

## Personality : Nature, Types, Theories, Development and Assessment

The modern aim of education is the wholesome, balanced or harmonious development of personality. Educationists and psychologists are busy in building wholesome or harmonious personality of the individual. Thus personality is the apex and crux of psychology and education. All knowledge of psychology and education is ultimately related to understanding or development of personality.

### (A) NATURE OF PERSONALITY

#### **Meaning and Definition of Personality :**

What we are and what we hope or aspire to become is our personality. It pervades every aspect of human life. It influences our behaviour. It is said to be the mirror of one's total behaviour. *It is the total integration of physical, intellectual, emotional, social and character make up of the individual which is expressed in terms of behaviour, experiences, manners, attitudes, values, beliefs, ambitions, aspirations, interests, habits, sentiments, temperaments and traits.*

**Etymological Definition :** The word 'personality' is derived from Latin word 'Persona' which means the mask or dress which the actors used to wear in Greek drama. But it is a narrow concept of personality because 'persona' is something external in nature and it does not include inner traits.

**2. Layman's view or popular meaning :** According to this view, personality is the externality of the individual i.e. his dress, facial expression, movements, manners, gestures, physique etc.

**3. Summative meaning :** Personality is the sum total of physical, intellectual, emotional and social traits of the individual.

**4. Integrative meaning :** Personality is the organisation of all the cognitive, affective, conative and physical characteristics of an individual.

**5. Operational meaning :** Personality is individual's way of behaving in order to adjust himself in the environment.

**6. Philosophical meaning :** According to this view personality is ideal of perfection.

**7. Bio-physical meaning :** According to this view personality is what a man is within himself and external behaviour provides a clue to what is within the individual. So personality is what actually is within the individual.

**8. Sociological meaning :** Sociologists define personality in terms of social stimulus value. They put forward the individual in the background of society. According to them, individual is a reflection of the society. Faris said, "Personality is the subjective side of culture." E.W. Burgess held, "Personality is the integration of all traits which determine the role and status of the person in society. Personality might be, therefore, as social effectiveness."

**9. Behavioural meaning :** Totality of personality may be described as under : (1) The way the person behaves. (2) The way he acts. (3) The way he dresses. (4) The way he sits and stands. (5) The way he walks. (6) The way he speaks. (7) The way he eats and drinks. (8) The attitude with which he does any work. (9) The skill with which he does a job.

**10. Psychoanalytic meaning :** Freud is of the view that there are three major constituents of personality :

a) **Id :** *It is animal self. It is immoral, illogical and unconscious. It is the sum total of natural and general tendencies that cannot be satisfied in the society.*

(b) **Ego** : Ego is *social self*. It is the sum total of consciousness, will power, intelligence and reasoning. It has relationship with id as well as with super ego.

(c) **Super ego** : It is known as *moral self*. It is the higher and ideal part of the personality. Its function is to warn the ego about its defects and wrong actions.

Freud further says that if there is balance between id and super ego there will be balanced personality and if there is not proper balance between id and super-ego there will be maladjusted personality.

**11. Psychological meaning** : According to this view, as we have pointed out that personality is the sum total of physical, mental, emotional, social and temperamental make up of the individual. It is the essence of one's instincts, feelings, emotions, sentiments, thoughts, ideals, attitudes, aptitudes, intelligence, experience, habits, perception, memory, imagination and various ways of behaviour. His clothes, digestion or lameness, style of life, enthusiasm and the like colour his personality.

#### Some Expert Views :

1. Allport supports our views when he says, "Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to the environment."

2. Woodworth also supports our views when he defines personality as the "total quality of individual's behaviour."

#### Other experts which support our views are as under :

3. H.J. Eysenck's view : "Personality is the more or less stable and enduring organisation of a person's character, temperament, intellect and physique, which determine his unique adjustment to environment."

4. Healy William's view : "Personality is an integrated system of habitual adjustment to environment particularly to social environment."

5. Kurt Lewin's view : "Personality is a dynamic totality of systems."

6. J.F. Dashiell's view : "Personality is the sum total of behaviour trends manifested in social adjustments."

7. J.P. Guilford's view : "An individual's personality is his unique pattern of traits."

8. Munn's view : "Personality is the most characteristic integration of an individual's structure, mode of interests, attitudes, behaviour, capacities, abilities and attitudes."

#### Evaluation of Definitions :

**Analysis of Eysenck's Definition** : A careful analysis of the above definitions makes it clear that Eysenck's definition seems to be quite functional and operational. It has the following merits :

1. **Balanced view** : The definition takes into consideration a balanced view of the (1) cognitive behaviour (*i.e.*, intellect or intelligence), (2) affective behaviour (*i.e.*, based on temperament or emotion) and (3) conative behaviour (*i.e.*, will). So this definition gives a complete picture of human behaviour by involving all these three aspects.

2. **Physiological aspect** : Eysenck appropriately considers the physiological aspect of the personality of an individual.

3. **Behaviouristic characteristics** : The definition emphasises the need to integrate the behaviouristic characteristics.

4. **Assessable** : It makes personality somewhat measurable.

It should be noted that in the fast moving world the individual is required to modify his behaviour pattern altogether to adjust himself to the changed environment.

#### Analysis of Allport's Definition :

Most of the modern psychologists believe that Allport's definition is very comprehensive. It emphasises three characteristics of personality :

- (1) Dynamic nature of personality.
- (2) Organisation of psycho-physical systems or traits (wholeness).
- (3) Unique adjustment.
- (4) Influence of heredity and environment.

**Traits, Dimensions or Aspects of Personality :**

Traits of personality will help us in understanding the nature of personality. The following are the traits, dimensions or aspects of personality:

**1. Physical Traits :** Physical traits include the physical body, size, shape, structure, colour, appearance, weight, voice, glandular and nervous system. These traits refer to the qualities of health and physique. If a person is tall, handsome and healthy he will naturally be impressive. His appearance will be attractive. In fact healthy body is very necessary for healthy personality. It is so because a man is psycho-physical being. Psychological as well as physical aspects of personality are inter-related.

**2. Intellectual traits (Mental traits) :** Intellectual traits of personality are memory, imagination, learning, thinking, reasoning, observation, judgement, attention, perception, intelligence and ability to adjust to various situations. These traits are also important for having good personality. If a person has sharp intelligence, he is able to find proper environment and start on the path of progress. Similarly intelligence helps a man to have control over instincts and natural tendencies. When the instincts and natural tendencies have an upper hand, it is not possible for the person to get proper direction and in such a situation personality gets disbalanced.

**3. Emotional traits :** Emotional traits occupy a very important place in the personality of an individual. Emotional traits include emotional reactions, temperaments like introvert or extrovert, cheerful or gloomy, submissive or dominant, courageous or timid ; sentiments, desires, attitudes and complexes. Psychologists are of the view that endocrine glands exercise a good deal of influence on emotional traits.

**4. Social traits :** Social traits of personality include social behaviour, social acceptance, social effectiveness, social ideas and social adjustment. These traits make the person sociable, mixing and popular. He can make friends easily. He does not feel shy in the company of strangers.

**5. (a) Volitional traits :** Volitional traits include will power, interests, character and adjustment. Some people have firmness of determination while others are unstable in their determination. For an integrated person strong will power is very much needed. Strong will power helps to face struggles and conflicts. If the will power of a person grows weak, he loses self-control.

**(b) Moral traits :** How does an individual behave is determined by moral traits ? A person must possess the quality of morality so that he is respected in the society. Morality arises from norms and customs of a particular society. So morality is an important part of society.

**Characteristics of Personality :**

The following characteristics of personality will further help in understanding the nature of personality :

**1. Dynamic :** Personality is dynamic in nature. It is not static. It is ever growing, ever developing and ever changing. It is in the process of change and modification. One has to struggle with the environment as well as the inner force through out life. As a result one has to bring modification and change in one's personality patterns. It makes the nature of personality dynamic and flexible.

**2. Organised and integrated :** Personality is organised and integrated. It possesses the characteristic of unity and integrity. It functions as united whole. As G.W. Hartman remarked, "Personality is integrated organisation of all the characteristics of an individual as it manifests itself in focal distinctiveness to others." Physical, mental, emotional, social or other functions and activities of personality are affected by the total pattern. In early childhood the individual is a creature of impulses and instincts, but in the course of growth it achieves restraint, and behaviour is unified into one whole we call personality. The achievement of unity or integration takes place through the exercise of internal control to will or the sentiment of self-regard.

**3. Psycho-physical systems :** Personality is the dynamic organisation within the individual of various psychophysical systems. A psycho-physical system is composed of habits, attitudes, emotional states, sentiments, motives, and beliefs, all of which are psychological but have a physical basis in the individual's neural, glandular, or general bodily states. As Allport said, "This term reminds us that personality is neither

exclusively mental nor exclusively neural (physical). Its organisation entails the functioning of both 'mind' and 'body' in some extricable unity."

Psycho-physical systems are not the product of heredity although they have hereditary foundations. They are the product of learning and they derive from the life experiences of the individual. They are complexes of many elements in mutual interaction. They are potentials for activity.

**4. Determining tendencies :** All the systems that comprise personality are to be regarded as determining tendencies. They exert a directive influence upon all the adjustive and expressive acts by which the personality comes to be known. The word 'determine' emphasizes the motivational role of the psycho-physical systems. It is the psycho-physical systems that activate the organism for action. Within the individual, these systems lie behind specific acts and influence the form they will take. Once an attitude, belief, habit, sentiment, or some other element of a psycho-physical system has been aroused by a stimulus, either from the environment or within the individual, it provokes adjustive and expressive acts which are characteristic forms of expression of that individual.

