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RESEARCH ARTICLE

THE HUMANISTIC PERSPECTIVES AND THE PATRIARCHAL BELIEF IN REBECCA BY DAPHNE DU MAURIER

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Abstract: This research study aims to investigate and analyze the manifestation of the Humanistic Psychological Perspective and Patriarchal Belief in Daphne Du Maurier's novel, Rebecca. Through this research, valuable insights on the issues of multifaced nature of human experiences will be provided, offering a lens through which readers and scholars can explore and appreciate the intricate interplay of psychological perspectives and societal ideologies within literary works. By employing a qualitative research approach, the study adopts a naturalistic inquiry method, focusing on contextualizing, interpreting, and emphasizing developmental processes and patterns. The research findings reveal intriguing insights into the novel's character dynamics. In terms of the Humanistic Psychological Perspective, the data description demonstrates that the characters in Rebecca exhibit a clear alignment with Maslow's Hierarchy of Needs. Furthermore, the data description illuminates the prevalence of patriarchal beliefs throughout the narrative. The analysis brings attention to the societal norms and power dynamics that perpetuate patriarchal structures. By exploring the interactions and behaviors of the characters, this research study sheds light on the complex manifestations and consequences of patriarchal belief systems within the story.

Keywords: humanistic psychology; patriarchal belief; hierarchy of needs; characterization

PERSPEKTIF HUMANISTIK DAN KEYAKINAN PATRIARKI PADA REBECCA KARYA DAPHNE DU MAURIER

Abstrak: Penelitian ini bertujuan untuk menyelidiki dan menganalisis manifestasi perspektif psikologi humanistik dan kepercayaan patriarki dalam novel Daphne Du Maurier, Rebecca. Melalui penelitian ini, wawasan berharga tentang isu-isu tentang sifat multifaset pengalaman manusia akan diberikan, menawarkan lensa yang melaluinya pembaca dan akademisi dapat mengeksplorasi dan menghargai interaksi rumit antara perspektif psikologis dan ideologi masyarakat dalam karya sastra. Dengan menggunakan pendekatan penelitian kualitatif, penelitian ini mengadopsi metode penyelidikan naturalistik, dengan fokus pada kontekstualisasi, penafsiran, dan penekanan proses dan pola perkembangan. Temuan penelitian mengungkapkan wawasan menarik tentang dinamika karakter novel. Dalam hal Perspektif Psikologi Humanistik, deskripsi data menunjukkan bahwa karakter dalam "Rebecca" menunjukkan keselarasan yang jelas dengan Hirarki Kebutuhan Maslow. Lebih jauh, deskripsi data menjelaskan prevalensi kepercayaan patriarki di seluruh narasi. Analisis ini membawa perhatian pada norma-norma masyarakat dan dinamika kekuasaan yang melanggengkan struktur patriarki. Dengan mengeksplorasi interaksi dan perilaku karakter, studi penelitian ini menyoroti manifestasi dan konsekuensi kompleks dari sistem kepercayaan patriarki dalam cerita.

Kata kunci: psikologi humanis; keyakinan patriarki; hirarki kebutuhan; karakterisasi.

INTRODUCTION

In this research article, the authors explore the enduring significance of Daphne Du Maurier's novel, *Rebecca*, as an invaluable tool for English learners in understanding the depth of English literacy. Since its publication in 1938, the novel continues to be widely used by educators, specifically in high-school and college English classrooms, due to Du Maurier's ingenious writing technique. By analysing and reflecting on this classic masterpiece, English learners gain insight into the intricacies of the English language and cultural differences. The research delves into the novel's ability to offer a glimpse of the world as it was in the past and to foster critical thinking through cultural exploration. Additionally, the author draws attention to the pressing issue of finding personal happiness, which aligns with concerns about rising suicide rates. Hence, understanding one's own psychological perspectives and how the society works from literature can induce curiosity on the possibilities of the future. Based on Kaufman (2018: 6), curiosity is one of the plentiful possible ways to the highest achievement of Maslow's conceptualization of self-actualization. This can be achieved through joyous exploration, showing "strongest links to understanding that a good life is a function of individual growth and contributions to others" (Kashdan, et al., 2018: 144).

