, tautology, vagueness in defining or applying terms correctly, reasoning that is circular, positing non-existing causal relationships and generalizations that are not justified (Butler-Bowdon, 2007). The view of this paper is that the new science demonstrates that peoples positive attitudes define success, happiness and achievement and not just associating the health of the mind with a distinct type of personality; a status-searching extravert who is objective-oriented, outgoing and cheerful. According to Butler-Bowdon, Positive psychology presents too easy and simply naïve answers to questions that have existed since time immemorial regarding life's meaning and the ways to fulfilling a worth life that many term as good living. Positive psychology is in essence a self-help that has been repacked, refurbished and branded a science that is well thought-of (Butler-Bowdon, 2007). A clear line divides happiness as a self-gratifying hunt for pleasure and happiness clothed as a good life chase whereby the meaning and realization are a result of impulses and desires immediately transcending which cultivate good morals and a struggle for an ideal of the correct human definition. Happiness is never a lofty achievement but an entitlement and this is stamped by the wisdom of ages of philosophy and religion as backed by the positive psychology tenet (Banda Pilot Site, 2007).

Date of Submission: 26-12-2017

Date of acceptance: 11-01-2018

I. INTRODUCTION

Even with perfunctory reading, a lot is revealed about the new science of happiness not fretful with the self-indulgent tracking down of pleasure but proposing that engrossing engagements and activities are pivotal to a meaningful and happy life; and traditional virtues can only be produced through these means. Positive psychology seems to be rooting its claims deeply in evolutionary psychology hence defining the values and motivations of individuals based on needs that have refined through the natural selection hence shading light on individual's positive emotions they exhibit upon evolution to trigger adaptive merit conferring behavior. The justification of positive thinking perceptions has been grounded on cognitive (Banda Pilot Site, 2007) therapeutic techniques practices and maybe a scientific method of individual gratification in an era of materialistic, liberal and utilitarianism. It is now the turn of evolutionary science and psychology to look for answers as the old beliefs are deeply founded on cultures, social structures and religion (Butler-Bowdon, 2007).

The positive psychology appeal on various spheres of life like in education, economics and corporate management amongst others should not be overlooked. Positive psychology is now spreading like a bushfire in the education sector and many areas have adopted programs in the world to champion this movement in what they refer to as attempting new vision based in evidence on how economists can function better. Many courses in the United States of America and the UK are now being offered on social and emotional intelligent which translates to the happiness lessons which is a dogma in the positive psychology posit. For illustration, in education, much promise on empowering all and facilitating achievement have been coined from the idea of multiple and emotional intelligences. In what is ostensible to be establishing learning emotional and social aspects, SEAL program is already substituting Personal, Social and Health Education-PSHE in what is seen as a remodeling of the whole primary school curriculum to fit the positive psychology idea. SEAL program borrows a lot from Daniel Goleman's emotional intelligence which is side by side with the positive psychology ideal. These proposes that the attitude and behavior towards learning can be only improved if learners are taught to control their emotions so that they become optimistic and in the long-run their learning ability reflect on their set objectives and will themselves learn feeling fine (Banda Pilot Site, 2007). Further, emphasis is laid that the methodologies on teaching and learning that back these attitudes should be fitted into the curriculum in learning

opportunities among other spheres. The next commonsensical step would have been to tailor the curriculum according to Goleman to match pupils learning with their natural competences contour so that they gain learning flow and eventually the personalized learning idea that is much-vaunted will come to fruition. It remains to be seen if this will come to pass and it is obvious it will, hence profound educational consequences are alleviated (Banda Pilot Site, 2007; Goleman, 2010).

The success ponders on positive psychology is staged on research evidence as to whether it will function or fail with its supporters claiming positive psychology posits are backed by vast research findings while opponents contrary point to evidence on negative research. The eventual result is a reduction to being torn between the choice of which block we back in the research evidence between the opponents and proponents. In a clear mind, evidence based on research in education tending to prove a correlation that is casual between two variables that have been posited is fraught and disgracefully unreliable with procedural hardships. Whether for or against positive psychology and no matter how extensive it will be, this research evidence is as good as the underlying to-be-tested relationships, terms and concepts posited. In essence, this is a prevalent problem in the sphere of social sciences where a tapered scientific research laden concern is now replacing a broader judgment on how valid the ideas and concepts may be. It is the concern on how logically valid the positive psychology arguments and concepts are that has triggered the research done by this study paper (Butler-Bowdon, 2007).

