

Self-concept & personality



Lectures 8-9

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Self-concept & personality

MAIN ISSUES

- Psychology of personality
- Perspectives in describing Personality
- Examples of personality concepts
- Personality traits on example of Big-5
- Self-concept and its elements

ADDITIONAL ISSUES

- The concepts of "Self-esteem", "self-confidence" and "self-worth", their role in the life of the individual.
- Test of Kuhn "Who am I"
- Self-determination theory

8

Self-concept & personality





Self-concept



- **Human** is a concept that relates a creature to the human race.
- An **individual** is a single representative of the human race, regardless of its anthropological characteristics.
- **Personality** is a set of socially significant qualities of an individual. Grown by society for society. Has social roles.
- **Individuality** is a set of physiological, psychological characteristics of an individual that make up his originality, difference from other people.

*«We are born as a human, become a person, and then defend our individuality»
(A.G. Asmolov)*



Personality

While personality is something that we talk about all the time ("He has such a great personality!" or "Her personality is perfect for this job!"), you might be surprised to learn that **psychologists do not agree on a single definition of what exactly constitutes personality.**

Personality is broadly described as the characteristic patterns of thoughts, feelings, and behaviors that make a person unique.

Personality was grown in a society for a society.

While a few aspects of personality may change as we grow older, **personality also tends to remain fairly consistent throughout life.**

An entire branch of psychology is devoted to studying this topic. Personality psychologists are interested in the unique characteristics of individuals and similarities among groups of people.



Personality

Personality is a person considered from the point of view of his stable psychological and social qualities, which are manifested in social ties and relationships. The key feature of personality is its social nature. *Personality is formed and manifested only in society in the process of interaction with other people.*

Personality structure

Personality is a multi-level system of various characteristics.

In its structure, the following are distinguished:

- **Biological level** – includes natural properties, such as temperament.
- **Psychological level** – abilities, emotions, character, self-awareness.
- **The social level** is the system of relations between the individual and society, group norms and values.



Personality

What personality isn't

Personality isn't your set of skills. It's not your biological or physical differences. It's not transient states, like hunger or sadness.

You may be a championship football player, for example, but that's not a part of your personality. Your *reliability, extroversion, and ambitions* as personality traits may *incline* you to perform well at team sports.



To understand the psychology of personality, it is important to learn some of the key characteristics of how personality works.

- **Personality is organized and consistent.** We tend to express certain aspects of our personality in different situations, and our responses are generally stable.
- **Although personality is generally stable, it can be influenced by the environment.** For example, while your personality might make you shy in social situations, an emergency might lead you to take on a more outspoken and take-charge approach.
- **Personality causes behaviors to happen.** You react to the people and objects in your environment based on your personality. From your personal preferences to your career choice, every aspect of your life is affected by your personality.



**NEW HABITS – a way to a little bit
NEW personality**



+ **The Biological Perspective of Personality** suggests that genetic, neurological, and physiological factors play a significant role in shaping an individual's **personality**. It emphasizes the influence of **biological** processes, such as brain structure and neurotransmitter levels, on **personality** traits and behaviors.

Psychoanalytic Perspective



Emphasis: Childhood experiences and the unconscious mind
Major theorists: Freud, Erikson, and Jung

Humanistic Perspective



Emphasis: Psychological growth, free will, and personal awareness
Major theorists: Maslow and Rogers

Trait Perspective



Emphasis: Identifying, describing, and measuring personality traits
Major theorists: Eysenck, Cattell, McCrae, and Costa

Social Cognitive Perspective



Emphasis: Observational learning, self-efficacy, and situational influences
Major theorists: Bandura

As a homework you can
prepare a short report
on 1 of these theories that seem
interesting to you



SOME theories of personality

- Psychoanalysis of Z. Freud
- Individual psychology of A. Adler
- Analytical theory of personality by C.G. Jung
- E. Berne's Transactional Analysis - *explanation of personality*
- Karen Horney theory - *explanation of personality*
- Humanistic psychology *explanation of personality*
- Humanistic theory of personality by A. Maslow
- Sub-persons theory by Roberto Assajioli
- C. Rogers' human-centered approach - *explanation of personality*
- Existential psychology - *explanation of personality*
- Psychology of the search and realization of the meaning of life (*logotherapy*) V. Frankl
- Existential Analysis by A. Langle - *explanation of personality*
- Behavioral psychology - *explanation of personality*
- B. Skinner's theory of operant learning
- Dispositional theory of personality by G. Allport
- Structural theory of personality traits by R. Cattell
- K. Leonhard's theory of personal accentuations
- Pathopsychology of personality B.V. Zeigarnik
- Self-determination theory of motivation and personality

AND
MANY
OTHERS



Freud's theory

- According to Freud, human personality is complex and has 3 elements known as the id, the ego, and the superego.
- These elements work together to create complex human behaviors.
- The id is considered the basis of vital energy and is largely held in the unconscious, emerging as illogical or wishful thinking
- The superego is one's conscience and is established via identification with parental figures or social groups at large.
- The ego is tasked with balancing reality with the demands of desire (id) and morality (superego).

Each component adds its own unique contribution to personality.

*The
Principle of
Morality*

*Super
Ego*



*The
Principle
of Reality*

Ego



*The
Pleasure
Principle*

ID

*Personality
by Freud*



Freud's theory

	Id	Ego	Superego
Function	Seeks pleasure	Mediates reality and desires	Imposes moral standards on behavior
Operates	Unconscious	Conscious, Unconscious	Conscious, Unconscious
Principles	Pleasure principle	Reality principle	Morality principle
Development	Present from birth	Develops during infancy, uses defense mechanisms such as <i>sublimation</i>	Develops around the age of five



Freud's theory

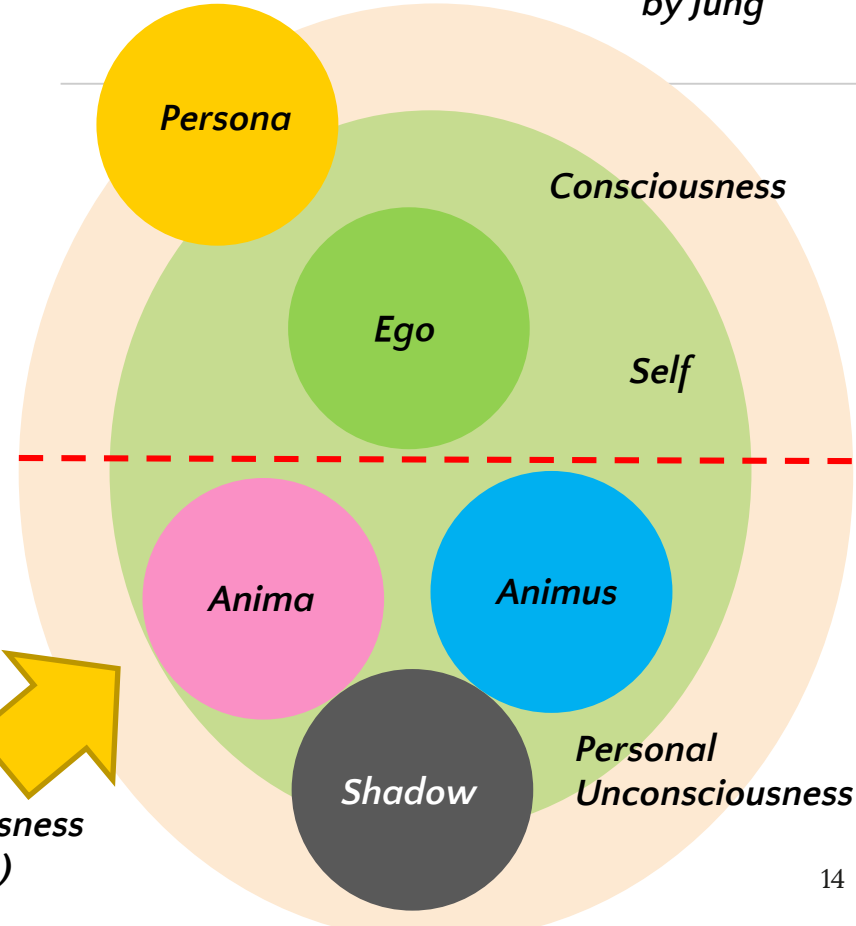




Jung's theory

- **Jung** introduced additional tools to psychotherapy such as active imagination, art therapy, analysis of dreams, exploring spiritual experiences to achieve self-realization and wholeness (individuation).
- Jung introduced his theory of personality, which includes the **ego**, **personal unconscious**, and **collective unconscious**. While the **ego** serves as a conscious sense of self, the personal unconscious contains repressed thoughts and memories unique to an individual.
- The collective unconscious represents universal **archetypes** and collective human experiences.