The authors highlight previous analyses that focus on the main character's personality development and inner conflicts. Du Maurier's characterization techniques in *Rebecca* offer remarkable twists and turns within the story, elevating the level of meticulous awareness. Notably, the deliberate portrayal of the unnamed heroine and the prominence of the character Rebecca, despite her absence, contribute to the novel's intrigue. Maslow (2012:28) depicted the term psychology as it objectified the tricks people used to avoid the anxiety of absolute novelty by making believe that the future would be like the past. As for Maslow's description on psychology, psychologist is expected to grasp the idea of how people learn from the past to create a better understanding of an issue, inventing new solutions to avoid the mistake done. Furthermore, Passer and Smith (2019:2) mentioned that psychology was a scientific study that focused on the behavior and the mind.

Through the lens of the Humanistic Psychological Perspective, specifically Maslow's Hierarchy of Needs, the author analyses the characters' development and their pursuit of self-actualization. Maslow's hierarchy encompasses physiological, safety, belongingness or love, esteem, and self-actualization needs (Maslow, 1970: 35-47). He further emphasizes that human needs are

universal, transcending cultural differences (Maslow, 1970: 54). The more comprehensive definition of humanistic psychology is elaborated by Schneider, Pierson, and Bugental (2015:20) as a representation of a new emphasis in psychology on the experience of the fully functioning human on emotional maturity and in relationships' interaction, and on values in science, especially the science-making-process psychology.

Conley (2017:8) mentioned that hierarchy of needs believed that human being was a wanting animal and barely reaches a state of complete satisfaction, except for a short period, because once one's desire was satisfied, other pops up. Additionally, Pichere (2015:9) explained that Hierarchy of Needs was a model for determining the needs of human beings, starting from the most basic functions (such as eating and sleeping) to the more fulfilling (such as self- improvement and art practicing). Similarly, Maslow in Arnold, Coyne, Randall, and Patterson (2020:179) mentioned that Hierarchy of Needs contained five human needs to be fulfilled sequentially by people as they sought for them: physiological, safety, belongingness, esteem and self-actualization. Firstly, Li and Zhang (2014:1079) mentioned that physiological needs were all functions that were specific to a discrete body. Passer and Smith (2019:409) further explained that physiological needs promoted induce hunger and prompt eating whereas others stop food intake through the production of satiety – the state where one was no longer feel hungry). Arnold, Coyne, Randall, and Patterson (2020:179) elaborated that physiological needs were the need to remain fully nourished, well- rested and sufficiently warm.

Secondly, Pichere (2015:11) simplified the definition of safety needs as the need to feel protected not only against theft but also from any damage. Meanwhile, Carter (2012:52) elaborated safety need as a basic human need that when it is fulfilled, one could relax and rest because of the secure and comfortable feeling. Furthermore, Arnold, Coyne, Randall, and Patterson (2020:179) added the definition of safety need elegantly as one's need to feel physically and psychologically safe. The aforementioned theory solidifies the central idea of what needs to be achieved in order to sustain the safety feeling of human beings, which is the need to feel safe from any physical and psychological harm that can come upon them. The third need in the *Hierarchy of Needs* is love and belonging. Arnold, Coyne, Randall, and Patterson (2020:180) stated that belongingness was one's feeling of receiving support, affection, love and intrapersonal warmth. To further emphasize on the definition, Passer and Smith (2019:16) portrayed belongingness as a basic human need for social acceptance and companionship. According to Maslow (2012:52), love can be considered as either a love for the being of another person (unneeding and unselfish love) or a love where one is in constant need for being cared for from one's partner (deficiency and selfish love).

Next, the need in the *Hierarchy of Needs* is esteem, Bruno (2002:100) presented self-esteem as the idea of value that no other human felt about oneself for it was a kind of inner psychological ranking: low self-esteem was correlated with depression and pessimistic outlook on life whilst high self-esteem was associated with a positive mood and an optimistic perception on life. Furthermore, the definition of self-esteem by Schneider, Pierson, and Burgental (2015:117) was about how a person feels about or appraises oneself. Lastly, taken from Maslow himself (2012:24), the definition of self-actualization is described as ongoing actualization of a person's potentials, capabilities and talents, as fulfilment of one's mission as a fuller knowledge and acceptance of his/her own intrinsic nature toward endless unity, integration or synergy within the person. Additionally, Passer and Smith (2019:407) elaborated the definition of self-actualization in stating that self-actualization, representing the need to achieve one's potentials, was the ultimate drive to perfect oneself mentally, artistically, emotionally and socially in order to explore activities for one's intrinsic satisfaction.