Butler-Bowdon, (2007) claims that the assertions in which these arguments reside are highly doubted and open to discussion. Primarily, the posit that existence itself can be conceived on grounds of goal aiming as well as achievement and; secondary, that a person's personality constituting values, beliefs, traits, emotions, desires, dispositions and feelings can be controlled consciously. The third one is a broad classification of people as either being pessimistic or optimistic and that only the optimists have the capability to keep trying and achieve their goals to win happiness and lastly; that the breakthrough to well-being is mounted on the expression of signature traits and virtues for an individual in absorbing activities. These assertions together with the underlying assumptions are subject to critique so as to real understand if they hold any water in the day today undertaking of the human race (Butler-Bowdon, 2007).

In defense, Positive Psychology faction entails a wide research program whose pivot however was laid by Martin Seligman on the idea that authentic happiness can only be achieved if an individual makes use and establishes positive inherent character traits which are designated signature strengths in resolute undertaking. The twin argument to this is that a positive and optimistic oneself attitude as well as to general occurrences aids an individual in fulfilling their set objectives. Exercising happiness itself will jeopardize positive feelings of optimism both in the future and in the past in addition to the positive doings that yield the mentioned feeling and in which their expressions reside (Seligman, 2013).

II. CONSCIOUS CONTROL OVER INDIVIDUAL OBJECTIVES, ATTITUDES AND BEHAVIOR AND THE MISLEADING NOTION CRITIQUE

Generally, psychological explanation of behavior dwells in the notion that an individual's life can instrumentally be conceived as a compromise to a tangle of objectives an individual is on the course to realize. Taylor et al. (2012) critiques that if psychology needs to elucidate individual behavior, it should be rather conceived as intentional and whose actions are orchestrated by objectives and motives themselves (Taylor et al., 2012). This is contrary to what positive psychology is detailing that all individuals are subject to realize their goals in as much as their attitudes are positive. That is, Seligman says that this is the tool to assist an individual themselves set objectives which signify optimism (Seligman, 2000).

Butler-Bowdon (2007) and Taylor *et al.* (2012) share the same views that all individuals achieving their set objectives is a mere illusion more especially when such objectives are based on recognition and social status hence attaching the condition that realistic and achievable goals must be set. This throws into play some question like how realistic goals differ from actions and plans to be undertaken if realistic goals are defined as what is attainable now (Butler-Bowdon, 2007; Taylor et al., 2012). In case a pragmatic end is given the definition of that one achievable on condition that current behavioral constraints were reformed, how could an individual know in advance as to whether his or her goals were pragmatic? So as to say, setting extraneous objectives would seem redundant in cases whereby an individual is motivated to attain something in their lives, which has no need actually for coming up with it as an objective and if an individual fails to be motivated to attain that objective, it is pointless setting the goal itself (Lopez & Snyder, 2011, 2005).

This conscious objective setting and achieving goal idea, although it is legitimately flawless to make a distinction between intellectual purposeful behaviors from innate comatose behavior to talk of consciously controlling an individual motivation, actions, attitudes and thoughts, is a dogma that is clearly an immeasurable relapse of administrators seated in other individuals (Butler-Bowdon, 2007). Analogue to businesses and computers, it is only that these two do not have their own minds to outline planes, targets and own programs. Consequently, in humans, who are different from businesses and computers, individual motives as well as moods are not among the things in direct consciousness intimations (Ryle, 1990); and the thinking outcome as

opposed to the thinking course that seems impulsively in consciousness (Miller, 2013).