*Collective
Unconsciousness
(archetypes)*

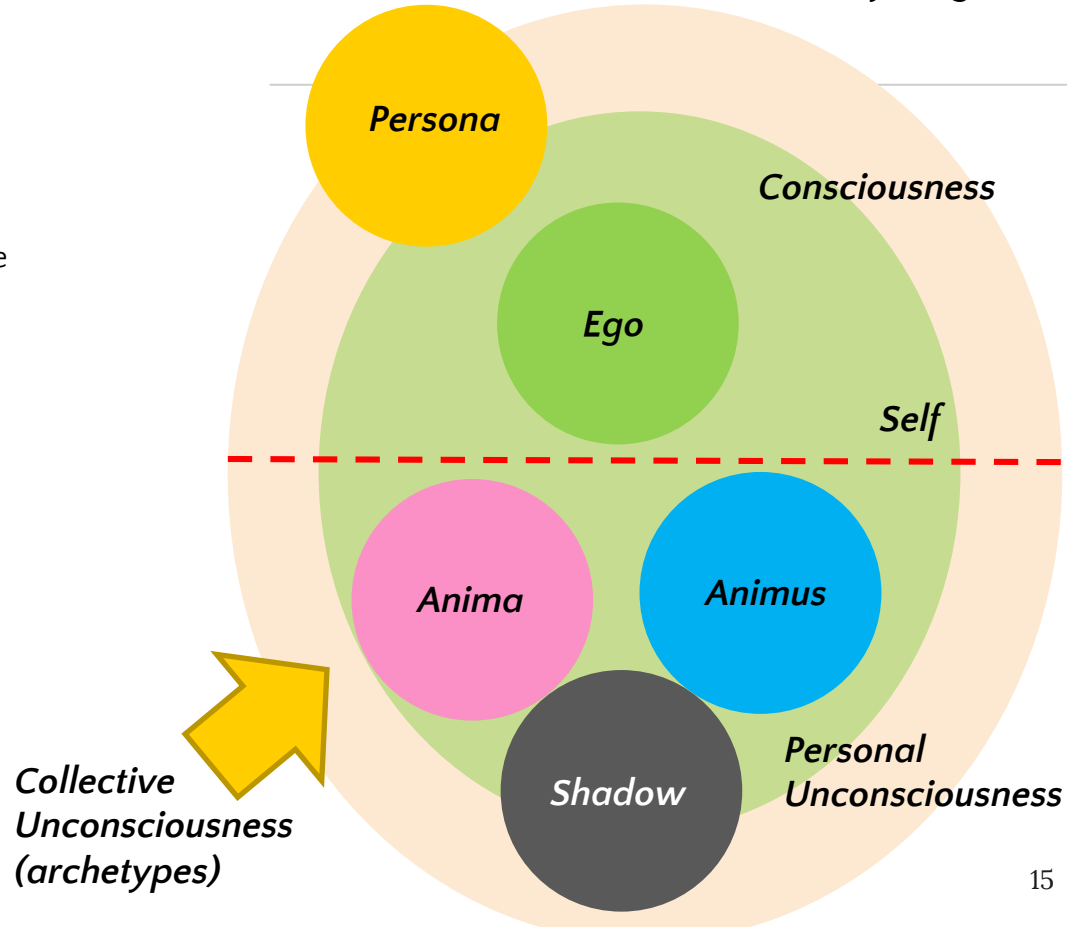




Jung's theory

PERSONAL ARCHETYPES

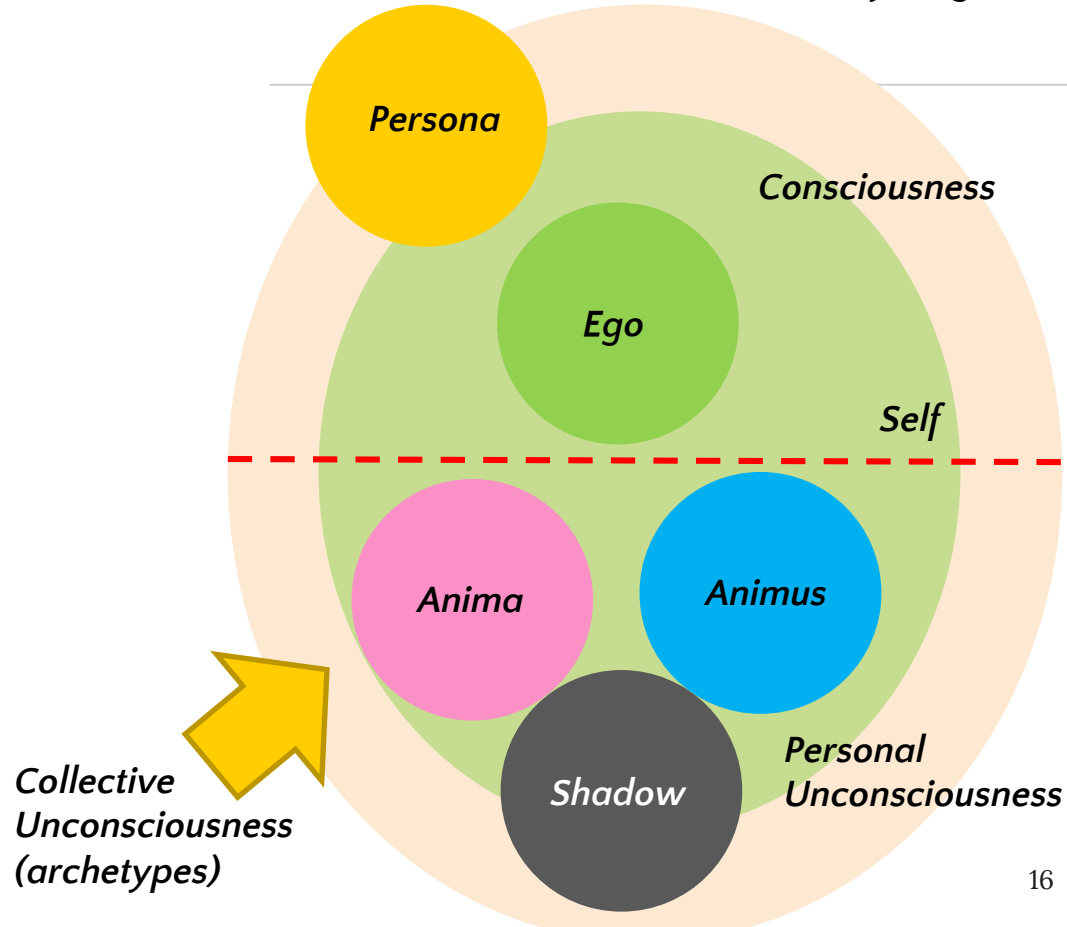
- **The persona (or mask)** is the outward face we present to the world. It conceals our real self and Jung describes it as the “conformity” archetype.
- Problems can arise when a person overly identifies with their Persona, unable to differentiate between their professional role and their authentic self.
- An example would be a teacher who continuously treats everyone as if they were their students, or someone who is overly authoritative outside their work environment.