Therefore, it can be concluded that *Hierarchy of Needs* is a structural model of describing the levels of human needs from the most fundamental into the most fulfilling needs to create a sense of fullness in a human being that builds up the comprehension of Humanistic Psychological Perspectives. Understanding the development of needs through the window of Humanistic

Psychological Perspectives will provide better insights on readers (both students and educators) to understand themselves.

In addition to the aforementioned perspectives, the research also incorporates insights focuses on the Patriarchal belief upheld by the characters in the novel. An interesting insight from Djajanegara (2010:111) explores the western countries had just acknowledged women's right to vote in 1920s whilst women in most developing countries earned the right in the 1950s. In another part of her book, Djajanegara (2010: 57) mentioned that it was not until the 1960s that female writers started to write strong and independent heroine in their novels. This provides a valuable lens through which to analyze the characters in "Rebecca," a novel written in 1938. The influence of patriarchal belief and its impact on the main character's situation adds complexity to Du Maurier's journey. Tonsing and Tonsing (2017:1) assert that patriarchal belief perpetuates structural violence against women, imposing discriminatory gender roles and limiting their access to collective resources.

Furthermore, Thohiriyah (2020:13) examines the representation of gender roles and patriarchal beliefs: no matter how strong a woman is, man is one who clings to his power till the end; this is evident when Maxim de Winter successfully subdues Rebecca by using the gun in order to be dominant and powerful, promoting patriarchal attitude through domination and power. Thohiriyah's research contributes to the understanding of how patriarchal systems can hinder women's pursuit of personal fulfilment, resonating with the struggles faced by the second Mrs. de Winter in "Rebecca." Additionally, the research incorporates the insights of Onwutuebe (2019:5), who did research among Igbo communities in Nigeria where the rules of land ownership for a widow woman are not applicable once she lost her husband. Onwutuebe considered it as one of the patriarchy beliefs that increase the vulnerability of women. Onwutuebe's work sheds light on the psychological consequences of oppressive power dynamics, offering a nuanced perspective on the challenges faced by characters in "Rebecca" as they navigate patriarchal structures. In Rebecca, Manderley is inherited to Maxim (not Beatrice) by the parents, proving that the male domination on land and property is evident in the society. Thohiriyah (2020: 13) has also mentioned that self-existence can easily be gained through power because power can lead to domination of others.

In understanding the term 'patriarchy', Sultana (2012:2) stated that patriarchy literally meant the rule of the father or the '*patriarch*' and originally it was used to describe a specific type of 'male-dominated family' – whose household included women, boys, children, slaves and domestic maids in which all under the control of this dominant male. To further elaborate on the context, Gilligan and Richards (2018:10) mentioned that patriarchy was an anthropological term denoting societies or families controlled by fathers, setting up a hierarchy in which the *hieros* (or the priest) was a father, *pater*; it elevated some men over other men and all men over women; within the family units, it separated fathers from sons (the men from the boys) and put both women and children under the authority of the father. Similarly, Lindsey (2016:524) explained that patriarchy was a structure of male-dominated society resulting in the oppression of women.

By shedding light on the influence of patriarchal belief and the humanistic psychological perspective within Rebecca, the author aims to uncover the moral messages conveyed to learners and their acquisition of English language knowledge. The research further explores the challenges faced by the second Mrs. de Winter in her quest for self-actualization, hindered by patriarchal beliefs and societal norms. The patriarchal practices portrayed in the novel continue to exist in various parts of the world, impacting the pursuit of self-satisfaction and personal growth. Based on the background above, the research underscores the importance of Rebecca in raising awareness of both the humanistic psychological perspectives and the patriarchal belief in today's world. The novel serves as a catalyst for change, urging the learners to shape a more inclusive and enlightened future by applying the principles of Humanistic Psychological Perspective. Through a comprehensive analysis of character development, cultural contexts, and struggles within patriarchal systems, both educators and learners are empowered to understand the impact of societal beliefs on self-actualization and personal growth.