It is perfectly legitimate to explain behavior based on personality traits or beliefs, values, dispositions and moods among others as they aid in provision of rational and intelligible explanations of individual actions hence enabling us to construe these actions as being driven by goals (Miller, 2013; Ryle, 1990). A factor of concern however is whether any one of the factors used to provide explanation in their very nature can be regarded as subject to control of conscious. In addition, even though we can reflect evidently on our attitudes and motives, subjecting them to lucid evaluation or even neglect them, the reflection process itself need to be motivated by some emotional stimulation, need for unconscious or terminate. Intelligence is meaningless without the order of a creature's objectives (Pinker, 1999).

It is common that most individual dreams, purpose, interests, goals, passions and plans pop-up out of circumstances and life when opportunities and possibilities present themselves and these people through various personality traits get determined. These traits of dispositions, personality, inclinations and aptitudes are all not consciously picked or orchestrated as goal achievement instrumental means. It is agreeable that individuals can opt to make promotions at their work area, for instance, as their objective and make instrumental all their behavior to the end of the course. It however, takes a certain sort of an individual with given personality traits in each single event to be motivated to carry out a course in the first place if promotion and status is all-importance inclusive (Butler-Bowdon, 2007).

According to Butler-Bowdon (2007), it is until you know precisely what you want and you are motivated to succeed in it that the fruition will occur. Otherwise, these tasks are impossible. In essence, the aptitudes, instincts and dispositions coupled by the experience and learning that constitute ones values and goals are unavoidably the similar aptitudes, passions, dispositions, emotions and instincts that will motivate and individual's attitudes towards these goal achievement and same value practice (Butler-Bowdon, 2007). You cannot separate the two. In defense of positive psychology, Smith (2002) quotes that the pivotal contention of positive psychology rests on the idea that individuals can be recreated into goal achievers in control of their emotions leading to harnessing their all optimism energies to replenish their objectives. Various authors are applying this concept by advising their readers to list down their important goals followed by prioritizing their values and discern what they actually need (Smith, 2002).

In a rather different sense, attitudes, instincts, values and consequently behavior can be controlled. First, they can be inculcated as an education or training process portion. Second, they can be subjected to self-control exercise where the same self-control and discipline are required in choosing the action course in which an individual believes is correct or having instantaneous innate call (Smith, 2002). One may or may not be in possession of self-control, the drive or firmness crucial to achieving their goals but the same qualities are part of the individual's history, circumstances and personality to mention but a few. For that reason, they cannot be taken to being managed or imposed consciously any further than an individual's goals. Otherwise, we will be back to the manager residing in the other analogue, suffice to say, it is out of an individual's life that the same objectives alongside motivation as well as necessary attitudes to realize the pop-up and materialize (Lopez & Snyder, 2011).

The absurdity inherent in the self-control notion is exemplified in a situation whereby an individual who has decided subsequent to deliberation that they are able or unable to perform then does the opposite unaccountably followed by subsequent regret on their 'able weakness' (Lopez & Snyder, 2011). This paper registers a problem that if someone acts in a certain manner, how rational can the act be taken to mean the sagacity of gratifying superseding needs of the concerned person?

The 'weakness of ability/will' only makes sense when ethically considered as helping in harnessing bodily wishes represented as a lucidly conceived target. A self-controlled individual is familiarized through a moral education process to bring under control emotions and appetites coined as goods, rational desires and the eventual outcomes (Goldie, 2003). We could go even a mile and register an argument that the conception of a rational behavior can only be relative to virtues and norms that are validated culturally and socially. Exhibiting illogical behavior is simply failing to do the accepted thing by these norms or living up to the morality and virtue of the society. The notions of temperance and virtue, otherwise self-control give birth to the political community shared notion conceived of good life leading to happiness.

III. THE ALLEGED CIRCULAR REASONING BEHIND OPTIMISM AND HAPPINESS

Butler-Bowdon (2007) asserts that, learned helplessness is still an incapacitating as well as a chronic condition and a mental abnormality form which urgently needs a cure the same way as obsessive-compulsive turmoil. It is problematic when Seligman decides to equate learned helplessness with pessimism which means for him, a pessimist has the characteristic of not tending to believe that bad occurrences will be there in the long-run, hinder all their actions and it is their mistake. He further demonstrates that research from hundreds of studies reveal the same data that it is easier for a pessimist to give up and often get depressed and even the tendency towards cynicism, mere cynicism traces are incapacitating (Butler-Bowdon, 2007).