Jung's theory

- **Anima/animus** is the mirror image of our biological sex, that is, the unconscious feminine side in males and the masculine tendencies in women.
- These archetypes are derived both from collective ideas of femininity and masculinity and from individual experiences with the opposite sex, beginning with the person's parents.
- The Anima and Animus exist in the unconscious as counterbalances to a person's conscious sexual identity, serving to complement their experience and understanding of their own gender.
- First person we could love appears in unconsciousness, then in the real life due to Jung. Being in love is a projection of Anima/Animus to a real person.





Jung's theory

- **The Shadow** archetype encapsulates the parts of ourselves that we may reject, disown, or simply don't recognize.
- Rooted in both our personal and collective unconscious, the Shadow contains traits that we consciously oppose, often contrasting those presented in our Persona – the outward 'mask' we show to the world.
- This is the **animal side** of our personality (like the id in Freud).
- It is the source of both our **creative** and **destructive** energies.
- The Shadow isn't merely **negative**; it provides **depth** and balance to our personality. This is symbolized in the idea: "where there is light, there must also be shadow".
- Overemphasis on the Persona, while neglecting the Shadow, can result in a superficial personality, preoccupied with others' perceptions.
- Shadow elements often manifest when we project disliked traits onto others, serving as mirrors to our disowned aspects. Engaging with our Shadow can be challenging, but it's crucial for a balanced personality.



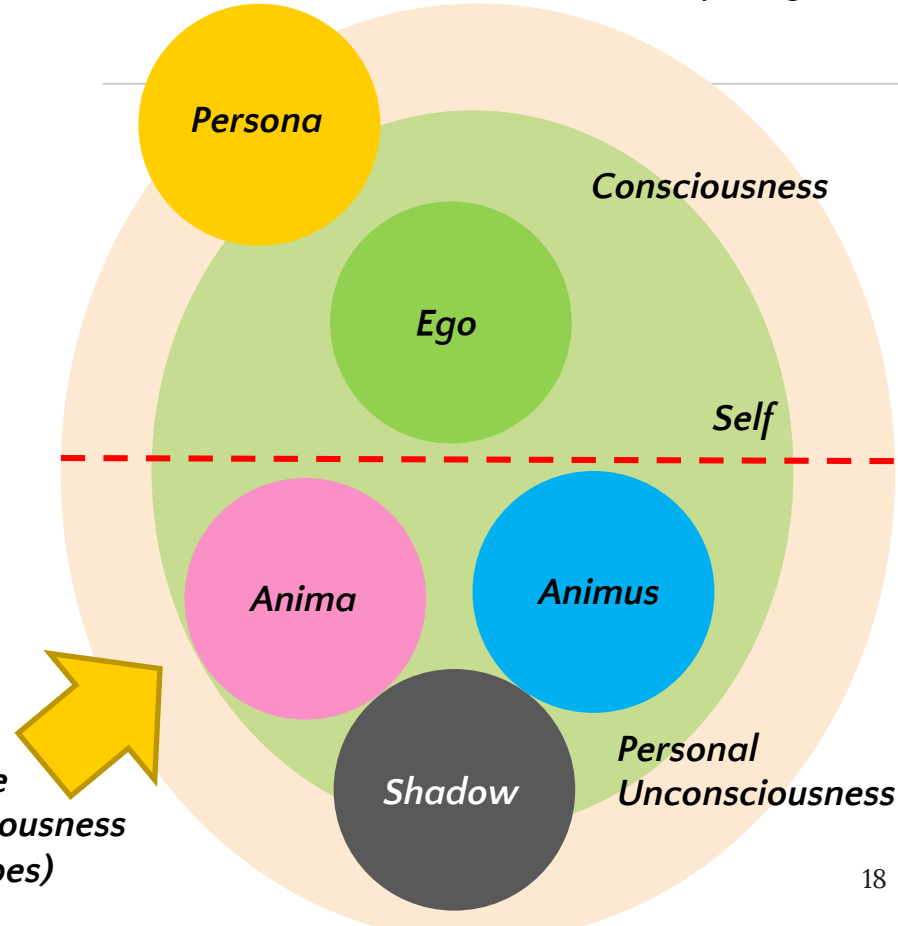


Jung's theory

- **Ego** is a tool for the cognition of self-reflection.
- The center and focus of consciousness, it “refers to the experience of oneself as the center of will, desire, reflection and action.”
- The ego is an innate center of awareness, the center of will, decision-making.
- **SELF** – provides a sense of unity in experience. For Jung, the ultimate aim of every individual is to achieve a state of selfhood (similar to self-actualization).
- The Self, the most significant archetype, is the totality of an individual's personality, transcending the Ego

“... the self is our life's goal,
for it is the completest
expression of that fateful
combination we call
individuality...” (Carl Jung)

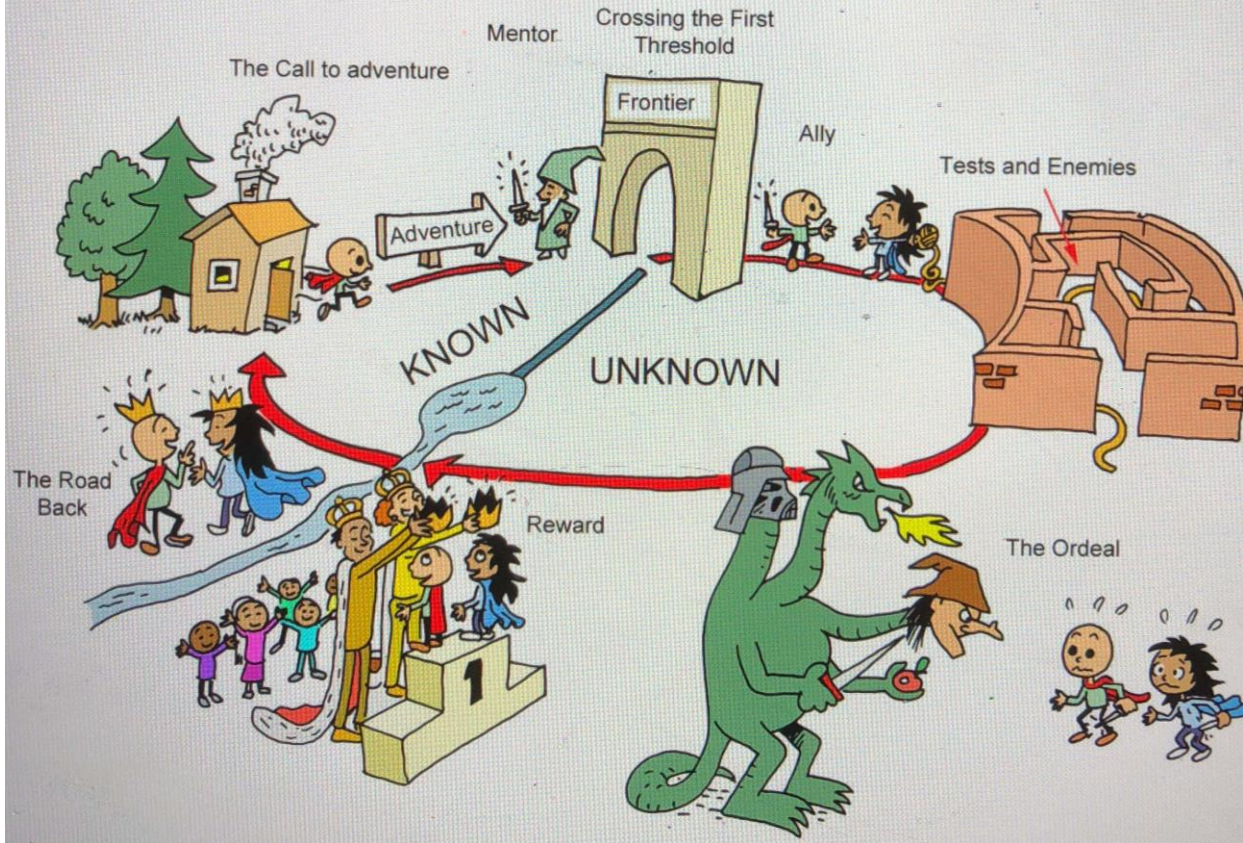
Collective
Unconsciousness
(archetypes)