RESEARCH METHOD

This research uses qualitative research as an approach. According to Nassaji (2020: 1), qualitative research can generally be described as a type of inquiry which is naturalistic and closely related to non-numerical data to comprehend and discover, rather than to explain and manipulate variables, for the purpose of contextualizing, interpreting, and emphasizing the process or patterns of development. According to Bondas et al. (2013: 2), the use of qualitative descriptive approaches (like content analysis, descriptive phenomenology, and thematic analysis) is properly used by researchers who expect to employ a relatively low level of interpretation in qualitative research, depending on the methodological method used. Based on Mezmir (2020: 15), qualitative data analysis is the categorization and interpretation of linguistic material to create statements in the explicit and implicit dimensions and the organizations of meaning-making in the issue and the representation it upholds.

The technique of this research is content analysis. Graneheim et al. (2020: 1) said that qualitative content analysis is a common method in facilitating studies and nursing research (a tool for basic, superficial, and simple sorting of information from texts), originated from various context and data. The data and data resources in qualitative research encompass a diverse range of sources, including people, events, places, objects, documents, and archives, as outlined by Sutopo (2002: 58). In this context, a source of data refers to a collection of facts obtained from various sources, which collectively present a comprehensive view of a particular situation. These data are gathered through specific methods and undergo processing and analysis to generate comprehensive and valuable information. The source of data is utilized to support claims, opinions, statements, and research-related content. It is crucial for the data source to include evidence, proof, and indications that aid researchers in addressing research-related issues. Thus, the location where the data was collected serves as the source of data.

For this study, the writers employed a novel as the primary source of data, specifically the novel "Rebecca" written by Daphne Du Maurier. Rebecca is an English novel published in August 1938 and set in Manderley, a country house located in Cornwall. The narrative revolves around an unnamed female protagonist who impetuously marries a wealthy widower. However, she soon discovers that their household is haunted by the lingering memory of the widower's deceased first wife, Rebecca, from whom the novel derives its title. The novel features twenty-four characters, including the unnamed heroine, Maximilian de Winter, Rebecca, Mrs. Danvers, Jack Favell, Frank Crawley, Beatrice Lacy, Mrs. Van Hopper, Ben, Major Giles Lacy, Colonel Julyan, Captain Searle, Horridge, Lady Crowan, Dr. Baker, Frith, Alice, Clarice, Robert, Gran, Billy, James Tabb, Roger, and Jasper (the family dog in Manderley). "Rebecca" has garnered numerous awards as a best-selling novel and has been adapted into several film versions. The most recent film adaptation was released on Netflix in 2020.

Moving on to the data collection technique, Graneheim et al. (2020: 3-5) emphasize that abstraction and interpretation constitute the central ideas behind qualitative content analysis. The data collection technique employed in this research follows the steps outlined by Graneheim et al. (2020: 3-5):

1. **Selecting Meaning Units:** This step involves de-contextualization, wherein the researcher handles the original data without abstracting the context.
2. **Condensing and Coding:** The subsequent phase of content analysis, condensing and coding, also entails de-contextualization. Condensing refers to the process of shortening the original text by extracting the meaningful parts without altering or interpreting the text differently. Coding involves assigning descriptive codes to the condensed meaning units, ensuring a close connection to the original text with a low level of abstraction and interpretation.
3. **Creating Categories and Themes on Various Levels:** In this final step, re-contextualization comes into play as the researcher organizes the codes into sub-categories or sub-themes. This process is pivotal in qualitative content analysis as it involves interpreting the codes and identifying groups that are closely related or distinct from one another.

Regarding the data analysis technique, Mezmir (2020: 17-21) outlines four stages or steps employed in qualitative data analysis:

1. Familiarization: Researchers strive to become acquainted with the variety and diversity of the collected data. This entails activities such as listening to videos, reading transcripts, studying observational notes, and engaging with any materials that enhance comprehension. Throughout these activities, researchers take notes to identify key issues, concepts, and themes.
2. Data Reduction: This stage involves coding the information from the notes and summarizing it to facilitate the development of the research. The aim is to map the research concepts accurately.
3. Data Display: Data display involves a careful examination of data transcriptions, selecting segments that best exemplify the research concepts or ideas.
4. Report Writing or Drawing Conclusions: The final step involves formulating meaningful statements based on the interpretation and illustration of the research topic, using the previously gathered data.

In terms of data validity checking technique, qualitative research also requires validity and reliability, as in quantitative research. To ensure credibility, several steps are taken. Firstly, member-checking is conducted to verify the numbers and codes in the data under study, allowing for the identification of any unanalysed data. Additionally, discussions with peers are held to evaluate the data analysis process, ensuring that all data has been thoroughly examined. Lastly, the writer ensures persistence by repeatedly reviewing and cross-checking all analyzed data with the recapitulation.