He further goes on with his critique that, positive psychology is itself sometimes hesitant on how to value pessimism although arguably stating that the equilibrium is opposing it strongly hence details like menace originating from when unenthusiastic stance was crucial for one to live in the hostile and treacherous global village. Grudgingly, Seligman admits that there is a category of jobs that will match an innate pessimist than it would an optimist adding that pessimists who are mild may be simply measured individuals and prudent (Butler-Bowdon, 2007). Seligman goes on to posit that a pessimist is able to more accurately see reality than the optimist and that individuals who are depressed are wiser, though sadder. Here, depressed people are clearly indistinguishable from pessimists, according to Seligman. Nevertheless, a pessimism's sole desirable quality is extremely outweighed by own thwarting and all-encompassing penalties (Seligman, 2000). In essence, this implies that the tenet of positive psychology's claim to transform worrywarts to positive minded individuals through learned optimism development is more than vindicated.

The father of positive psychology, in *learned optimism* attaches concepts of explanatory style and learned helplessness (Seligman, 2000) as the hinge. The reaction of giving up coupled with the response to quit which results from the belief that what a person is doing matters less is what is referred to as learned helplessness. On the other hand, the manner in which an individual explains to herself or himself habitually the reason as to why events happen is what is called explanatory style and is either optimistic or pessimistic. According to Seligman, learned helplessness is directly proportional to a pessimistic style of explanation which is a habitual methodology of explaining bad things. This includes self-blame and defeatism which yield helplessness as well as hopelessness. The habit of explanatory style is learnt from childhood to adolescence level which originates directly from an individual's niche in the universe. This is whether one thinks they are of any value or hopeless and worthless and acts as the seal of being either a pessimist or an optimist (Seligman, 2013).

Learned helplessness concept seems to usefully categorize or define a meticulous outlook of a chronic self condition hindering individuals from leading a normal life which contributes actively to depression as well as happiness (Smith, 2002). Evidence exists also that cognitive therapy can be applied to treat it effectively, a factor breaking the ferocious negativity and self-doubt circles which will set into play positive thoughts. In addition, it is credible that the pessimistic explanatory style and learned helplessness associated with the condition are under the influence of experiences during childhood development, parental explanatory style and denigration lead the child developing early trauma and negative view of the child herself (Seligman, 2000). In social psychology, it is well documented that an individual's confidence or belief to successfully perform a task to completion or bear challenges; otherwise termed as self-efficacy, and the attachment style as a fully grown individual are appreciably manipulated by the social surrounding in which the young thrives (Matthews et al., 2003).

Nevertheless, the fact that an individual suffering from a learned helplessness chronic condition is by default pessimistic permanently and subject to depression cannot be anecdotal; a pessimistic individual in some circumstances is affected by some incapacitating condition and needs medical attention. Norem (2001) critiques that undeniably, the generalization is absurd and goes on saying that individuals who are innately pessimists but notably successful in their careers have been pointed out as high achievers and content with the life they lead (Norem, 2001). This brings two aspects into light. One, individuals cannot be just optimists or pessimists and they possess multifaceted personality structures and in certain cases such individuals have compounded negative and positive features. Individuals can even be strongly pessimistic and optimistic altogether sometimes (Seligman, 2013) and it is dictated by the state of affairs. Two, a wide rift exists between an individual with an authentication to be pessimism by default and with a pessimistic attribution approach or learned helplessness and an individual nervous about what expectations have in store for them but is not laid up by past negative occurrence interpretations (Seligman, 2000). The last, referred to as a defensive pessimist, has neither consistent positivity nor negativity attributes and stands out as hopeless or helpless when drawbacks set into play.