Путь героя



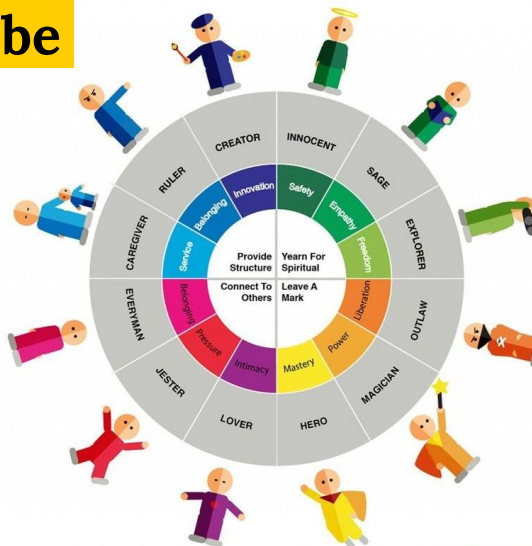
The Hero's Journey








Attempts to describe personality types via Archetypes

	CAREGIVER Protecting Others		CREATOR Creating Enduring Value		RULER Leadership and Control
	MEMBER Connecting to and fitting-in with others		LOVER Experiencing Bliss		JESTER To Live in the moment
	WARRIOR Proving one's worth through courage		OUTLAW To destroy what is not working		MAGICIAN Using knowledge of how their world works to transform it to their vision.
	INNOCENT To be happy in paradise		EXPLORER Freedom to experience a better more fulfilling life		SAGE To discover the truth



экстраверт (Extraverted)	интроверт (Introverted)
сенсорик (Sensing)	интуит (Intuitive)
логик (Thinking)	этик (Feeling)
рационал (Judging)	иррационал (Perceiving)

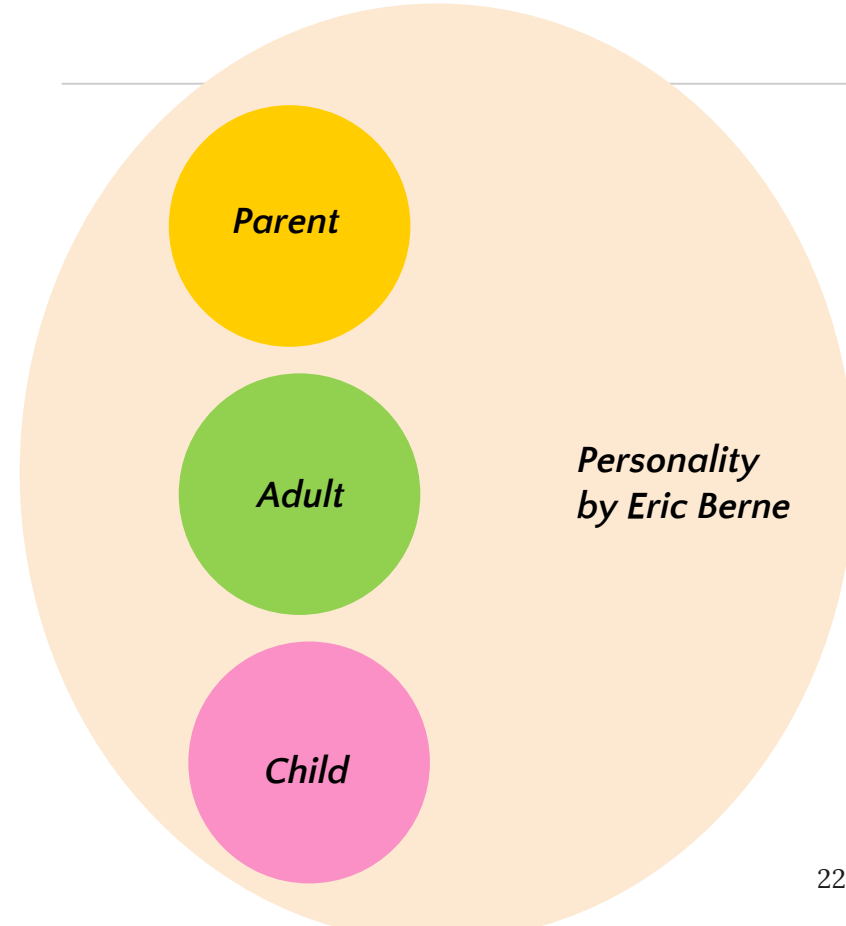
16 Personalities Stereotypes

			
INFJ Kind Imaginative Idealistic	ENTP Outspoken Intelligent Curious	ENFP Creative Optimistic Enthusiastic	INTP Insightful Innovative Logical
			
ESFP Energetic Spontaneous Easygoing	ISTP Practical Analytic Calm	ISFP Sensitive Modest Gentle	ESTP Perceptive Adventurous Resourceful
			
INTJ Tactical Rational Objective	INFJ Holistic Visionary Individualistic	ENTJ Confident Assertive Straightforward	ENFJ Charismatic Responsive Trustworthy
			
ESFJ Social Popular Traditional	ESTJ Impersonal Pragmatic Direct	ISFJ Warm Cautious Patient	ISTJ Systematic Reliable Sensible



Eric Berne's theory

- **Eric Berne** noted that in different situations we take different positions in relation to each other, which is reflected in interaction (transactions).
- The main positions in this case are three, which were conventionally named by E. Berne: Parent, Adult and Child (Child).
- **Parent** demands, evaluates (condemns and approves), teaches, guides, patronizes, etc.
- **An adult** works with information, reasons, analyzes, clarifies the situation, talks on an equal footing, appeals to reason, logic, etc.
- **A child** shows feelings (resentment, fear, guilt, etc.), obeys, is naughty, shows helplessness, asks questions: "Why me?", "Why was I punished?", apologizes in response to remarks, etc.





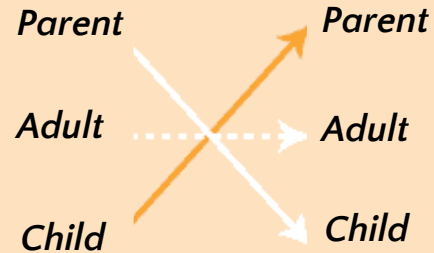
Eric Berne's theory



BOSS



Employee



Parent

*Wise, demanding,
directs and takes
care*



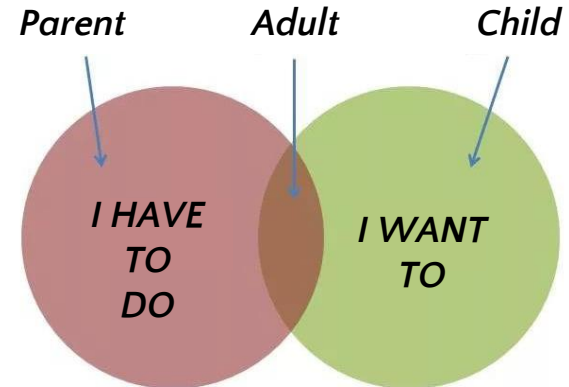
Adult

*Pragmatic, logical.
learns and helps*



Child

*Irrational, plays,
evokes emotions*





Practice

Mark. What has happened to the youth?! They have completely let themselves go!

John. Yes, we were more modest in their age.

Teacher. How did you manage to get a three-digit number here?

Student. Oh, right, I forgot to take the square root!

Cashier. How about we run off to the movies while the bosses are away?

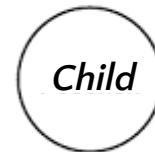
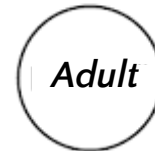
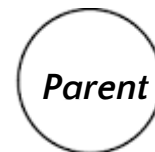
Accountant. Please pass me the reports for last quarter.