Transferability, the strength of qualitative research results to be generalized or applied to other contexts, is enhanced by describing the research context and its central assumptions. The research findings are obtained by comparing respondent data to achieve detailed results, enabling them to serve as a foundation for future research. Dependability is vital for accounting for changes in the research context. The writer records all findings throughout the research process and carefully examines dialogue transcripts, reconciling them with relevant theories. Confirmability, or objectivity, is achieved by subjecting the research results to expert tests conducted by individuals with expertise in the field of study. In this research, the findings are confirmed by expert reviewers, such as lecturers and advisors. In conclusion, the data and data resources in qualitative research encompass various sources, and for this study, the novel "Rebecca" by Daphne Du Maurier serves as the primary data source. The data collection technique follows the steps proposed by Graneheim et al. (2020: 3-5), involving the selection of meaning units, condensing and coding, and creating categories and themes. The data analysis technique consists of familiarization, data reduction, data display, and report writing or drawing conclusions, as outlined by Mezmir (2020: 15, 17-21). To ensure data validity, steps such as member-checking, discussions with peers, persistence, and expert confirmation are undertaken. The overall aim is to produce credible, transferable, dependable, and confirmable research findings.

RESULTS AND DISCUSSION

The data description reveals that in the hierarchy of needs, self-actualization, which represents the ultimate and highest tier, can only be attained once the other four tiers have been fulfilled. In the story, the characters depend on the gratification of their lower needs before they can progress to the subsequent level. This suggests that the hierarchy of needs follows a progressive and hierarchical pattern, wherein the satisfaction of each level is a prerequisite for reaching the next stage. The data presented in Table 1 portrays the level of the main characters' needs fulfilled based on the hierarchy of needs. The main characters used in the research are the unnamed heroine (the second Mrs. de Winter), Maxim de Winter, Mrs. Van Hopper (the heroine's past employer), Rebecca (the first and late Mrs. de Winter) and Mrs. Danvers (the housekeeper).

Table 1. Needs Achieved for the Characters

Character's Name	Physiological Need	Safety Need	Love and Belonging	Esteem	Self-Actualization
Heroine (before the truth is revealed)	No	No	No	No	No
Heroine (after the truth is revealed)	Yes	Yes	Yes	Yes	Yes
Maxim (in his first marriage)	Yes	Yes	No	No	No
Maxim (in his second marriage)	Yes	Yes	Yes	No	No
Mrs. Van Hopper	Yes	Yes	Yes	Yes	Yes
Rebecca	Yes	Yes	Yes	Yes	Yes
Mrs. Danvers	Yes	No	No	No	No

In terms of the patriarchal belief in “Rebecca” by Daphne Du Maurier, the analysis of the data emphasizes the pervasive presence of patriarchal beliefs among the characters. Particularly noteworthy is the protagonist, referred to only as Mrs. de Winter, despite the mention of her name being deemed 'interesting' by Maxim de Winter in the initial chapters of the novel. This labeling of a woman solely based on her marital status serves as a distinct indication of the patriarchal mindset upheld by the writer, Daphne du Maurier. Furthermore, the behaviors, thoughts, and dialogues of the characters effectively illustrate the existence of a patriarchal system within the household. The characterization of each individual further solidifies this underlying patriarchal structure. *Table 2* provides the clear patriarchal belief upheld by some of the characters in the novel. These characters are chosen because there is enough evidence to draw conclusion on the belief they have throughout the whole story.

Table 2. Patriarchal Belief Seen in the Characters

Character's Name	Patriarchal Belief
Heroine	YES
Maxim de Winter	YES
Beatrice Lacy	YES
Mrs. Van Hopper	YES
Mrs. Danvers	YES
Rebecca	YES

The development of the protagonist in "Rebecca" exemplifies the principles of Maslow's Hierarchy of Needs, providing a captivating depiction of the Humanistic Psychological Perspective. At the beginning of the novel, the protagonist is intentionally nameless, symbolizing her lack of fulfillment in basic needs and underscoring her insignificance in the world. This absence of identity positions her far from the path of self-actualization, highlighting the crucial role that needs satisfaction plays in personal growth. As the narrative progresses and the protagonist assumes the role of Mrs. de Winter, her journey towards self-actualization unfolds. She gradually satisfies her needs, beginning with her safety requirements. Embracing her newfound position and uncovering the truth about Rebecca, she finds a sense of security and stability. This fulfillment of her safety needs provides a solid foundation for her further growth.