**5. Unique :** Personality is something unique. There is an element of uniqueness in the personality of every person. No two individuals behave in precisely the same way over a period of time. Since no two persons, not even identical twins, have exactly the same life experiences, each person learns to respond to his environment in terms of his individual experiences, drives, and interests and the different psycho-physical systems that have been built up as a result of learning. Even the behaviour and concepts which people apparently share with others are, in reality, individual. Some, of course, are less "unique" than others but none lacks a "personal flavour".

**6. Adjustability :** Personality is continually adjusting itself to environment. *Prof. Murphy writes,* "A good personality means power of adjustment with environment." The unique adjustment of the individual to his environment means that each individual employs different methods of adjustment resulting in unique adjustment. What the person does, mainly, is adjustment to his environment and his own inner life. It is evoked by stimuli arising in the environment. How a person will act depends upon his organic structure, his present condition, his attitudes, goals and dispositions. When he has acted, he has attained a new balance between outer and inner forces. The behaviour of a professor, a doctor, a salesman, a policeman, a husband is his or her way of adjusting to environment. This adjustment is a progressive modification of environmental conditions to suit one's needs and purposes.

**7. Sociability :** Personality is through and through social. Society plays an important role in shaping the personality of an individual. Our consciousness of ourselves arises only in our interaction with other members of society. Development of our personality takes place through our social experience. Thus sociability is found in our personality. Personality implies the reactions of others to our qualities and actions.

**8. Goal-directed :** Personality is goal-directed. The patterns of behaviour, determined by the psycho-physical systems within the individual, are not aimless, but are directed towards the specific goal of fitting the individual into the physical and social environment in which he lives. While personality may be expressed in speech, in reactions to people and things, in mannerism, in fantasy, and in other ways, all are consciously, sub-consciously, or unconsciously directed towards the specific goal of enabling the individual to adjust to his environment.

**9. Consistency :** In the words of *Prof. Woodworth*, "Consistency is an important characteristic of personality." If a person starts contradicting his own statement, it means he does not possess a balanced personality. There should be no self-contradictory statements. *Boring and Others* defined personality in terms of consistent adjustments to environment.

**10. Persistence :** Persistence is an other important feature of personality. Those who are persistent and perseverant have force in them and are able to achieve success in society. Some people possess extra-ordinary intelligence. But due to lack of persistence they fail to achieve success in society. Various leaders of the world have reached the highest personality only due to their quality of perseverance and persistence.

In general, abnormal persons are marked by the following characteristics :

1. **Conflicts** : They exhibit observable symptoms which are in some way related to their inner conflicts or to injury or destruction of brain.

2. **Unacceptable behaviour** : Their behaviour is socially unacceptable or disapproved.

3. **Maladjusted** : They are maladjusted with themselves and their environment. They are neither able to achieve proper self-actualisation nor do they care or able to contribute towards the well being and progress of the society. They are on the war path with their self as well as with human or physical environment surrounding them.

4. **Dissatisfaction** : They express a greater or lesser degree of dissatisfaction with life.

The term abnormal is not synonymous with pathological or morbid. Many mentally disturbed people do not suffer from any mental disease. The reason for abnormal behaviour of the person may be psychological rather than the pathological. Most of the abnormal personalities suffer from serious psychological problems.

In the end it should be noted that abnormality differs from normality in degree. *Bernard* (1950) in his book 'Toward Better Adjustment' has emphasised this point when he states, "Nevertheless it is generally valid to say that abnormality is a matter of degree."

#### (D) TYPES OF PERSONALITY

Personality type means classification of people according to bodily and behavioural tendencies. Some of the famous classifications of personality are as under :

##### (1) Modern classification :

According to modern psychologists there are three types of personalities :

1. **Men of feeling** : Men of feeling are those persons who are guided by feelings for their actions. They are more guided by their heart than by their head. Their activities are dominated by emotion, sentiment or excitement. According to *Morgan and Gilliland*, men of feeling may be sub-divided under four categories :

(i) **Elated** : Elated personalities are normally happy and enthusiastic. They are of optimistic temperament. They are hopeful of their actions. They have high expectations. They have faith in future. They believe in goodness of things. They may not think wisely about the problems. They are generally not disturbed by the problems.

(ii) **Depressed** : Such people are pessimistic. They generally remain sad, depressed and unhappy. To be unhappy is the normal way of their life. They are not hopeful of their actions. They do not have faith in goodness of things. They do not have faith in future. They look towards future with despair and disappointment. They have negative attitude towards life. Life for them, is a bed of thorns.

(iii) **Irritable** : Such personalities are interfering, irritable and hot tempered. They become emotional after short intervals. They are generally in search of quarrels. It is difficult to understand the nature of such people. Sometimes they will be happy and a moment after they shall be drowned in the ocean of depression.

(iv) **Unstable** : Such people become happy and then become unhappy without any cause for the either. It is not possible for them to have a control over their reason and intelligence. They are unbalanced, unstable and emotional. Such people do not have definite and stable personality of their own.

2. **Men of action** : Men of action are fond of taking up constructive and creative activities. They engage themselves in various activities. In schools and colleges we find some students are always doing something. Some of these students may not be good in studies, but in manual labour they are very good. Such students grow into wrestlers, soldiers, artists, sportsmen, etc., in their future life.

3. **Men of thought** : Men of thought perform their activities under the guidance of thinking or reasoning. *Thorndike* classified men of thought under following categories :

(i) **Abstract thinkers** : Abstract thinkers have a thorough idea of the pros and cons of an action before launching upon it. Such students are very much interested in arithmetic, logic and science etc.

(ii) **Idea thinkers** : Such students devote a good deal of thinking to figures, words and certain symbols.

(iii) **Thinks-thinkers** : Such students lay greater stress on thought.

#### **CLASSIFICATION OF THEORIES OF PERSONALITY :**

Theories of personality can be classified into the following broad categories :

1. **Type theories** : The view point of Hippocrates, Kretschmer, Sheldon and Jung etc. are based on type approach.

2. **Trait theories** : Theories of personality like Allport and Cattell are based on the trait approach.

3. **Type cum trait theories** : Theories like Eysenck's theory belong to this category.

4. **Psycho-analytical theories** : Theories like Freud's psycho-analytical theory, Adler's theory of individual psychology, Jung's theory of analytical psychology, Horney's theory of social relationship and Erickson's theory of psycho-social development may be placed under this category.

5. **Humanistic theories** : Theories like Carl Roger's self theory and Maslow's self-actualisation theory can be put under humanistic approach.

6. **Learning approach** : Dollard's and Miller's learning theory and Bandura's and Walter's theory of social learning may be included under this category.

Let us now discuss important theories of personality :

#### **(A) TYPE THEORIES OF PERSONALITY :**

Theories adopting type approach advocate that human personalities can be classified into a few clearly defined types and each person, depending upon his behavioural characteristics, somatic structure, blood types, fluids in the body, or personality traits can be described as belonging to a certain type. Important type theories of personality are given below :

##### **(1) Hippocrate's classification :**

An earliest theorist and ancient Greek physician Hippocrates classified personality into four categories. He assumed that human body contains four fluids and he classified people into four corresponding personality types :

*Table showing Hippocrates' Classification of Personality Types :*

Personality Type	Dominance of fluid types in the body	Temperamental Characteristics
1. Sanguine	1. Blood	1. Happy, hopeful, accommodating, light-hearted and optimistic.
2. Melancholic	2. Black bile (Melancholic)	2. Sad, dejected, depressed, deplorable, bad tempered, pessimistic and self-involved.
3. Choleric	3. Yellow bile	3. Angry, irritable, passionate and strong with active imagination.
4. Phlegmatic	4. Phlegm	4. Calm, slow, sluggish, lethargic and indifferent.

##### **(2) Kretschmer's Classification :**

On the basis of physical structure or constitution Kretschmer classified all human beings into three biological types and allotted following definite personality characteristics associated with each physical make up as given in the following table :

*Table showing Kretschmer's Classification of Personality Types :*

Personality Type	Body Type	Personality Characteristics
1. Asthenic	1. Thin and tall.	1. Shy, sensitive, pessimistic, reserved and unsocial.
2. Athletic	2. Muscular and balanced body.	2. Adjustable, energetic and optimistic.
3. Pyknic	3. Short (dwarf) having fat body.	3. Easy-going, jolly, happy-go-lucky type, good natured and sociable.
4. Dysplastic	4. Ill-balanced and under-developed body.	4. Underdeveloped secondary sex characteristics and incompatible in sex relations.

**(3) Sheldon's Classification :**

Like Kretschmer, Sheldon too classified human beings into three types according to their physical structures (somatic types) and attached certain temperamental characteristics to them as shown in the following table :

*Table showing Sheldon's Classification of Personality Types :*

Personality Type	Somatic Description	Personality Characteristics
1. Endomorphic	1. Persons having highly developed viscera but weak somatic structure.	1. Easy going, sociable and affectionate.
2. Mesomorphic	2. Balanced development of viscera and somatic structure.	2. Assertive, adventurous, courageous, craving for muscular activity and energetic.
3. Ectomorphic	3. Weak somatic structure and undeveloped viscera.	3. Shy, sensitive, pessimistic, reserved, unsocial, fearful, introverted and artistic.