Lilly. Aren't you ashamed to sit there with an elderly woman standing next to you!

Jessie. Oh, of course, of course, I just didn't notice: I was lost in thought, you know... Please sit down.

Conference Speaker-1. Right now, I'll give you the spotlight, I see that you've raised your hand for the fifth time.

Conference Speaker-2. I might not even speak at all...





Eric Berne's theory (attitudes to others)

Me+ You+ (*winner*)

Me+ You- (*non-winner*)

Me- You+ (*non-winner*)

Me- You- (*loser*)

BIG-5



Self-concept via traits

Personality is a unique set of characteristics within a person that work to influence their beliefs, motivations, emotions, behaviors and even their environment.

Traits-oriented define personality in terms of five core traits, which can be thought of as stable dispositions that drive behavior. The five-factor model of personality encompasses these basic traits:

- openness to experience
- conscientiousness
- extraversion-introversion
- agreeableness
- neuroticism

OCEAN

BIG-5



Openness

Openness to experience, or simply **openness**, is a basic personality trait denoting receptivity to new ideas and new experiences.

- People with high levels of openness are more likely to seek out a variety of experiences, be **comfortable with the unfamiliar**, and pay attention to their inner feelings more than those who are less open to novelty.
- They tend to exhibit high levels of **curiosity** and often enjoy being **surprised**. People with low levels of openness prefer familiar routines, people, and ideas; they can be perceived as closed-minded.



BIG-5



Openness

- A person with a high level of openness to experience will often enjoy venturing beyond his or her comfort zone. They seek out new, unconventional and unfamiliar experiences, travelling to new destinations, embracing different cultures and practices.
- By contrast, people with low openness to experience will seek more familiar surroundings. They are more likely to pass up on opportunities to try new experiences, such as travelling to exotic destinations or making a drastic career change. Instead, they gain comfort from the predictability of the environment that they are accustomed to.
- According to adjective-factor results, openness is best characterized by original, imaginative, broad interests, and daring (*McCrae and Costa, 1987*).



BIG-5



Consciousness



Conscientiousness is a fundamental personality trait that reflects the tendency to be responsible, organized, hard-working, goal-directed, and to adhere to norms and rules. Like the other core personality factors, it has multiple facets; conscientiousness includes self-control, hard-working, responsibility, and reliability.

A **conscientious** person is good at self-regulation and impulse control. This trait influences whether you will set and keep long-range goals, deliberate over choices, behave cautiously or impulsively, and take obligations to others seriously.

Conscientiousness is generally a key ingredient for success — in love as well as work. It's also a major predictor of health, well-being, and longevity.

BIG-5



Conscientiousness



- influences whether people set and keep long-range **goals**, deliberate over **choices**, behave cautiously or impulsively, and take obligations to others seriously.
- People high in this trait are disciplined, **high-achieving**, and reliable.
- Yet the off-the-charts conscientious may court **perfectionism** because the person's sights are set too high. The extremely conscientious are less spontaneous, less flexible, and more stubborn. They may also suffer more than the less conscientious under conditions of severe stress.

BIG-5



Agreeableness



Agreeableness is a personality trait that can be described as cooperative, polite, kind, and friendly. People high in agreeableness are more trusting, affectionate, altruistic, and generally displaying more prosocial behaviors than others. People high in this prosocial trait are particularly empathetic, showing great concern for the welfare of others, they are the first to help those in need.

BIG-5



Agreeableness



- A person with a high level of agreeableness in a personality test is usually **warm, friendly, and tactful**. They generally have an optimistic view of human nature and get along well with others. A person who scores low on agreeableness may put their own interests above those of others. They tend to be distant, unfriendly, and uncooperative.
- **Agreeableness** is an obvious advantage for building teams and maintaining harmony on the work floor. It's a fact that agreeable people are more likeable than disagreeable people. On the other hand, agreeableness may not be useful in some occupational situations that require difficult or objective decisions. People who score low on agreeableness in a personality test often make excellent scientists, critics, or soldiers.

BIG-5



Extraversion



Extraversion is a personality trait typically characterized by outgoingness, high energy, and/or talkativeness. In general, the term refers to a state of being where someone “recharges,” or draws energy, from being with other people; the opposite—drawing energy from being alone — is known as introversion.

BIG-5



Extraversion



Extraverts enjoy meeting new people and are happy to take command when nobody else will lead. They will generally enjoy a wide social network of friends and acquaintances resulting from their outgoing behavior.

Introverts feel more comfortable when socializing in small groups, and with people who they are familiar with. They may find demanding social gatherings to be draining, and be reluctant to draw attention to themselves in groups.

BIG-5



Neuroticism



Neuroticism, one of the Big 5 personality traits, is typically defined as a tendency toward anxiety, depression, self-doubt, and other negative feelings. All personality traits, including neuroticism, exist on a spectrum—some people are just much more neurotic than others.

In the context of the Big 5, neuroticism is described as low emotional stability or negative emotionality.

Some self-deprecating comedians and complainers wear their neuroticism as a badge of honor, but in truth, people with neurotic dispositions are more prone to anxiety, mood disorders, and additional unfavorable social and emotional outcomes.

BIG-5



Neuroticism



A **neurotic personality** is characterized by persistent, often disproportionate, worrying and anxiety. A person may strive to be a perfectionist during their everyday activities, and experience stress as a result of events that are beyond their control.

Neuroticism can lead an individual to focus on, and to dwell on, the negative aspects of a situation, rather than the positives. They experience jealousy and become envious of other people when they feel that they are in an advantaged position over themselves. They may be prone to becoming frustrated, irate or angry as they struggle to cope with life stressors.

BIG-5



Neuroticism



Personality psychologists Robert McCrae and Paul Costa describe how people with high neuroticism levels cope with such stress:

“They may more frequently use inappropriate coping responses like **hostile reactions** and **wishful thinking** because they must deal more often with disruptive emotions. They may adopt irrational beliefs like **self-blame** because these beliefs are *cognitively consistent with the negative feelings they experience*.

Neuroticism appears to include not only negative affect, but also the disturbed thoughts and behaviors that accompany emotional distress.” (McCrae and Costa, 1987).

Research has found that the behavioral tendencies associated with neuroticism can have wide-ranging effects. For example, in a survey of German couples, partners of people with high neuroticism scores were found to be less happy than those whose partners with low levels of the trait (Headey et al, 2010).

BIG-5



Research data

- The study found positive influence of extraversion, agreeableness, conscientiousness, and openness to experience on individual innovativeness and satisfaction with life perceptions. Neuroticism is found to be negatively related to individual innovativeness and satisfaction with life perceptions.
- Age and gender were strongly related to several of the types. The “role model” (low in neuroticism and high in openness, agreeableness, extroversion and conscientiousness) consisted mostly of women over the age of 40 whereas young men were much more likely to be “self-centered” (high extroversion, medium neuroticism, along with low openness, agreeableness and conscientiousness).
- Scores on agreeableness were negatively related to scores on work involvement and to total hours worked per week; and the extroversion × openness interaction made a positive contribution to scores on work involvement (Bozionelos N., 2004);

BIG-5



Research data

- **Neuroticism** correlated the highest with slow eating, emotional undereating, food responsiveness, and emotional overeating, and showed minor associations with satiety responsiveness, and fussiness. Neuroticism was not associated with enjoyment of food. Agreeableness was associated with low fussiness, low emotional undereating, low food responsiveness and low emotional overeating, conscientiousness was associated with low satiety responsiveness, and food responsiveness, and extraversion and imagination were associated with high enjoyment of food (Vollrath, Torgersen L., Torgersen S., 2018)
- Type A Behavior Pattern,” in which hard-driving, impatient, achievement-oriented, and super-punctual individuals appeared to have higher risk of cardiovascular disease than their laid-back Type B counterparts. Researchers continue to expand on related personality and behavior patterns, with the latest entry being the “Type D” (for distressed), which refers to people who suppress their negative emotions, compromising their recovery from a cardiovascular event.
- people low in Conscientiousness have a 14% higher mortality rate because their low self-control, lack of planning, and general irresponsibility “lead to unhealthy life choices and risk taking”(Jokela et al., 2019)