Moreover, the protagonist finds solace in the knowledge that Maxim's affection is exclusively directed towards her. This realization fulfills her need for love, offering her a sense of belonging and connection. The profound impact of this fulfillment on her psychological well-being becomes evident as her self-esteem is bolstered. With each step towards satisfying her needs, she gains confidence and a greater sense of worth. The contrast between the protagonist's state before and after assuming the role of Mrs. de Winter vividly portrays the importance of fulfilling lower needs as a prerequisite for attaining higher ones. Her transformation from a nameless, insignificant individual to a woman who experiences love, security, and self-esteem demonstrates the interconnected nature of human needs and the significance of their sequential fulfillment. Throughout Rebecca, the protagonist's development aligns with the principles of Maslow's Hierarchy of Needs,

illustrating the humanistic psychological perspective. By examining her journey, readers gain insight into the profound impact of needs fulfillment on personal growth and the realization of one's full potential. The novel serves as a compelling exploration of the intricate relationship between human needs and the pursuit of self-actualization.

The humanistic psychological perspective in *Rebecca* extends beyond the protagonist to encompass the character of Maxim de Winter, providing further insight into Maslow's Hierarchy of Needs. Maxim's character is depicted in two distinct periods, highlighting the impact of needs fulfillment on his journey towards self-actualization. Initially, as the inheritor of Manderley, a magnificent estate, Maxim effortlessly meets his physiological and safety needs. His privileged position grants him access to material comfort and a secure environment. However, the fraudulent nature of his marriage to Rebecca leaves him unable to satisfy his Love Needs. The absence of genuine affection and emotional connection in his relationship with Rebecca prevents him from reaching a state of fulfillment.

It is only upon marrying the heroine, who offers him genuine love and affection, that Maxim's Love Needs begin to be fulfilled. The heroine's presence and devotion provide him with the emotional support and companionship he craves. This newfound love offers Maxim a sense of belonging and acceptance, fulfilling a fundamental human need. However, Maxim's journey towards self-actualization encounters a significant hurdle when the heroine uncovers his act of killing Rebecca. This revelation hinders his progress in achieving the level of Esteem, as he believes he has tarnished the positive perception she held of him. Maxim's guilt and remorse create an internal barrier, preventing him from fully realizing his self-worth and impeding his ability to reach the highest tier of Maslow's Hierarchy of Needs.

As a result, Maxim is unable to achieve self-actualization, the pinnacle of the hierarchy. Despite fulfilling his lower-level needs, the unresolved guilt and the damage caused by his past actions prevent him from fully embracing his true potential and experiencing complete personal fulfillment. Maxim's character serves as a cautionary tale, demonstrating the vital role of needs satisfaction in the pursuit of self-actualization. The complexities of his experiences highlight the interconnected nature of human needs and the importance of addressing each level in the hierarchy to attain ultimate fulfillment and personal growth.

In *Rebecca*, Daphne du Maurier further demonstrates the humanistic psychological perspective and Maslow's Hierarchy of Needs through the complete fulfillment of the characters Mrs. Van Hopper and Rebecca. These characters exemplify how the satisfaction of lower-level needs leads to the attainment of higher ones, ultimately paving the way for self-actualization. Both Mrs. Van Hopper and Rebecca effortlessly satisfy their physiological and safety needs. Mrs. Van Hopper, a wealthy socialite, indulges in extravagant social interactions and spends her resources generously, ensuring her physical well-being and security. Rebecca, on the other hand, benefits from the support of her affluent husband, which provides her with a stable and secure environment. Despite the absence of dedicated romantic relationships, both characters readily find love when the need arises. Mrs. Van Hopper finds solace and love in her daughter and family, establishing deep emotional connections that fulfill her need for love and belonging. Similarly, Rebecca garners the attention and admiration of numerous admirers, satisfying her need for love and affection.

The fulfillment of their Love Needs propels Mrs. Van Hopper and Rebecca towards attaining the Esteem they require. Mrs. Van Hopper's close-knit relationships with her loved ones and her social standing within her community contribute to her sense of self-worth and esteem. Likewise, Rebecca's charm and ability to captivate others solidify her position of influence and power, elevating her self-esteem.