Personality traits stick together as segment in complex, dynamic and interactive whole as well as a specific trait positive to a sole individual which can be negative for another individual (Goldie, 2003). So as to comprehend and deduce an individual's thoughts as well as feelings at a particular juncture, this aspect need to be seen in the whole narrative about an individual's life parts that are relevant where they are entrenched. It is only through such narratives where dispositions, personality and emotions are integral that an individual is enabled to conceive their situation in a specific manner (Goldie, 2003). In turn, this details why preferably it is the novelist than a psychologist that stands a better change to lecture on human condition (Smith, 2002).

Persistence as the key ingredient to success

According to Snyder & Lopez (2005), a critique is registered that self-belief and esteem always referred to as self-efficacy are never one-off attributes but as a whole form a single personality complex. Suffice to say, an individual's personality coupled with their aptitudes are crucially built by innumerable cultural, genetic and social surrounding sways (Snyder & Lopez, 2005). In as much as the individual has the ability to establish fulfillment in their life through coming into terms with the real himself and realize their capacities; there lacks justification that failure in any situation is attributed to a defensive personality or pessimistic

attitudes fruiting from such a personality (Ausubel, 1968). After all, individuals are different; with diverse personalities hence cope differently in varying situations (Butler-Bowdon, 2007).

In his critique, Butler-Bowdon (2007) supports saying that undeniably, it does not hold any water for positive psychology to assert that individuals failing are lacking persistence and perseverance. It's the norm of a setback not avail an instant answer or any action or educative familiarity worth; where an individual applies himself. However, by this individual applying himself it does not necessarily mean to keep on trying (persisting) or to give up in whichever the hardship. For instance, if an individual is constantly banging his head on a block barricade (Butler-Bowdon, 2007) it could be prudent to give up. First, it means possessing the propensity to handle the problem which entails being in possession of indispensable skills method and experience. Two, it is having the motivation, dedication and interest of not giving up in the primary hurdle (Lopez & Snyder, 2011).

Positive psychology posits that persistence is primary to success under learned optimism. Persistence is defined as the ability not to give up when faced with failure to achieve what one wanted to do hence without this affect and individual's passion talent will collapse. Furthermore, an individual's ability or inability to persist upon challenges is dictated by their explanatory style whereby pessimists give up and optimists persist (Seligman, 2000). With this respect, positive psychology posits that pessimistic explanatory style is incapacitating since it hinders individuals from achieving the burgeoning.

It appears somewhat conceivable that individuals with pessimistic explanatory style are more prone to face hardships coping up with new challenges, circumstances and pressures (Lopez & Snyder, 2011). Yet, it is recognized that the basis of this underpinning is laid on an individual in a research whose respondent attributes good events causes to himself than to other circumstances or individuals. This means that the individual is optimistic, simply the kind of an individual with buoyancy and believes in themselves in situations of social spheres and can adjust to challenges more easily and looks forward and not backward. In simple terms, he is a natural extravert with intrinsic self-esteem of a higher degree. Perhaps, it's no bolt from the blue this individual might amend to novel hardships better initially (Ausubel, 1968).

Additionally, research has revealed, and we have witnessed that there are individuals who are predisposed to suffer failure of self-belief at just a minute challenge. It is evident that individuals who fail to establish inherent self-esteem resulting from absolute parental acceptance as well as procedures of validation will suffer from neurotic anxiety under novel hardship situations (Ausubel, 1968; Lopez & Snyder, 2011). In such incidences, the individual is required to obtain some counseling to assist him in leading a life that is normal.

For illustration, an individual might be having the ability to become a guru violinist but on condition that he practices. However, this individual does not practice because for a given reason or two, they are not motivated to give it a try. For that reason, this individual lacks what it takes (persistence) to be this expert but does not mean they are a failure unless they fail to find extra outlets fitting their energy and talents in which their lifelong unhappiness and regret follows their letdown to devote (persist) their efforts to the violin playing.