Self-concept

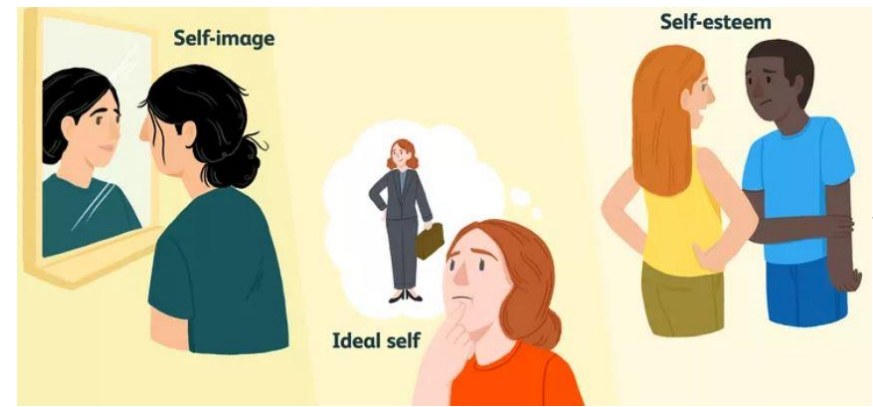
- Embodies the answer to a question **Who am I**
- The term **self-concept** is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself.
- Baumeister (1999) provides the following self-concept definition: “The individual’s belief about himself or herself, including the person’s attributes and who and what the SELF is.”
- Lewis (1990) suggested that development of a concept of self has 2 aspects:
 - 1) The existential self: self-scheme, the sense of being separate and distinct from others and the awareness of the constancy of the self (Bee, 1992)
 - 2) The categorical self: becoming aware of him or her-self as an object which can be experienced and which has properties.



Self-concept

Includes the following:

- Real –self
- Ideal-self
- Mirrored –self: the awareness of how people see and perceive you
- Fantastic-self: When you refer to the past situations that might changed your life and social status
- Self-esteem – how so you perceive and evaluate yourself.



Social roles

- When people misrepresent themselves or present themselves in out-of-character ways to impress an audience, the behavior is unnatural and exhausting. The behavior requires greater cognitive resources, because the mind is filled with self-doubt, self-consciousness, and negative thoughts.
- What constitute the true self? The ultimate goal for individuals is to develop and nurture those choices that are consistent with their true self. To deny the true self is to deny the best within us. To find more happiness in life means to live in harmony with one's AUTHENTIC self.



Self-concept

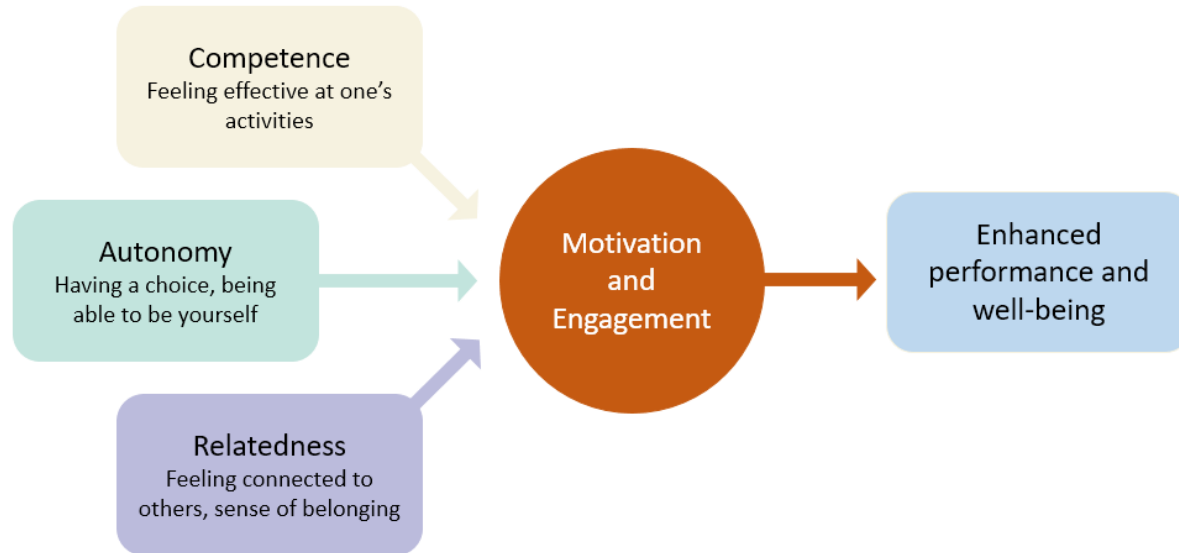
Goals that required for the task of identity formation or how to find true self?

- The first task is discovering and developing one's personal potentials. Personal potentials refer to those things that the person can do better than other things. How can the person discover what those potentials are? The answer is a process of trial-and-error. This requires exposure to a wide array of activities, some of which we become able to do relatively well.
- The second step is choosing one's purpose in life. It is necessary to choose what we are seeking to accomplish in our lives. To achieve substantial success in fulfilling our purpose, the objectives must be compatible with our talent and skills (our authentic self). To choose a purpose not compatible with our capabilities is a recipe for frustration and failure.
- Identity is never "final" and continues to develop through the lifespan. Knowing one's identity accurately increases self-esteem and reduces depression and anxiety.



Self-determination theory

Self-determination Theory (Ryan & Deci, 2017)





Self-attitudes by Kuhn

Manfred Kuhn considered the **self-concept** as a kind of "base" for the organization and social integration of the individual and a regulator of behavior in society, which predetermines the following points:

- Definition of one's own identity.
- Determination of personal interests, likes and dislikes.
- Understanding your goals and your own path to success.
- Formation of a system of correlation, the center of which is the person himself.
- Formation of a self-assessment system.



Self-attitudes by Kuhn

- Scientists believe that the reason for this is the lack of consensus regarding the class of phenomena to which the "I" should be attributed.
- For example, it was considered an image, a concept, a concept, a feeling, a "self-looking me," but there was little to say about how to put this understanding into practice.
- If human behavior is organized and directed, and this organization and direction is ensured by the individual's attitude to himself, the ability to identify and measure attitudes toward himself should be of decisive importance for social psychology.
- In fact, this is exactly the task that the Kuhn test solves: **to identify and measure a person's attitude towards himself.**



Test of Kuhn “Who am I”

- Within 12 minutes, give 20 answers to the question: "Who am I?" Answers should be given in the order in which they spontaneously arise. Then rate each of your qualities as positive (+), negative (-), ambiguous (\pm), or put a sign that you find it difficult to evaluate (?).
- Optional – 20 answers – what am I like? (какой я)
- Optional – Share results in pairs, add something else if you had new ideas after sharing



Test of Kuhn “Who am I”

- **Adequate self-esteem** – with the ratio of characteristics with a positive and negative assessment (“+” to “-”) as 65–80% to 20–35% of the total number of “+” and “-”.
- **Overestimated self-esteem** – with the ratio of characteristics with a positive and negative assessment (“+” to “-”) as 85–100% to 0–15% of the total number of “+” and “-”.
- **Low self-esteem** – with the ratio of characteristics with a positive and negative assessment (“+” to “-”) as 0–40% to 60–100% of the total number of “+” and “-”.
- **Unstable self-esteem** – with the ratio of characteristics with a positive and negative assessment (“+” to “-”) as 45–50% to 50–55% or vice versa.