By satisfying their physiological, safety, and love needs, Mrs. Van Hopper and Rebecca are able to ascend to the level of Esteem, gaining recognition and respect from others. This recognition not only boosts their self-esteem but also reinforces their sense of personal value and accomplishment. The fulfillment of these lower-level needs and the subsequent attainment of Esteem

pave the way for self-actualization for both characters. Self-actualization represents the highest tier of Maslow's Hierarchy of Needs, signifying the realization of one's full potential and the achievement of personal growth.

In *Rebecca*, the characters of Mrs. Van Hopper and Rebecca exemplify the interconnected nature of human needs and how the fulfillment of each level of the hierarchy contributes to the ultimate goal of self-actualization. Their journeys underscore the significance of addressing and satisfying lower-level needs as a foundation for personal growth and the realization of one's true potential. In the context of the Humanistic Psychological Perspective, the character of Mrs. Danvers in "*Rebecca*" exemplifies an incomplete satisfaction of the five-tier Hierarchy of Needs. While she can meet her physiological needs as the head housekeeper at Manderley, Mrs. Danvers lacks the security of her position due to her strained relationship with the new mistress of the house. Consequently, she is unable to focus on fulfilling her love needs and attaining the self-esteem necessary for self-actualization. Mrs. Danvers becomes engulfed in her obsession and grief for Rebecca, rendering her lost and purposeless. Towards the conclusion of the story, she mysteriously disappears without apparent direction. This portrayal underscores the significance of addressing all levels of Maslow's Hierarchy of Needs to achieve self-actualization and avoid becoming entrapped in obsession and unmet needs.

Within the narrative of *Rebecca* by Daphne du Maurier, the patriarchal belief system is further manifested through the behaviors and actions of the characters. The protagonist, in particular, demonstrates the influence of patriarchal ideals on her thoughts, speech, and actions throughout the novel. Her entire focus revolves around proving her worthiness as Mrs. de Winter, positioning herself within the societal expectations of a proper wife. The protagonist's journey towards self-validation takes a significant turn when she uncovers Maxim's true feelings towards Rebecca. This revelation allows her to fully embrace her role as the new Mrs. de Winter and move beyond the shadow of her predecessor. The protagonist's perception of Rebecca as a rival becomes evident through her proclamation of being "free from Rebecca" upon learning about Maxim's involvement in her demise. This statement implies that Rebecca's importance lies primarily in serving the protagonist's need to assert her own worthiness as Maxim's wife. It reinforces the notion that Rebecca's significance is measured solely in terms of fulfilling the protagonist's aspirations and desires.

The protagonist's unwavering determination to become a suitable spouse to Maxim reflects the patriarchal expectations ingrained in society. In a patriarchal system, women are often seen as support systems for their husbands, responsible for maintaining the household and upholding the husband's image in society. The protagonist's singular objective of becoming a worthy wife to Maxim underscores her adherence to this belief. Her relentless efforts to validate herself and the importance she places on fulfilling the role of a proper wife highlight the extent to which patriarchal ideals influence her actions and mindset. By exploring the protagonist's journey within the patriarchal framework, *Rebecca* sheds light on the inherent power dynamics and expectations placed upon women in society. It exposes the limitations and constraints imposed by a patriarchal belief system, where women are often defined and valued in relation to their roles as wives and supporters. Through the protagonist's experiences, the novel invites readers to question and challenge these patriarchal norms, ultimately calling for a more egalitarian society that recognizes and values the autonomy and worth of every individual, regardless of their gender or marital status.

Additionally, the patriarchal belief system in *Rebecca* by Daphne du Maurier is further exemplified through the character of Maxim de Winter and his everyday actions. Maxim's behavior and attitudes align with the characteristics commonly found in patriarchal households, where male dominance and control prevail.