IV. THE VIRTUE OF ABSORBING ACTIVITY

Hardt (2006) critiques that since an individual's signature strengths are positive traits an individual is gifted naturally, every aspect that is achieved via learning, attitudes, values, habits and beliefs to mention but a few is somehow optional and only becomes relevant to minority groups with specific innate signature strengths, the passion to learn and self-control (Banda Pilot Site, 2007). Instead of attempting to transform any individual's personality aspect by utter forcing of will, one only needs to major on their strengths as opposed to weaknesses and since it is intrinsically rewarding to exercise one's own strengths, they are not likely subject to give up or lose hope (Haidt, 2006).

Whether classification of individuals as either pessimists or optimists alongside the goal-attainment mold are doubtful replica, the other prime postulate of Seligman's ideology might appear to hold water that: the feeling and purpose of well-being are derivatives of expressing an individual's signature traits in activity absorbing. Because positive feeling and emotions of well-being are a generation of a commitment to absorb activities, making maximum use the well-being feeling that individuals can derive from these undertakings will lead to happiness fruition (Lopez & Snyder, 2011). These seem to be no elusive goals to accomplish hence an individual merely needs to make use of her or his strength. Of course, the idea lacks nothing new as the gate pass to life fulfillment is looking for passion, commitments as well as absorbing interests. It is difficult indeed to define what the term fulfilling means in any meaningful sense. Positive psychology seems to harbor in a special insight that and individual's signature strengths engagement and expression specifically yields the authentic positive emotion (Seligman, 2000). According to positive psychology, twenty four positive signature traits have been grouped into six main virtues which are the ones commonly and persistently applied in characterizing human cultures. Redrafting tasks so as to enable individuals to express and exploit better the signature strengths will lead to fruition of people who are happy and more effective employees (Banda Pilot Site, 2007).

The question as to whether these signature strengths are more identifiable than the objectives meant to

motivate individuals is worth to be addressed (Ausubel, 1968). It is evident that free-floating personality signature traits are only deemed crucial in specific contexts in league with other traits of life experiences, values, aptitudes and beliefs that model a whole individual. It is hard to identify these traits except for only life yet it is debatable on whether it holds any water to delegate traits on personality in isolation as being positive. Positive psychology identifies signature strengths and virtues which conflate natural dispositions, beliefs, self-control and learned values required to exercise these values and beliefs.

Conversely, Aristotle had carefully distinguished intellectual from moral virtues and recognizes the fact that virtues have the perforce and basis in individual innate instincts and no natural endowments, instruction and education required for one to come up with these right action habits and the rational intellect. It is therefore clear that ethical intrinsic worth are engendered in individuals not by or against nature but people are by personality constituted to obtain only them since their full establishment inside individuals result from inclination (Aristotle, 1976). In addition, an individual behaving virtuously does not necessarily mean acting to conform to the intrinsic worth but choosing to lead the manner acknowledging a right action as per oneself. Self-control alongside self-restraint is the principal to mastering passions and pleasures since true virtues are in full possession of intellectual and moral magnitudes (Banda Pilot Site, 2007).

An individual's life can be in full possession of moral cohesion required for it to make sense and its actions remain accountable as well as intelligible. In order to have this come to pass, the life of self has to be conceived as pursue for good living so as to finally understand the good of the quest eventually in the course (Ausubel, 1968). This quest is regarded as an education to the trait of what is sought as well as in individual knowledge. However, the quest must have a starting point as well as a preliminary outset of a mutual prospect that is possible. This can merely be a reality once the self-living is understood like an ancient tale enacted and outlined in realistic customs. It is fact that future possibilities are constrained inevitably by past events the same way and individual's own actions are tied up to other individual's actions (Cieslik, M. (2017).

In the course of realizing oneself, an individual is required to learn his capabilities to be or become something which in turn makes it possible to learn values and build self-control as well as the integrity necessary to practice these values. Undeniably, what this individual becomes is partially determined by innate dispositions, aptitudes, traits and inclinations which are crucial in the individual's totality. This is coupled with what is experienced as well as learned in life from the school of a historical and social niche (Ausubel, 1968; Haidt, 2006). It is until then that we can talk of individual personality and start identifying aspects that are negative or positive. In case of trait, values, emotional and beliefs complexity that constitute an individual's personality to yield a disposition towards conceiving a person's situation in a given manner, then one's individual conception of good life and happiness needs to be also colored (Gordie, 2003).