The approach adopted by the above psychologists of classifying human beings on the basis of their body types and seeking correlation between the structure of the body and personality characteristics is not based on scientific conclusions and hence it is lop-sided and somewhat misleading.

**(4) Spranger's Classification :**

Spranger's classification is based on sociological behaviour of persons as shown in the following table :

*Table showing Spranger's Classification of Personality Types :*

Personality Type	Type of Persons	Personality Characteristics
1. Theoretical	1. Mathematicians and philosophers.	1. Their behaviour is predominated by realistic and factual understanding of things.
2. Economic	2. Businessmen and tradesmen.	2. Their behaviour is guided by economic thoughts and activities.
3. Aesthetic	3. Poets and artists.	3. Their behaviour is guided by their tastes for beauty and aesthetic sense.

Personality Type	Type of Persons	Personality Characteristics
4. Social	4. Social reformers and social leaders.	4. Social type personalities are always socially active.
5. Political	5. Political leaders and statesmen.	5. Political type personalities are interested in political matters and activities. They struggle for political power.
6. Religious	6. Saints and religious leaders.	6. Religious type personalities are those whose behaviour is predominated by religious behaviour. They believe in God and centre their behaviour around God and religion.

#### (5) Jung's Classification :

Jung, a famous psychologist classified people into three types :

(I) **Introverts** : Introverts are very shy, sensitive, self-centred, self-conscious, unsocial, unadventurous, more given to thinking, better in writing, inclined to worries and lack flexibility. They do not like to mix with others. Their interests are turned inwards upon themselves. They cannot become good leaders because they are always busy in their own affairs. They are easily embarrassed in the company of others. They are timid and cautious. Reservation and day-dreaming are their important characteristics.

(II) **Extroverts** : Extroverts are very social, adventurous, co-operative and bold. They are free from worries and have fluency in speech. They are self-composed. They are mostly turned outward i.e., towards the world. They are friendly to others. They like meetings and social functions. They become good leaders and social workers.

The following are the points of difference between introverts and extroverts :

Introverts	Extroverts
1. Subjective outlook.	1. Objective outlook.
2. Like solitude.	2. Like society.
3. Idealists.	3. Realists.
4. Turned to themselves.	4. Turned to other people.
5. Inclined to worries.	5. Free from worries.
6. Better in writing.	6. Better in speech.
7. Delayed action on decision.	7. Prompt action on decision.
8. Prefer thought to work.	8. Prefer work to thought.
9. Submissive attitude.	9. Dominant attitude.
10. Lack flexibility.	10. Flexible and adaptable.
11. Reserved.	11. Friendly.
12. Not popular with mankind.	12. Popular with mankind.

(III) **Ambiverts** : No one is either completely an introvert or an extrovert. Everybody is a mixture of the two. Some are mainly extroverts and some are mainly introverts. In cases where introversion and extroversion are nearly balanced they are called ambiverts.

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Jung also added sub-types having four psychological functions : (1) Thinking, (2) Feeling, (3) Sensation and (4) Intuition. Finally eight personality types are recognised by Jung :

(i) **The extrovert thinking type :** They are realistic, practical and propagate their views with fact.

(ii) **The introvert thinking type :** They are more theoretical and detached and aloof, absorbed in their own intellectual pursuit. They are afraid of external realities and are tactless.

(iii) **The extrovert intuitive type :** They are more outward, optimistic and adventurous. They always look for some sensation and change. They are risk takers and their judgement is quick for the future course of activities.

(iv) **The Introvert Intuitive type :** They are moody, unstable and temperamental, quite unstable in friendship and loyalty. They live on theoretical planes ; behave like scientists and prophets. Hence they are more subjective in their behaviour.

(v) **The extrovert sensational type :** They are carefree, talkative, friendly and have no patience. They are easily bored and like change. They are good eaters accepting eatable at any moment.

(vi) **The introvert sensational type :** They are dissatisfied, broody and sad. They have flair for writing and hence are interested in reading materials. They possess refined tastes and interests but are choosy and fussy.

(vii) **The extrovert feeling type :** They are social, helpful, empathetic and admire things of others.

(viii) **The introvert feeling type :** They are day-dreamers, having strong likes and dislikes. They are unable to express their feelings to others and go on suffering internally.

### (6) Freud's Classification :

Sigmund Freud, on the basis of his theory of psycho-sexual development identified three types of personality :

(i) **Oral-erotic type :** Oral-erotic type of personality shows excessive degree of pleasures associated with oral activity. Sucking, biting or putting anything in the mouth gratifies the sex in the infancy. Fixation at the oral stage results in two types of personality in later life :

(a) **Oral sadistic type :** This type of person is pessimistic. He is suspicious, sarcastic and aggressive and bitter in his dealings with others.

(b) **Oral passive type :** This type of person is optimistic. He is dependent and immature in his thinking and other activities like a child. He expects help from other persons.

(ii) **Anal type :** This type of person obtains sexual gratification through anal activities i.e., by holding bowel movement and stimulation of the membranes of the anus. This type of person develops obstinacy, miserliness and orderliness etc. in the later life.

(iii) **Phallic type :** This type of person shows self-love, exhibitionism etc. He is conflict ridden and tries to draw the attention of others. He becomes genital erotic. He seeks sexual gratification through genital organs.

### (7) Adler's Classification :

Adler made a classification of children on the basis of the stage of the life they adopted by virtue of their ordinal position in the family and which style of life became the style even in adulthood for the sake of gaining power or position, as according to Adler, power seeking was the chief aim in everybody's life. He named the following four types :

1. **Demanding type :** Demanding type children are those who dominate and demand from others and consider it their privilege. According to Adler, the eldest child adopts this type of life.

2. **Escaping type :** Escaping type are the only children who are pampered and who are not taught how to struggle or face the difficulties. They escape the solution of problems and make excuses.

3. **Getting type :** Getting type are the youngest children who being everybody's pet are given things easily. They are dependent looking to others for help.

4. **Struggling type :** Struggling type are the children in the family who know that unless they try on their own, they were not getting any help or advantage and so they struggle in later life also.

**(8) Eysenck's Classification :**

Eysenck classified personality into three types :

- (1) Introverts and extroverts
- (2) Stable and neurotics
- (3) Psychotics

This approach to type personality is used commonly in diagnosing psychological disorders.

**Criticism of Type Approach :**

**1. Inconsistency of persistent behaviour :** The theories assume that behaviour is absolutely consistent which is not correct. Behaviour of a person depends on many factors. It varies from place to place, situation to situation and person to person.

**2. No attention to stimulus and organism :** Type approach is concerned with the responses of an individual only. It does not pay attention to other important factors such as stimulus and organism which are equally important in determining personality.

**3. Emphasis on extreme cases :** This approach tends to place emphasis only on extreme cases. No person is truly representative of only one type. Everybody is a mixture of several types.

**4. Dubious results :** Type approach simplifies personality so much that studies on its basis may lead to dubious results.

**5. Stereotype labels :** The classification according to types leads to stereotype labels.

**6. Not continuous :** Types are not continuous. They are non-scalable.

Criticism does not mean that personality typology is useless. This approach tends to study personality as a whole and not in fragmented parts. Secondly, typology approach has generated great deal of research in the area of personality. Thirdly, it has promoted experimentation in personality as it made classification into pure forms possible. Fourthly, personality types serve as reference points or guides for the examination of personality by different psychologists.

**(E) TRAIT THEORIES OF PERSONALITY**

To overcome the weaknesses of type approach some psychologists have tried to adopt trait approach in its place. Trait may be defined as a quality within the individual that accounts for his unique but relatively stable reactions to environment. *Walter Michael* in his book '*Introduction to Personality*', writes, "Trait is a continuous dimension on which individual differences may be arranged quantitatively in terms of the amount of characteristics, the individual has."

**Some Qualities of Traits :**

**1. Flexibility :** Traits are not static in nature. They are flexible in childhood. They become stable with the maturity of the person in age but some variability is always there.

**2. Scalability :** Traits are scalable. They can be measured and scaled quantitatively.

**3. Universality :** There are certain traits which are universal in nature as height and weight.

**4. Functional unity :** The trait must have functional unity. There must be different indications which may vary or are manifested consistently in behaviour of the individual.

**5. Mental sets :** Trait is a mental set. It is a readiness to respond to any variety of situations in a consistent way. There is a generalised tendency in some people to be irritated easily.

**6. Higher order habit :** Trait is a higher order habit which occurs in the behaviour frequently.

**7. Inference from behaviour :** Personality traits are manifested in a number of activities and verbal expression. We infer a trait from the behaviour of the person. Traits are not directly observable.

**8. Frame of reference :** Personality traits are organised frames of references.

**9. Learned :** Personality traits are learned in the interaction with the environment stimuli.

Important theories of personality traits are described one by one :

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### **(1) ALLPORT'S THEORY OF PERSONALITY TRAITS :**

G.W. Allport, one of the outstanding trait psychologists regarded the trait as the basic and most valid unit for studying and understanding personality. He believes that traits have a real and vital existence. To him, traits are predispositions to respond in an equivalent manner to various kinds of stimuli. Traits are consistent modes of behaviour which are similar to habits but are more generalised. Allport classified all human traits into following three broad categories :

**1. Common and individual traits :** (i) **Common traits** are *generalised dispositions* to which most people within a culture can be compared. When we measure people according to trait scales such as 'scale of values' of Allport, Vernon and Lindzey, we assume common traits. Such a scale compares one person with another according to preferred values (theoretical, economic, aesthetic, social, political and religious).