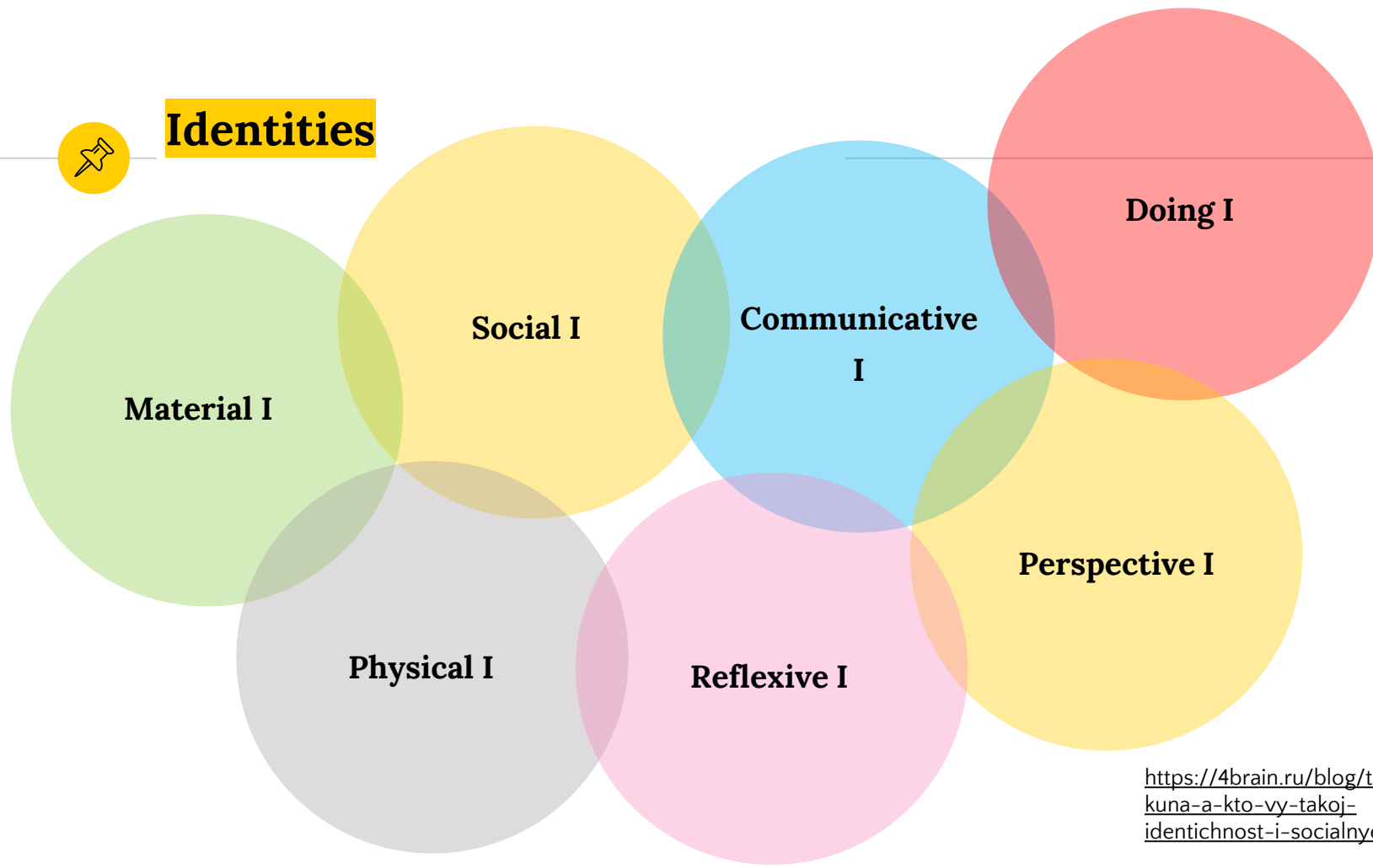
M. Kuhn – personality type interpretation:

- **Emotionally polar type** – with a complete or almost complete absence of the “±” sign. Psychologists see this as signs of dichotomy and primitive thinking, which can be a symptom of alexithymia (an emotional gap hidden under the guise of normality).
- **Balanced type** – when the number of “±” signs reaches 10–20% of the total number of signs. This can be considered a conditional norm and the ability to consider characteristics and phenomena from different points of view.
- **Doubting type** – when the number of “±” signs exceeds 30% of the total number of signs. In addition, this can be evidence of a life crisis or indecision as a character trait.

See more of interpretation https://psylab.info/%D0%A2%D0%B5%D1%81%D1%82_%D0%9A%D1%83%D0%BD%D0%B0_%D0%9C%D0%B0%D0%BA%D0%BF%D0%B0%D1%80%D1%82%D0%BB%D0%B5%D0%BD%D0%B4%D0%B0



Identities





Self-esteem

Self-esteem refers to a person's overall sense of his or her value or worth. It can be considered a sort of measure of how much a person "values, approves of, appreciates, prizes, or likes him or herself" (Adler & Stewart, 2004).

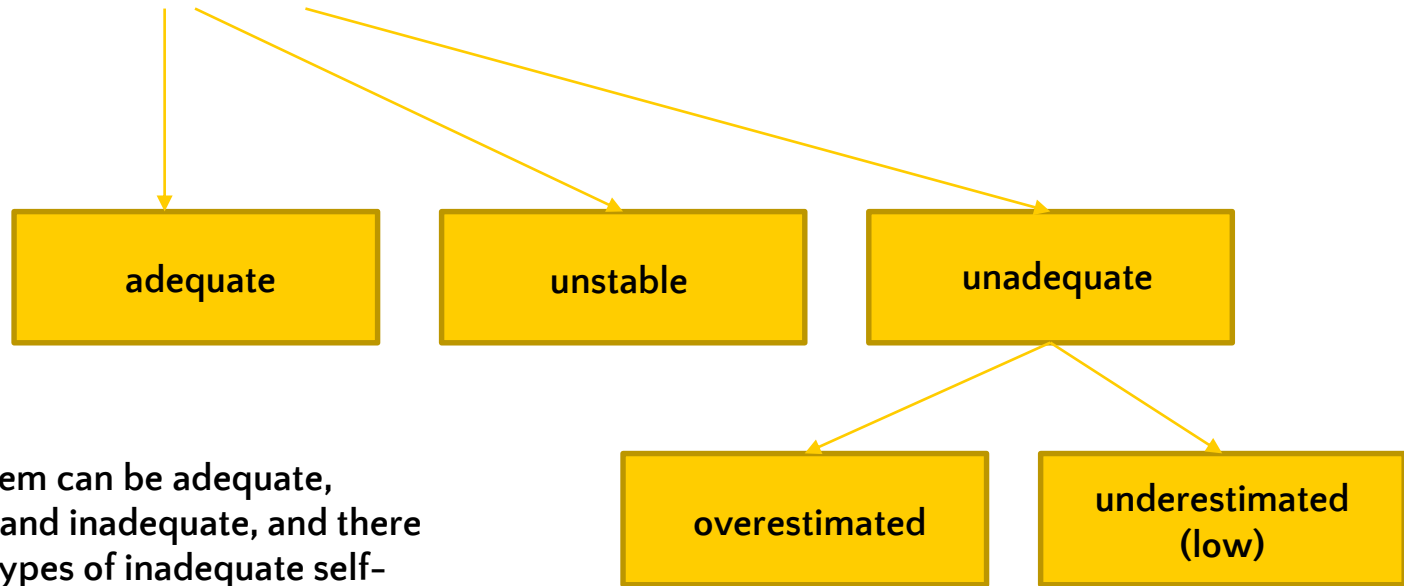
According to self-esteem expert Morris Rosenberg, self-esteem is quite simply one's attitude toward oneself (1965). He described it as a "favourable or unfavourable attitude toward the self".

Various factors believed to influence our self-esteem include:

- Genetics
- Personality
- Life experiences
- Age
- Health
- Thoughts
- Social circumstances
- The reactions of others
- Comparing the self to others



Self-esteem



Self-esteem can be adequate, unstable and inadequate, and there are two types of inadequate self-esteem – overestimated and underestimated.