V. CONCLUSION

In a nutshell, critiques that positive psychology rests on reasoning that is circular, positing non-existing causal relationships and generalizations that are not justified do not hold water at all. Individuals and the community in which we all live in have strengths that enable them to thrive well. The study of this occurrence is what is called Positive Psychology. This tenet posits that individuals want to lead fulfilling and meaningful lives and cultivate the best character and enrich their play, love and work experiences as postulated by Martin Seligman in the fields of optimism, resilience, pessimism, learned helplessness and depression. No given tautological inexorableness in asserting that and individual classified as a pessimist for having a tendency to revisit the worst occurrences is more subjected to depression. It borrows the same leave that an assertion that for an individual to achieve a given objective, they need the motivations, attitudes and inclinations required to hit the set target. It is also true that for individuals with pessimistic explanatory style harbored in individuals' tending to give up are most likely to be discouraged and not an optimistic character. Significantly, as from the discussion in this paper, positive psychology rests on thread of arguments that are not fallacious, tautology or vagueness in defining or applying terms correctly.

REFERENCES

- [1]. Ausubel, D. P. (1968). *Educational Psychology: A Cognitive View* (New York, Holt, Rinehart and Winston).
- [2]. Banda Pilot Site, Excellence and Enjoyment (2007) Social and Emotional Aspects of Learning (SEAL) <http://bandapilot.org.uk/secondary/index.html> (Accessed 14.03.2017).
- [3]. Butler-Bowdon, T. (2007). *50 Psychology classics: Who we are, how we think, what we do : insight and inspiration from 50 key books*. London: Nicholas Brealey Publishing
- [4]. Cieslik, M. (2017). *The happiness riddle and the quest for a good life*. London: Palgrave Macmillan.
- [5]. Goldie, P. (2003). *The emotions: A philosophical exploration*. Oxford: Clarendon.
- [6]. Goleman, D. (2010). *Emotional intelligence: Why it can matter more than IQ*. London: Bloomsbury.
- [7]. Haidt, J. (2006). *The Happiness Hypothesis* (London, Arrow Books).

- [8]. Lopez, S. J., & Snyder, C. R. (2011). *Oxford handbook of positive psychology*. New York: Oxford University Press.
- [9]. Matthews, G., Deary, I. J. and Whiteman, M. C. (2003). *Personality Traits* (Cambridge, Cambridge University Press).
- [10]. Miller, G. A. & Buckhout, R. (2013) *Psychology: The Science of Mental Life* (New York, Harperand Row). Norem, J. K. (2001). *The Positive Power of Negative Thinking* (Cambridge, MA, Basic Books).
- [11]. Pinker, S. (1999). *How The Mind Works* (London, Penguin Books).
- [12]. Ryle, G. (1990). *The Concept of Mind* (London, Penguin Books).
- [13]. Seligman, M. E. P. (2013). *Authentic Happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: Free Press.
- [14]. Seligman, M. E. P. (2013). *Flourish: A visionary new understanding of happiness and well-being*. New York: Free Press.
- [15]. Seligman, M. E. P., Gillham, J., & Optimism and Hope Symposium. (2000). *The science of optimism and hope: Research essays in honor of Martin E.P. Seligman*. Philadelphia: Templeton Foundation Press.
- [16]. Smith, A. (2002). *55 Ways to Increase Your Emotional Intelligence* (Glossop, Coaching Leaders).
- [17]. Snyder, C. R., & Lopez, S. J. (2005). *Handbook of positive psychology*. Oxford: Oxford University Press.
- [18]. Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, Calif: SAGE.
- [19]. Taylor, A., Sluckin, W., Davies, D. R., Reason, J. T., Thomson, R. & Colman, A. M. (2012). *Introducing Psychology* (Harmondsworth, Penguin Books).

GLADYS KERUBO RAGIRA "Defense Against Critiques Of Positive Psychology." IOSR Journal Of Humanities And Social Science (IOSR-JHSS). vol. 23 no. 1, 2017, pp. 37-43.