(ii) **Individual traits** are also known as '*personal dispositions*' peculiar to an individual, which do not permit comparison with others. These are unique for the person, and hence cannot be used in any exact way in comparing the person with another. The individual trait is considered as a true trait.

**2. Cardinal, central and secondary traits :** Allport classified traits into three broad categories according to their degree of pervasiveness :

(i) **Cardinal traits :** Cardinal traits are central to the description of one's personality. Cardinal traits are outstanding, all pervasive and dominant in the individual's life. They are so pervasive that all activities of a person are affected by them. Cardinal trait is so to say, his ruling passion. Persons, whether in history or fiction, become 'reference personalities' because of cardinal traits. Tolstoy and Mahatma Gandhi possessed one cardinal trait that is 'passion for simple life.'

(ii) **Central traits :** Central traits are the foci of personality. They are less pervasive than cardinal traits but still are generalised dispositions. For example honesty, kindness, submissiveness, sociability, dominance, attentiveness, sentimental, out-going etc. They are the traits ordinarily measured by rating scales, mentioned in conversation and described in letters of recommendation.

(iii) **Secondary traits :** Secondary traits are specific narrow dispositions or traits. They are called specific attitudes. They are less conspicuous, less generalised, less consistent and less important. They are minor traits which usually escape notice except the careful observer or close acquaintance. They are expressed as a mode of responding or as isolated interests. They appear in only a relatively small range of situations and are not considered strong enough to be regarded as integral parts of one's personality.

Finally, Allport distinguished traits into stylistic traits and dynamic traits :

**1. Stylistic traits :** Traits referring to how one goes about behaving.

**2. Dynamic traits :** Traits referring to why one behaves the way he does.

According to Allport, traits differ in intensity and magnitude in general population from individual to individual. No two individuals are alike in their behaviour. They operate in their unique way in the environment. Each individual is unique in his adjustment. Cardinal, central and secondary traits can be treated as personal dispositions in describing individual uniqueness.

Allport's theory of personality is known not only for its emphasis on traits but also for its stress on concepts like (1) functional autonomy, (2) individualised approach in the study of personality, and (3) the discontinuous nature of the development of personality etc.

**1. Functional autonomy :** The concept of functional autonomy is the second tier of Allport's theory of personality. The concept of functional autonomy suggests that functions or means which once served a purpose may attain autonomy at a later stage. Though motives are goal-oriented to begin with, they become functionally autonomous when the goals are achieved. A behaviour that once satisfied some specific need later serves only itself. For example, what originally began as an effort to reduce hunger, pain or anxiety may become a source of pleasure and motivation in its own right. Past motives are not functionally related to present motives. There are two types of functional autonomy :

(i) **Perservative functional autonomy** : Perservative functional autonomy refers to repetitive activities in which one blindly engages and that once served a purpose but no longer do so. These activities occur independently of reward and independently of the past but are low level activities of little importance.

(ii) **Propriate functional autonomy** : It refers to an individual's interests, values, goals attitudes and sentiments. According to Allport, following three principles govern the appropriate functional autonomy :

(a) **Principle of organising energy level** : According to this principle when one no longer needs to be concerned with survival and early adjustments in life, a considerable amount of energy becomes available to that person. Because this energy is no longer needed for basic adaptation, it can be diverted into appropriate striving e.g. future goals.

(b) **Principle of mastery and competence** : This principle states that there is an innate need for healthy adults to increase their efficiency and effectiveness and to aspire to greater mastery. In other words healthy human beings have a need to become better and better at more and more tasks.

(c) **Principle of proprieate patterning** : The person's proprium is the frame of reference that determines what is pursued in life and what is rejected. This means that although motives become functionally independent of the past, they do not become independent of the proprium. This assures the consistency and integration of the personality.

2. **Individual approach** : Regarding the method of investigation into behaviour, Allport was not interested in looking at large groups of people and identifying general principles of behaviour (a normative survey or dimensional approach to study personality) but rather in adopting an individual approach known as the *idiographic approach*. Such an approach demands the study of every individual separately. Consequently through his methods of study and findings Allport always emphasised the uniqueness of the individual (having unique traits and unique aspects of personality functioning).

3. **Discontinuous nature of personality development** : Allport also emphasised another concept of discrete and discontinuous nature of the development of personality. In his book "*Pattern and Growth of Personality*" he mentioned three stages in the growth and development of personality namely : (1) Childhood, (2) adolescence and (3) adulthood. He asserted that these are not continuous. Personality is not a continuation from childhood to adulthood rather it is a discrete and discontinuous development. The past cannot decide the functions of the present. What matters during childhood is certainly different from the values during adolescence and adulthood and, therefore, according to Allport, the adolescent's or adult's functioning is not constrained by his past. Only those aspects of the past, which are relevant to the present or for planning the future are thus recollected and utilised by the individual in his behaviour manifestation and development of personality.

In this way, Allport gave a new dimension to the explanation of human behaviour, personality, evolution of the behaviour and aspects of personality by taking traits as the basic units of behaviour. It is pertinent to note that Allport defined personality as *the dynamic organisation within the individual of all those psycho-physical systems that determine his unique adjustment with the environment*. In such a formulation he laid stress on both bodily and mental factors manifested through habits, attitudes and (motivated) system.

#### **Summary of Allport's Theory of Personality :**

To summarise Allport's theory of personality it can be said that it revolves around the central concepts of traits and the functional autonomy of motives. Relating the two, traits are functional autonomous reaction tendencies which are aroused by certain classes of stimulus situations. Such reaction tendencies are unique for each individual personality ; but because of common biological and environmental influences, many traits can be considered as common traits, thus allowing for the measurement and prediction of behaviour.

He suggests the concept of proprium to represent what psychology has traditionally included under the terms "self", "ego", "style of life", etc. The proprium includes the bodily sense ; self identity, or

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#### Criticism of Allport's Theory of Personality :

1. **Innumerable traits** : It is difficult to study the influence of innumerable traits and the kind of inter-relations among them.
2. **Lacks clarity** : The theory does not give clear and specific consideration to a study of the pattern of growth and development from conception till the end of life as done by the other theorists.
3. **Confusing division of traits** : Pervin (1984) believes that the division of traits into cardinal, central and secondary is somewhat confusing. He devised the idea of uniqueness of one's personality but did little research to establish the existence and utility of specific traits concepts.
4. **Personality as a continuum** : Allport's belief that personality is not a continuum between childhood and adulthood holds no ground as one's present canot be delinked from one's past or future.
5. **Unscientific and untrue** : Allport's theory has been criticised for (1) being unscientific, (2) being circular, (3) not being a true theory, (4) ignoring facts about personality such as unconscious motivation and early experience, (5) predicting that human behaviour is more consistent than it actually is, and (6) for postulating inner mechanisms that confuse rather than clarify our understanding of personality.

#### Educational Implications of Allport's Theory of Personality :

1. **Development of traits** : Allport's theory of personality has recognised the importance of development of (1) common and individuals traits (personal dispositions) ; (2) cardinal, central and secondary traits, and (3) stylistic and dynamic traits in the development of personality. For achieving this purpose (1) curriculum should be broad-based, pupil-centred and life-centred ; (2) methods of teaching should be interesting, motivating, progressive and appropriate ; (3) co-curricular activities should be suitably and effectively organised ; and (4) democratic discipline should be encouraged in the schools.

2. **Importance of motivation** : In his concept of functional autonomy, Allport has recognised the importance of motivation in learning and personality development. Students should be properly motivated.

3. **Importance of individual differences** : Allport has emphasised the importance of individual approach and uniqueness of the individual (having unique traits and unique aspects of personality) functioning. Hence some practical procedures (educational implications) for adapting school work to individual differences are :

(i) **Limited size of the class** : There should be limited size of the class. In large class it is not possible for the teacher to pay individual attention.

(ii) **Proper division of the class** : While dividing the class the teacher should keep in mind the difference in age, interests, intelligence etc. of the students.

(iii) **Home work** : The teacher should assign home work to the students while keeping in view the individual differences.

(iv) **Factor of sex** : Boys and girls are to play different roles in society. Hence the factor of sex should be kept in mind.

(v) **Curriculum** : The curriculum should be modified to suit the needs of all types of students. A large number of subjects should be included in the curriculum so that education can be provided to each student according to his interests, needs and abilities.

(vi) **Methods of teaching** : Methods of teaching should be chosen on the basis of individual differences. It is not advisable to use the same method of education in the case of all students—gifted or backward.

(vii) **Educational guidance** : Teacher should impart educational guidance to the students while keeping in view their individual differences. He can assist them in the selection of educational career, selection of subjects, selection of books, selection of hobbies and co-curricular activities and in many other areas connected with education.

(viii) **Vocational guidance** : While keeping in view the individual differences the teacher can guide the students in the vocation that they should adopt.

(ix) **Individual training**: Many plans and techniques for individualising instructions have been advocated. Some of the plans are (a) Dalton Plan, (b) Morrison Plan, (c) Winnetka Plan, (d) Contract Plan and (e) Project Method.