Self-esteem

- **Self-esteem is not self-confidence**; self-confidence is about your trust in yourself and your ability to deal with challenges, solve problems, and engage successfully with the world (Burton, 2015).
- **Self-confidence** is based more on external measures of success and value than the internal measures that contribute to self-esteem. One can have high self-confidence, particularly in a certain area or field, but still lack a healthy sense of overall value or self-esteem.



People with adequate self-esteem:

1. **Appreciate** themselves and other people.
2. **Enjoy** growing as a person and finding fulfillment and meaning in their lives.
3. Are able to dig deep within themselves and be **creative**.
4. Make their own **decisions** and conform to what others tell them to be and do only when they agree.
5. See the world in **realistic** terms, accepting other people the way they are while pushing them toward greater confidence and a more positive direction.
6. Can easily **concentrate** on solving problems in their lives.
7. Have loving and respectful **relationships**.
8. Know what their **values** are and live their lives accordingly.
9. Speak up and tell others their **opinions**, calmly and kindly, and share their wants and needs with others.



People with adequate self-esteem:

10. Act **assertively** without experiencing guilt, and feel at ease communicating with others.
11. Avoid dwelling on the past and focus on the **present** moment.
12. Believe they are **equal** to everyone else, no better and no worse.
13. Reject the attempts of others to **manipulate** them.
14. Recognize and accept a wide range of feelings, both positive and negative.
15. **Enjoy** a healthy balance of work, play, and relaxation.
16. Accept challenges and take risks in order to grow, and learn from their mistakes when fail.
17. Handle **criticism** without taking it personally, with the knowledge that they are learning and growing and that their **worth** is not dependent on the opinions of others.
18. Value themselves and communicate well with others, without fear of expressing self.



4 major factors

Argyle (2008) believes 4 major factors influence self-esteem.

1. The Reaction of Others

If people admire us, flatter us, seek out our company, listen attentively and agree with us, we tend to develop a positive self-image.

If they avoid, neglect, and tell us things about ourselves that we don't want to hear, we develop a negative self-image.

2. Comparison with Others

If the people we compare ourselves with (our reference group) appear to be more successful, happier, richer, and better looking than ourselves, we tend to develop a negative self-image, BUT if they are less successful than us, our image will be positive.

3. Social Roles

Some social roles carry prestige, e.g., doctor, airline pilot, TV presenter, and premiership footballer, and this promotes self-esteem.

Other roles carry a stigma. E.g., a prisoner, mental hospital patient, refuse collector, or unemployed person.

4. Identification

Roles aren't just "out there." They also become part of our personality, i.e., we identify with the positions we occupy, the roles we play, and the groups we belong to.

But just as important as all these factors are the influence of our parents! (See Coopersmith's research.)



Facts

- A girl's self-esteem is more strongly related to how she views her own **body shape and body weight** than how much she actually weighs (Dove Self-Esteem Fund, 2008).
- Nearly all women (90%) want to change at least one aspect of their physical appearance (Confidence Coalition, n.d.).
- The vast majority (81%) of 10-year old girls are afraid of being fat (Confidence Coalition, n.d.).
- About one in four college-age women have an eating disorder (Confidence Coalition, n.d.).
- Only 2% of women think they are beautiful (Confidence Coalition, n.d.).
- Absent fathers, poverty, and a low-quality home environment have a negative impact on self-esteem (Orth, 2018).

<https://www.youtube.com/watch?v=w-HYZv6HzAs> – The skill of self confidence



References

- <https://psychcentral.com/health/personality-theories-in-psychology#6-theories>
- <https://www.psychologytoday.com/us/basics/personality/theories-of-personality>
- <https://www.verywellmind.com/personality-psychology-study-guide-2795699>
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- <https://4brain.ru/blog/test-kuna-a-kto-vy-takoj-identichnost-i-socialnye-rolj/>
- <https://psychologyka.ru/psihologiya-cheloveka/lichnost/>
- <https://www.simplypsychology.org/carl-jung.html>
- <https://www.verywellmind.com/what-is-self-concept-2795865>
- Pictures are from verywellmind and googlesearch

A photograph of two white doves in flight against a clear, bright blue sky. The dove in the foreground is shown from a low angle, with its wings fully extended, revealing the intricate structure of its feathers. Its head is turned slightly to the right. The second dove is positioned further back and higher up in the frame, also in flight. The overall scene conveys a sense of peace and freedom.

HOMEWORK?



Choose 2 different topics for weeks 8 and 9 as a homework



Tasks for the seminars-8-9

1

Choose 1 topic below to prepare 1 small **text** from reliable **sources**. Point sources at the end of your text. Not more than 3 pages A4 or 6 slides if presentation.

- Analysis of the **self-concept** and its structure
- Analysis of **personality theories** (3-5 theories) in a table
- Explain **Personality** via 4 perspectives (psychoanalytic, humanistic, trait, social-cognitive)
- Explain **Personality** traits according to the **Big Five concept**
- **Self-esteem** (content, role in the life of the person)
- Methods to increase **self-esteem**
- Explain the difference between Self-confidence, Self-esteem and Self-worth

2

OR try to explain concept of 1 personality theory from the next page

3

OR write a reflexive essay based on your Kuhn Test “Who am I” – analyze your self-esteem, type in Kuhn interpretation and identities.

SEND TO: homeworkspsychology@gmail.com

As a homework you can
prepare a short report
on 1 of these theories that seem
interesting to you



Theories of personality

Option 2 for the task

- Psychoanalysis of Z. Freud
- Individual psychology of A. Adler
- Analytical theory of personality by C.G. Jung
- E. Berne's Transactional Analysis – *explanation of personality*
- Karen Horney theory – *explanation of personality*
- Humanistic psychology *explanation of personality*
- Humanistic theory of personality by A. Maslow
- Sub-persons theory by Roberto Assajioli
- C. Rogers' human-centered approach – *explanation of personality*
- Existential psychology – *explanation of personality*
- Psychology of the search and realization of the meaning of life (*logotherapy*) V. Frankl
- Existential Analysis by A. Langle – *explanation of personality*
- Behavioral psychology – *explanation of personality*
- B. Skinner's theory of operant learning
- Dispositional theory of personality by G. Allport
- Structural theory of personality traits by R. Cattell
- K. Leonhard's theory of personal accentuations
- Pathopsychology of personality B.V. Zeigarnik
- Self-determination theory of motivation and personality



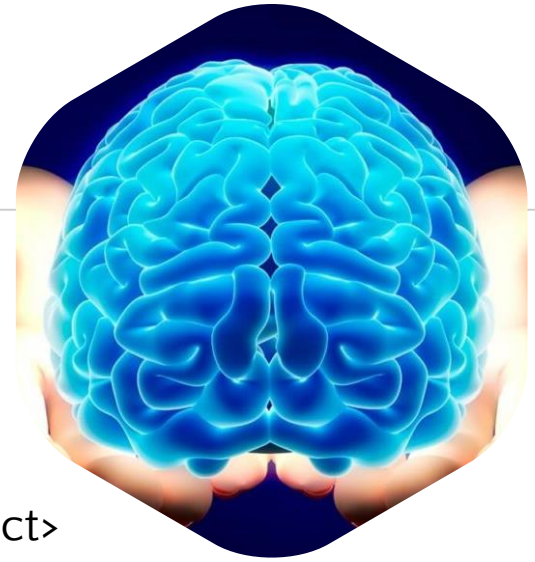
Task for the seminar

In the **SUBJECT** of the letter,
it is **MANDATORY** to indicate:

<Group> – <First Name Last Name> – <Work Subject>

Example:

IT2-2021 – Maria Kukushkina – WEEK-8 (Self-esteem).



SEND TO: homeworkspsychology@gmail.com



Thanks!

Any **questions** ?

You can find me at

- homeworkspsychology@gmail.com