One prominent example is the inheritance of Manderley, the grand estate that Maxim inherits despite having a sister, Beatrice Lacy. In patriarchal systems, the distribution of family heirlooms is often biased towards male descendants, disregarding equal rights among children. This unequal treatment perpetuates the patriarchal belief system, reinforcing the idea that men are the rightful

owners and inheritors of family legacies. Maxim's inheritance of Manderley instead of his sister serves as a reflection of this unequal distribution, highlighting the patriarchal norms that shape societal structures. Maxim's interactions with his wives also demonstrate his adherence to patriarchal beliefs. He views them primarily as caretakers responsible for the functioning and preservation of the household. Their role is to maintain Manderley and safeguard Maxim's social standing, reducing women to mere instruments serving the household's needs. This viewpoint diminishes their autonomy and agency, reinforcing the traditional gender roles expected of women in patriarchal societies.

Maxim's treatment of his wives becomes a clear manifestation of his adherence to the patriarchal belief system. He prioritizes his own world and desires above those of his first wife, Rebecca, leading to her tragic fate. This disregard for Rebecca's well-being and the subsequent consequences reflects the power dynamics inherent in patriarchal relationships, where women are often subjugated, and their lives are perceived as less important than those of their male counterparts. Moreover, the prevailing patriarchal belief in society disregards same-sex partnerships within the household, which is exemplified in the character of Mrs. Danvers. Mrs. Danvers faces difficulty in finding love as she becomes consumed by an obsessive adoration for Rebecca. It is noteworthy that Daphne du Maurier, the author of the novel, has been rumored to have experienced romantic interest in another woman. This suggests that the character of Mrs. Danvers symbolizes the suppressed emotions of romantic love that are not accepted in patriarchal societies. The lack of acceptance prevents Mrs. Danvers from openly expressing her feelings for the woman she loves, and her intense devotion to Rebecca becomes a substitute for her unfulfilled desires.

Ultimately, the patriarchal belief is a pervasive theme that resonates throughout the story of "Rebecca" by Daphne du Maurier. The actions, speech, and thoughts of the characters vividly illustrate the prevalence of patriarchal norms and align with the societal context of the novel's publication era. During the time when Rebecca was published, patriarchal beliefs were deeply ingrained in society. The story reflects this reality by presenting characters who conform to and perpetuate these beliefs. The characters' actions and decisions are influenced by the gendered expectations and limitations imposed by patriarchal systems. The protagonist's own thoughts and behavior demonstrate her internalization of patriarchal norms. She is driven by a relentless desire to validate her worthiness as Mrs. de Winter, constantly seeking approval and validation from her husband, Maxim. This constant quest for approval reflects the societal expectation that women should define their self-worth through their relationship to men, reinforcing the patriarchal belief that a woman's value lies primarily in her role as a wife and partner.

Furthermore, the societal context of the novel's publication era further reinforces the presence of patriarchal beliefs. During this time, traditional gender roles were deeply entrenched, with women expected to be subservient to men and to prioritize their roles as wives and mothers. These cultural expectations shape the characters' thoughts, actions, and choices, underscoring the overarching influence of patriarchal beliefs on their lives. By portraying the characters within the framework of patriarchal beliefs, Rebecca provides a critical examination of the gender dynamics prevalent in society. It prompts readers to reflect on the limitations and injustices imposed by patriarchal systems and challenges the notion that such beliefs are inherent or immutable. Through its exploration of patriarchal beliefs, the novel invites readers to question and challenge traditional gender roles, advocating for a more egalitarian and inclusive society.

CONCLUSIONS

In conclusion, Rebecca delves into both the humanistic psychological perspective and patriarchal belief, offering insights into the fulfillment of human needs and the challenges posed by societal expectations. Firstly, the humanistic psychological perspective in Rebecca by Daphne du Maurier is evident through the characterization of the various characters. The story demonstrates the importance of fulfilling lower needs before achieving self-actualization. The characters exemplify both

successful and incomplete fulfillment of Maslow's hierarchy of needs, emphasizing the interconnectedness of human needs and individual character development. By underscoring the significance of fulfilling all tiers of the hierarchy of needs, the story provides valuable insights into human motivation and the pursuit of self-actualization.

Finally, the novel *Rebecca* by Daphne du Maurier explores the prevalence of patriarchal beliefs through its characters. The protagonist's identification solely based on her marital status, the heroine's relentless efforts to prove herself as a worthy wife, and Maxim's treatment of his wives as household tools all reflect patriarchal beliefs. The character of Mrs. Danvers represents suppressed feelings of romantic love that are not accepted in a patriarchal society. The novel sheds light on the persisting patriarchal mindset and calls for a more egalitarian society that values individuals regardless of gender or marital status.

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