### **(2) R.B. CATTELL'S THEORY OF PERSONALITY TRAITS :**

Raymond B. Cattell is another popular propounder of trait theory. His theory is also known as *Factor Theory of Personality*. For him basic structural element to personality is the trait. He defined trait as a structural unit of personality inferred from behaviour in different situations. Traits are relatively permanent feature of personality. Cattell classified traits of personality into four categories:

**1. Common traits** : Common traits are found widely distributed in general population. In other words, they are commonly found among people. General mental ability is a common trait. Everyone possesses it although some are more intelligent where as others are less intelligent. Co-operation, aggressiveness and honesty are also examples of common traits.

**2. Unique traits** : Unique traits are those traits that are possessed by particular person and they are unique for that person e.g. areas of interests and attitudes, temperamental traits, emotional reactions and energy. According to Cattell unique traits are particularly apparent in the areas of interest and attitude i.e. a person takes interest in planting flowers, whereas, other is interested in collection of stamps etc.

**3. Surface traits** : Surface traits are those traits that can be easily recognised by overt manifestation of behaviour such as tactfulness, integrity, curiosity, boldness, alertness, enthusiasm, honesty and sincerity etc.

**4. Source traits** : Source traits are basic underlying structures or sources which Cattell regards as constituting the core of personality. They determine the behaviour of the individual. They are deeper traits. They are inferred from behaviour. They are responsible for inter-correlation of surface traits. Dominance and emotionality are source traits. Source traits are always small in number than surface traits but they are better predictors of behaviour. There are two types of source traits :

**(i) Constitutional traits** : Constitutional traits have their origin in the internal conditions of organism.

**(ii) Environmental traits** : Environmental traits derive their influence from the physical and social environment. These traits are ways of behaving that are learned by an individual which ultimately take the shape of personality.

Source traits represent deeper, less variable and more significant aspects of personality. While surface traits are merely descriptive units, the source traits upon which they depend are, in part, explanatory, and therefore indicate underlying causes of the observed correlations among surface traits.

After about twenty years of intensive factor analysis Cattell identified 16 basic factors (primary factors) as source traits that he called as building blocks of personality. These traits can be measured by an objective test of personality called Sixteen Personality Factor Questionnaire (16 PF). These traits listed ahead are in bi-polar form :

<i>Trait</i>	<i>Versus Opposite Trait</i>
1. <i>Reserved</i> : Detached, stiff, cool, aloof, prefers things to people.	1. <i>Outgoing</i> : Warm-hearted, good natured, co-operative, attentive to people.
2. <i>Less Intelligent</i> : Dull, concrete thinking, low mental capacity.	2. <i>More Intelligent</i> : Bright, abstract thinking, high mental capacity.
3. <i>Affected by feelings</i> : Immature, less stable, evasive, low ego strength.	3. <i>Emotionally stable</i> : Mature, faces reality, calm, high ego strength.
4. <i>Humble</i> : Submissive, conforming, modest, unsure, retiring.	4. <i>Assertive</i> : Dominant, self-assured, confident, aggressive.

<i>Trait</i>	<i>Versus Opposite Trait</i>
5. <i>Sober</i> : Serious, taciturn, pessimistic, subdued.	5. <i>Happy go-lucky</i> : Cheerful, enthusiastic, enjoys excitement, energetic.
6. <i>Expedient</i> : Irresponsible, unreliable, low regard for moral principles, gives in easily.	6. <i>Conscientious</i> : Responsible, high regard for moral standards, perseverant.
7. <i>Shy</i> : Withdrawn, timid, more easily embarrassed.	7. <i>Venturesome</i> : Sociable, adventurous, uninhibited.
8. <i>Tough-minded</i> : Insensitive, tough, self-reliant, realistic.	8. <i>Tender-minded</i> : Sensitive, dependent, fastidious, impractical.
9. <i>Trusting</i> : Not jealous, adaptable, works well in a group.	9. <i>Suspicious</i> : Mistrusting, sceptical, self-opinionated.
10. <i>Practical</i> : Conventional, does the right thing, careful.	10. <i>Imaginative</i> : Unconventional, aesthetic, more creative.
11. <i>Forthright</i> : Natural, vague, artless.	11. <i>Shrewd</i> : Calculating, experienced, polished, socially aware.
12. <i>Self-assured</i> : Self-confident, untroubled, low anxiety.	12. <i>Apprehensive</i> : Worried, depressive, guilt-prone, blames himself, anxious.
13. <i>Conservative</i> : Traditional, cautious, not very resourceful.	13. <i>Experimenting</i> : Radical, critical, analytical, likes change.
14. <i>Group dependent</i> : Enjoys social approval, prefers to work with other people.	14. <i>Self-sufficient</i> : Independent, makes own decisions, self-reliant.
15. <i>Undisciplined self-conflict</i> : Causal, not dependable, inconsiderate, untidy.	15. <i>Controlled</i> : Self-disciplined, reliable, socially approved behaviour.
16. <i>Relaxed</i> : Calm, tranquil, patient, not easily irritated.	16. <i>Tense</i> : Excitable, over-wrought, restless, impatient, fretful.

5. **Ability, temperament and dynamic traits:** Cattell distinguished among ability, temperament and dynamic traits as follows :

(i) **Ability traits:** Ability traits determine how well a task is performed. The most important ability trait is intelligence. Cattell believes that there are two types of intelligence :

(a) **Fluid intelligence:** Fluid intelligence is the general problem solving ability and it is thought to be largely genetically determined.

(b) **Crystallised intelligence:** Crystallised intelligence is the cumulative knowledge of the type learned in school and is thus gained through experience. Although crystallised intelligence is gained through experience, one's ability to effectively utilise such information is largely genetically determined.

(ii) **Temperament traits:** Temperament traits are constitutional and these determine a person's emotional make up and style of behaving.

(iii) **Dynamic traits:** Dynamic traits are those traits that set a person in motion towards a goal. They determine a person's motivational make-up. Cattell distinguished two categories of dynamic traits : ergs and metaergs.

(a) **Ergs:** Ergs are roughly equivalent to instincts, biological needs or primary drives.

(b) **Metaergs:** Metaergs are learned motives which are divided into sentiments and attitudes :

(c) **Sentiments** : Sentiments are predispositions to act in certain ways to classes of objects or events.

(d) **Attitudes** : Attitudes are specific responses to specific objects or events.

Cattell's trait theory of personality tries to describe and predict the behaviour of individuals on the basis of their personality traits (the fundamental building blocks of human personality). Cattell's work as a whole, involves the identification of basic dimensions of personality (by applying factor analysis techniques to the observable behaviour, i.e., traits) and then developing instruments to measure these dimensions.

#### **Factors influencing Personality Development :**

1. **Motivation and learning** : Cattell believes that personality development is the function of both motivation and learning.

2. **Early experience** : Cattell states that early experience exerts a strong influence on the development of personality traits. He discovered that socially adjusted and warm-hearted adults come from a warm loving home where parents are calm and cheerful.

3. **Birth order** : Cattell found that birth order affects personality development. The oldest children tend to be high in dominance, confidence and competitive spirit. Only children tend to be high in self-sentiment strength.

4. **Family size** : Family size affects personality development. Cattell said, "Tension tends to increase as family size increases." Tension leads to frustrated and maladjusted personality.

5. **Heredity and environment** : Cattell, through factor analytic approach, determined the contribution of hereditary and environmental factors in the development of personality traits. He emphasised relative contribution of heredity and environment on traits. Finally with the help of Factor Analysis Technique he developed an Inventory known as Cattell's 16 PF (Personality Factor). Thus this theory enjoys a good standing.

#### **Educational Implications of Cattell's Theory of Personality :**

1. **Development of common traits** : Common traits like co-operation and honesty etc. should be developed among the students.

2. **Development of unique traits** : Teacher should assist the students in the development of unique traits like healthy interests, attitudes, temperaments and emotional reactions etc.

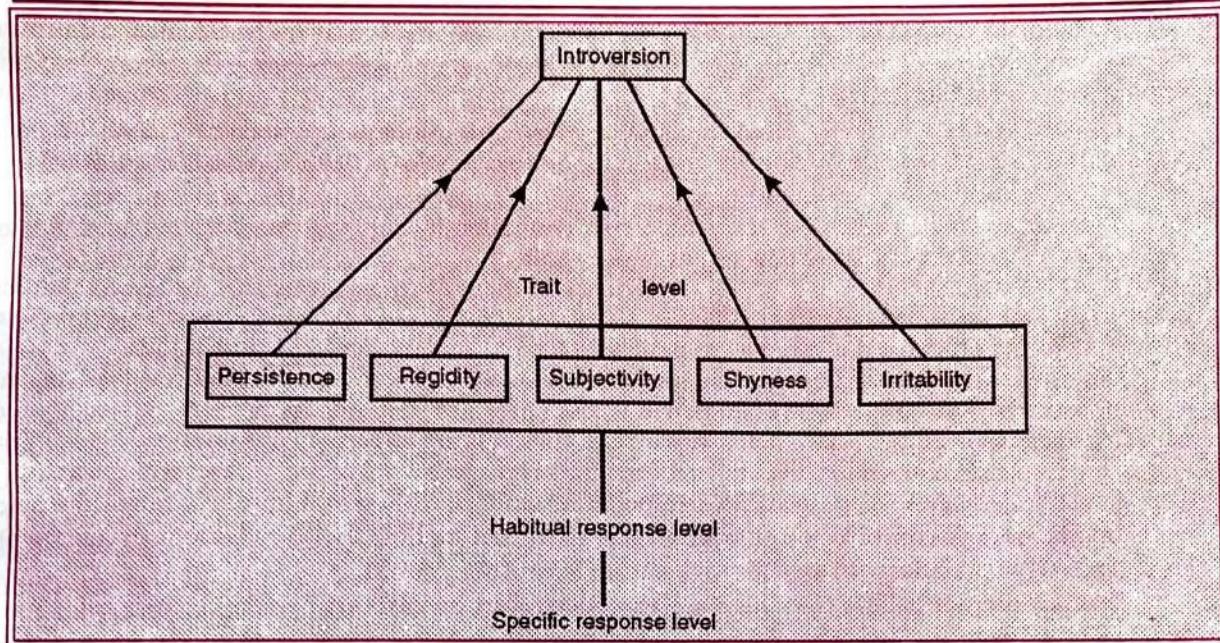
3. **Development of surface traits and source traits** : Surface traits like tactfulness, integrity, curiosity, boldness, alertness, enthusiasm, honesty and sincerity should be developed among the students by organising co-curricular activities like scouting, girl-guiding, N.S.S., N.C.C., excursions and trips, games and sports, and group discussions etc.

4. **Development of ability and dynamic traits** : Teacher should try his best in developing ability traits like fluid intelligence, crystallised intelligence and dynamic traits like ergs (instincts), metaergs like (positive sentiments and attitudes) among the students with the help of modern, dynamic, psychological and progressive methods of teaching, democratic discipline and co-curricular activities.

5. **Importance of heredity and environment** : Cattell has recognised the importance of heredity and environment in the development of personality. (1) Healthy environment is to be provided in the school. (2) Curriculum should be broad-based, pupil-centred, life-centred and community-centred; (3) methods of teaching should be pupil-centred, interesting, motivational, activity-centred and varied in accordance with individual differences among students.

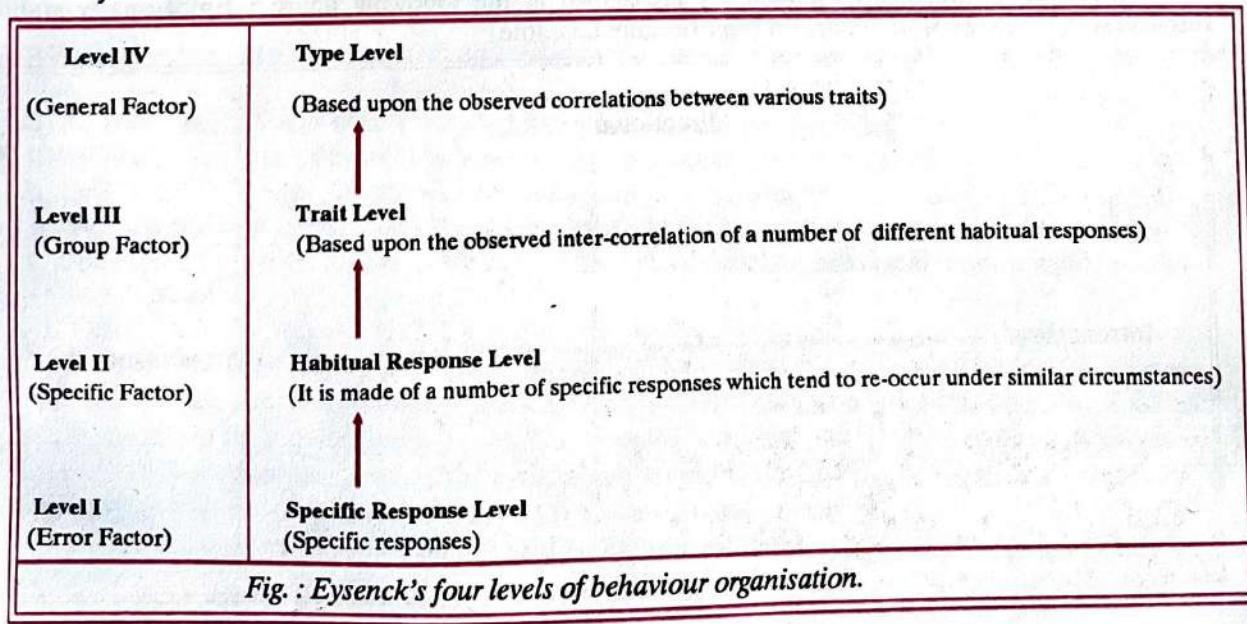
#### **(3) EYSENCK'S THEORY OF PERSONALITY :**

H.J. Eysenck, a British psychologist combined the type and trait approach. Starting with the trait approach, it yields definite personality types. While Cattell tried to use factor analysis technique to give some basic dimensions of personality by enumerating 16 basic traits, Eysenck, a German-born psychologist, went a step further in adopting factor analysis technique by extracting second order factors and grouping traits into definite personality types. How individual behaviour is organised and acquires the shape of a definite type is clarified in the following figure :



#### Levels of Behaviour Organisation :

1. **Specific response level** : The specific responses are at the lowest level. They grow out of a particular response to a single act. Blushing, for example, is a specific response.
  2. **Habitual response level** : Habitual responses form the second level and comprise similar responses of an individual, to similar situation. For example hesitancy in talking to strangers are habitual responses.
  3. **Trait level** : At the third level is the organisation of habitual acts into traits. Behavioural acts which have similarities are said to belong to one group and are called trait. Trait of shyness will include (1) hesitancy in talking to strangers, and (2) inability to easily strike friendships etc.
  4. **Type level** : The fourth or the highest level is the organisation of these traits into a general type. A type is defined as a group of correlated traits. Traits which are similar in nature such as persistence, rigidity, subjectivity, shyness and irritability etc. have been grouped into a type termed as introversion.
- Eysenck's four levels of behaviour organisationn are shown in the following figure :



An ultimate, distinct type is obtained at the fourth stage. A person, can now be classified as introvert if he has traits as described at the third level, habits and habit systems as described at the second level and responds specifically as described at the first level.

Eysenck's work has clearly demonstrated that human behaviour and personality can be very well organised into a hierarchy with specific responses at the bottom and the definite personality type at the top.

#### **Basic Dimensions of Personality :**

Eysenck conducted extensive research on trait dimension by applying quantitative techniques of personality and found three basic dimensions of personality :

**1. Introversion versus extroversion :** In Eysenck's terminology, introverts are those who condition most easily and as a result develop behaviours that reflect this conditionability such as depression. Extroverts on the other hand condition less easily and tend to be most impulsive and unruly.

**Introvert** is characterised by excessive tiredness, constant introspection, feelings of guilt and an over concern with religious and ethical matters. He is less easily aroused, but his feelings are much more enduring and he has deeper attachments with others. He is less ambitious and less interested in material things. He is serious-minded and likes an ordered life. Super-ego seems strong in case of introvert.

**Extrovert** is impulsive, changeable, irresponsible and lacking in moral fibre. He values the outer world and his energies are directed outwards. He is active and sociable. He loses his temper quickly but his feelings do not run deep. Id appears to dominate in case of extrovert.

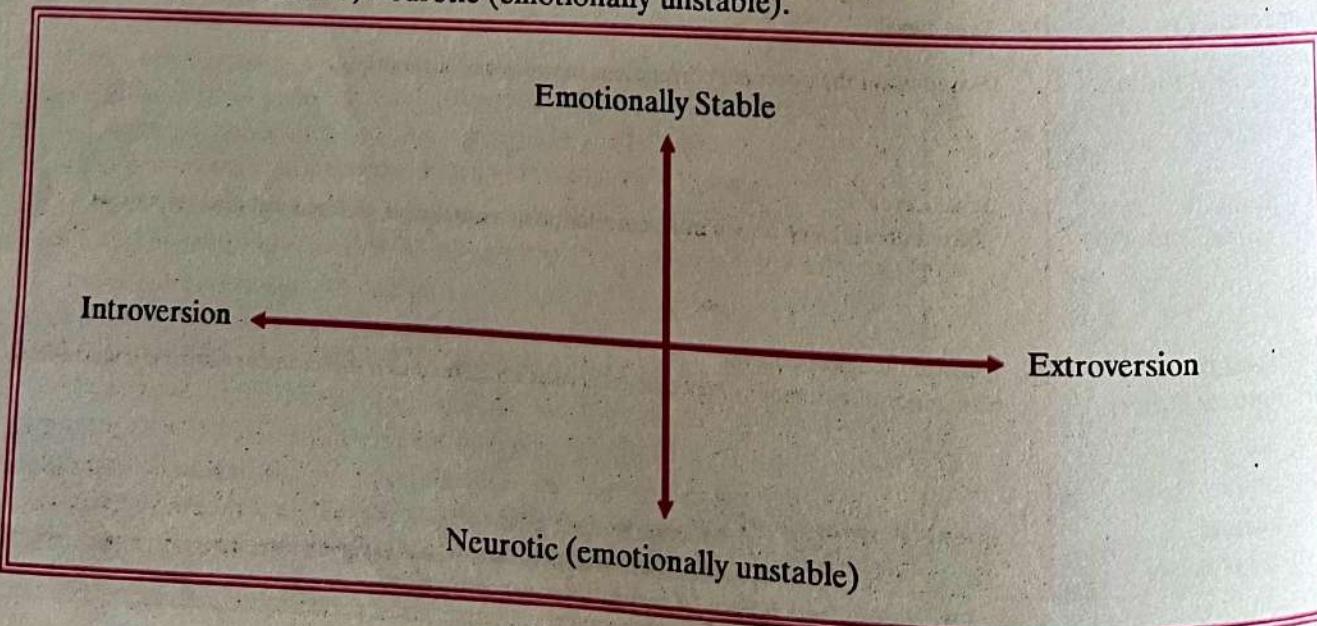
Eysenck did not believe that there are purely extrovert or introvert people but they range on a dimension i.e., some are high on introversion, others are high on extroversion but they have some or other traits of both the types.

**2. Neuroticism vs. emotional stability (normality) :** The neurotic person is below average in intelligence, will, emotional control, sensory duty, and capacity to exert himself. He is very suggestible, lacks persistence, slow in thought and action. Touchiness, aggressiveness, restlessness and moodiness are traits of neurotic. On the other hand, an emotionally stable person is calm, even tempered, carefree and thoroughly reliable.

Eysenck suggests that neuroticism is a general factor in the area of motivation and introversion-extroversion is a general factor in emotional area. Neuroticism represents a defect of the will or the capacity of the individual to persist in motivational behaviour.

No person is totally neurotic or extrovert and introvert. Most people occupy intermediate positions on the two dimensions. Mixed cases are more likely to occur in a normal population.

These two dimensions of personality are shown in the following figure : Emotionally stable, Introversion, Extroversion, Neurotic (emotionally unstable).



**3. Psychoticism :** Eysenck found that an individual high in this dimension is less fluent, performs poorly in continuous addition, more undecided with respect to social attitudes, poor in his concentration, memory and reading, and shows level of aspiration much less really adapted. The trait of psychoticism is found independent of neuroticism and introversion-extroversion trait. In neuroticism psychological factors are primary and hereditary and neurological factors may not be important. In psychoticism hereditary and neurological factors are determining ones and psychological factors are secondary.

#### **Appraisal of Eysenck's Theory of Personality :**

Eysenck has tried to make use of Cattell's basic dimensions for the measurement of one's personality by developing an appropriate set of questions in the form of two well known inventories :

- (1) Maudsley Personality Inventory (M.P.I.)
- (2) Eysenck's Personality Inventory.

The contribution of Eysenck's theory to describing, explaining and predicting one's behaviour and personality are notable and praiseworthy. He has (1) presented a valuable synthesis of trait and type approaches, (2) given personality a biological and hereditary base, (3) accepted the role of environmental influences in shaping and developing personality and (4) exploded many myths and over-generalisations of psychoanalytical theory. In addition to (5) close focus on individual differences and (6) principle of behaviour changes, his theory has (7) contributed to the study of criminology, education, aesthetics, political ideology and psychopathology.

#### **Common Features of Trait Theories :**

**1. Concept of trait :** All theories agree on the concept of trait, though they express different opinions about the structure of traits.

**2. Consistency of traits :** All theories agree that traits are consistent in an individual's behaviour. They are not temporary dispositions but enduring and permanent characteristics of the individual.

**3. Trait dimensions :** All theories agree that traits possess different dimensions. Traits vary in breadth and generality.

**4. Dispositions :** All theories agree that traits are dispositions. Traits fluctuate or change in a person's position with respect to a disposition. Each psychologist is committed to a search for broad and stable trait.

**5. Helpful in understanding personality :** All theories agree that personality can be conveniently and properly understood with the help of traits.

#### **Criticism of Trait Approach (Trait Theories) :**

**1. No consistency in actual life :** Though traits are considered to be permanent modes of behaviour, but in actual life it has been observed that an individual does not show a particular trait consistently in his behaviour.

**2. No zero point :** There is no zero point on a scale of trait measurement, hence there is difficulty in the quantification of human traits. There is no suitable measuring tool of trait dimension.

**3. Hello effect :** 'Hello effect' operates when a person rates an individual very high on a specific trait. He may rate the same person on other traits equally high.

**4. Difficulty in prediction :** Prediction about the behaviour of an individual is not possible on the basis of study of traits.

#### **(4) FREUD'S PSYCHOANALYTICAL THEORY OF PERSONALITY :**

Psychoanalytical approach to personality was first of all created and advocated by Sigmund Freud (1856-1939) by viewing people as being engaged in a constant struggle to tame their biological urges. He propagated analysis of the psyche (mind) by coining many new terms and use psychoanalysis as a method for understanding behaviour and for treating mental illness. His school of thought is known as the school of psychoanalysis and the approach it adopted for understanding human behaviour and personality is known as the psychoanalytical approach. Some basic concepts of Freud's psychoanalytical theory of personality are :

**(1) Instincts :**

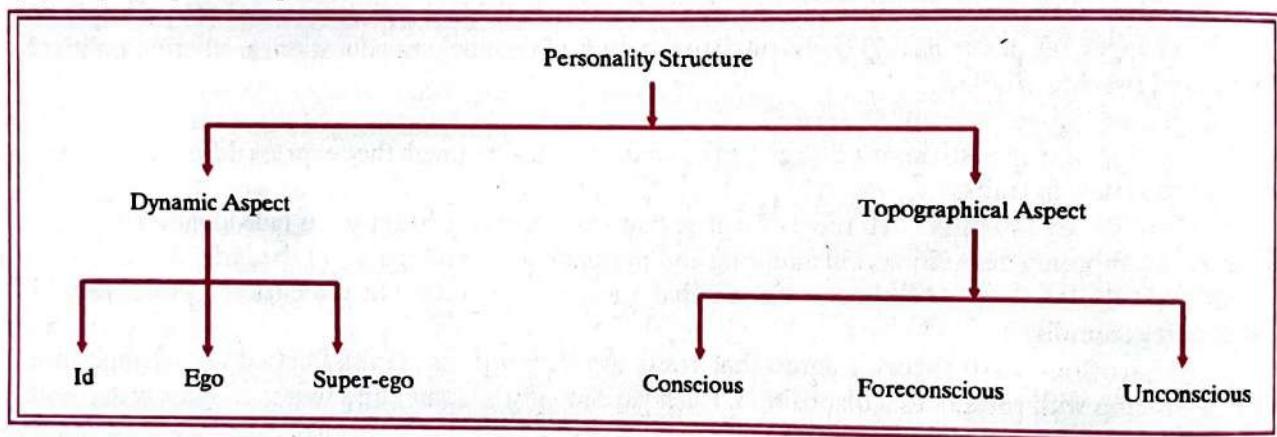
Freud was the first psychologist who placed great importance on instincts as the determinant of human behaviour. He believes that the concept of instinct helps the individual in understanding the dynamics of personality. He proposed two types of instincts :

**1. Life instincts (Eros) :** Life instincts are the source of the feeling for survival and racial propagation. All the instincts associated with the preservation of life instincts and psychic energy associated with them is called the *libido*. Libido includes the energy associated with all the life instincts including sex, hunger and thirst. Freud referred to the life instincts collectively as eros. Libido energy is expanded to prolong life.

**2. Death instinct (Thanatos) :** Death instinct named thanatos is the ultimate cause of all human activity, because there is no longer a struggle to satisfy biological needs. Freud claimed that the aim of life is death. Death instinct refers to the unconscious feeling to die.

**(2) Personality Structure according to Psychoanalytical Theory of Freud :**

According to Freud there are two aspects of personality structure : (A) Dynamic aspect and (B) Topographical aspect.

**(A) Dynamic Aspect of Personality :**

By the dynamic aspect of personality, Freud means the agent through which conflicts arising in the instincts are worked out. He divided the dynamic aspect of personality into three parts :

**1. Id :** Id is the centre of both life and death instinct and the basic source of all psycho-biological energy. It is the store-house of mental energy of libido. It is the true psychic reality. It comprises all that is inherited or present at birth. It is the primitive portion of the psyche(mind) which contains innate urges, instincts, desires, and wishes guided by the pleasure seeking principle and unfettered by civilised demands and controls. In simple words, Id is the beast in us, the savage, uninhibited urges. It operates on animal level. It cannot distinguish between good and bad. Id is governed by the principle of hedonism. The following are the characteristics of Id :

- (1) Id is unconscious in nature and has no direct contact with reality.
- (2) It is amoral in the sense that it contains no social values or morality. It knows no laws, obeys no rules, possesses no foresight of consequences and remains basic to individual's behaviour throughout his life. It blindly follows the dictates of sex instinct and aggression.
- (3) It is illogical.
- (4) It is dominated by pleasure principle.
- (5) It contains all repressed desires, feelings and thoughts.
- (6) It is the reservoir of libido. The life and death instincts pass through it. It is the seat of all instincts. It promotes primitive habit formation.

2. **Ego :** Ego is that portion of the psyche which is in the contact with the outside world on the one hand and the Id on the other. It attempts to keep thoughts, judgements, interpretations, and behaviour practical and efficient, in accordance with realistic living. Ego functions as a policeman to check the unlawful activities of the Id. It acts with intelligence to control, select and decide what appetites have to be satisfied and in which way they may be satisfied.

Ego directs behaviour toward a maximal satisfaction of the individual's urges consistent with its knowledge of social and physical reality. It is thus the adjuster between the wishes of the Id and the demands of reality. It realizes the consequences of its own activity and when able establishes balance between the environment and the organism. It is said to be 'the chief administrator of the mind.' The following are the characteristics of ego :

- (1) Ego is both conscious and unconscious. But it is largely conscious.
- (2) It is logical in nature.
- (3) It deals with reality of environmental conditions. It differentiates between subjective experiences and the nature of things in the external environment. It obeys the reality principle.
- (4) It acts as an intermediary between three sets of forces of instinctive pressure, external reality and control from the super-ego.
- (5) It sleeps but maintains a dream censorship.

Thus Ego is the real self, represents conscious intelligence, follows reality principle, is in constant touch with both Ego and Super-Ego, acts as mediator to resolve the conflict between Id desires and moral principles, is in constant touch with time, space and physical reality.

3. **Super-ego :** The Super-ego is that part of the psyche which has been termed the conscience. Its primary function is to make us behave like civilised human beings. Thus it tries to hold the unreasonable outbursts of the Id in check. Freud calls Super-ego the ego Ideal. The following are the characteristics of Super-ego :

- (1) Super-ego is the representative of sociability and morality. It represents the influence acquired from other persons, parents and society.
- (2) It is differentiated part of the ego.
- (3) It exercises control over the ego.
- (4) It is largely unapproachable to the ego.
- (5) Less of it is in conscious than in the case of ego.
- (6) It is in contact with id.
- (7) It is the outcome of child's co-existent desires – to love and to be loved.
- (8) It is the moral critic that maintains in ego an unconscious guilt feeling. It has been equated with the conscience. It blocks the impulses which violate the social norms.

Thus Super-ego is the moral arm of the individual's personality. It is an ideal self and represents moral conscience. It develops as a result of internalisation of parental influence and ideals of society through the process of socialisation.

#### **Mutual Relation between Id, Ego, and Super-ego :**

Id is primarily biologically conditioned. Ego is primarily conditioned by the psychological environment, but Super-ego is primarily sociologically or culturally conditioned. Id is animal within man, Ego is man within man and Super-ego is God within man.

In terms of the dynamic interpretation of personality – Id, Ego and Super ego – are often at odds. Ego postpones the gratification which id wants at once. Super-ego fights against both ego and id, because they lack moral force which it represents.

The poor ego has thus to serve three masters – the mandates of Super-ego on one hand, the demands of Id (instinctual urges of life and aggression) on the other, in addition to the pressure exerted through the reality principle of the objective world. It can be, therefore, readily seen that the ego has to adopt a

number of defence mechanisms in order to cope with its anxiety arising from the non-compliance or unsatisfactory or inadequate meetings of the commands or demands of any of the three masters mentioned above.

### (B) Topographical Aspect of Personality :

Conflict between the Id, Ego and Super-ego may occur at conscious, foreconscious and unconscious levels of the psyche. Freud refers to the conscious, the fore-conscious, and the unconscious as the topographical aspects of the self.

**1. Conscious :** By the conscious Freud means the segment of the mind which is concerned with immediate awareness. It includes everything of which we are fully aware at a given moment. It constitutes all our thoughts, feelings and ideas which can be readily recalled without much effort. The conscious region of mind is represented by the thinking, doing person in a waking state.

**2. Pre-conscious or fore-conscious :** Sub-conscious encompasses all experiences that are not conscious at the moment but can readily be summoned into awareness either spontaneously or with a little effort or by association of ideas. In other words pre-conscious is that segment of the mind where the readily recallable is to be located. It is immediately accessible part of one's mind where one can trace his memory or thoughts.

**3. Unconscious :** Unconscious is that of which the individual is unaware and it denotes a part of the mind cut off from consciousness by a resistance. Unconscious is that segment of the mind which is comprised of all the forgotten material which can be recalled at will in ordinary conditions or circumstances. It is a store-house of several unsatisfied desires, cravings and urges. The repressed thoughts, feelings, ideas and experiences are not only unconscious, but there is a great resistance within the individual to their ever becoming conscious. Unconscious region cannot be readily reached by the person. Freud believed that the substantial portion of human personality is anchored in the unconscious region of one's mind. He gave a simile to explain it. Just as the major part of a floating ice-berg is below the surface of water, our personality in the like manner is substantially rooted in the unconscious and is, therefore, invisible. Only the superficial segment of personality is visible.

We cannot study a human being by observing his overt behaviour because most of repressed desires, thoughts and feelings remain in unconscious and continually influence our behaviour. Following reasons were given by Freud to show the existence of unconscious :

- (1) Dreams prove the existence of unconscious.
- (2) Sudden rememberance.
- (3) Stage of hypnotism.
- (4) Thoughts expressed after the use of anaesthesia.
- (5) Slips of tongue and pen.
- (6) Solution of problems during sleep.
- (7) Neurosis and psychosis.

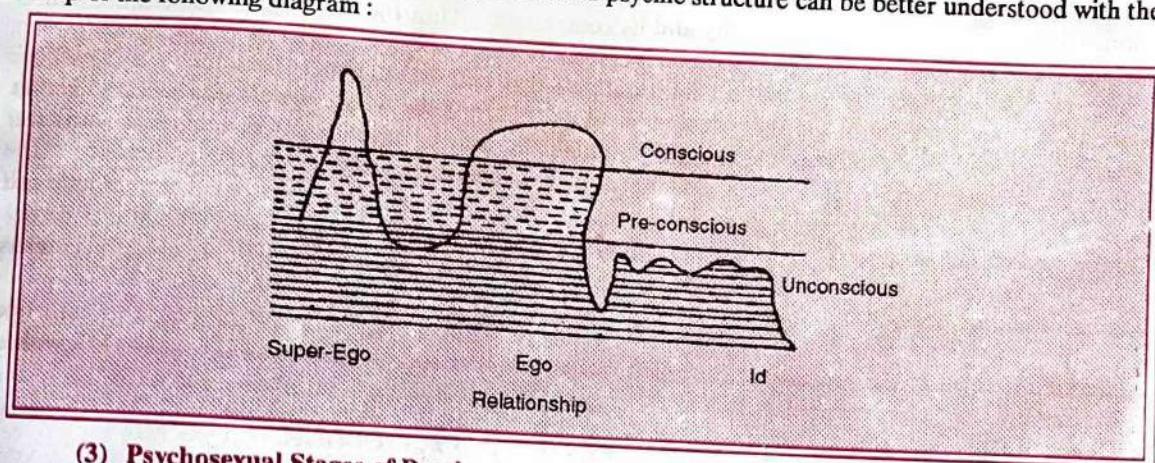
**Conclusion :** Dynamic personality structure according to Freud is made up of three major systems — Id, Ego and Super-ego. Each of these systems has its own characteristics and mechanisms. But their important feature is that they interact with one another and the human behaviour is the outcome of such an interaction.

There is also to be noted a correspondence between the levels of awareness — conscious, pre-conscious and unconscious and the three systems — Id, Ego and Super-ego. The Id is said to belong to the unconscious. It represents all of the psychic energy that motivates behaviour and is available at birth. The Ego receives its energy from the Id but it is partly conscious. It is formed as an individual develops. The Super-ego is roughly the same as the 'conscience' in the sense that it contains all of the teachings of the person's family and culture regarding ethics, morals and values — how one should behave.

## **PERSONALITY : NATURE, TYPES, THEORIES....**

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The relationship between mental process and psychic structure can be better understood with the help of the following diagram :



### **(3) Psychosexual Stages of Development :**

According to Freud, personality development is the organisation and expression of basic sexual energy (*libido*), which comes through the following stages :

- 1. Oral stage (From birth to two years)** : At this stage infant seeks pleasure by sucking the lips.
- 2. Anal stage (From 2 to 3 years)** : The child derives much pleasure through anal expulsion or anal manipulation.
- 3. Phallic stage (From 3 to 5 years)** : At this stage the child derives pleasure by touching the genitals (self-manipulation of the genitals).
- 4. Latency stage (From 5 to 12 years)** : During this stage there is avoidance of sexuality on account of the pressures of society.
- 5. Genital stage (Adolescent stage)** : During the period of adolescence the person feels pleasure in having homosexual and heterosexual relations.

According to Freud the whole process of development is completed in the first few years of life. Years of early childhood are considered to be crucial. Whether a man is normal or abnormal depends to a great extent how the parents and others have treated him and how smooth was his transition from one stage to another.

Freud found that most of the patients suffered on account of sex repression i.e., non-gratification of sex. Sublimation of sexual desires helps in the development of an integrated personality.

### **Educational Implications (Merits) of Freud's Psychoanalytical Theory of Personality :**

Freud's theory of personality has revolutionised theory and practice of psychology and education. It has greatly influenced many social sciences as regards their approach to human behaviour. Important educational implications of this theory are given below :

**1. Importance of childhood experiences** : The theory has recognised the importance of childhood experiences in the development of personality. Freud believes that the childhood period lays the foundation of personality because childhood period is the most important period and it is during this period that maximum physical, intellectual, emotional and social development takes place. Hence it is the task of teachers and educationists to provide maximum opportunities for healthy physical, intellectual, emotional and social development.

**2. Importance of unconscious motivation** : The theory recognises the importance of unconscious motivation in the development of behaviour patterns. The teacher should keep in mind the unconscious mind alongwith pre-conscious and conscious mind.

**3. Widening the aim of education :** Freud's theory is a comprehensive theory of human behaviour which includes all aspects of personality and its complexities. Thus the theory has widened the aim of education i.e., the development of wholesome personality.

**4. Broad-based curriculum :** It is a holistic approach to understand human personality. It gives more emphasis on functioning of the individual as a whole. It keeps the whole personality in view. Hence curriculum should be broad-based so that whole personality may be developed. Curriculum should meet the needs of the children and the society. A large number of curricular activities should be included in the curriculum so that all aspects of personality—physical, intellectual, emotional, aesthetic, social and moral—may be developed.

**5. Methods of teaching :** Methods of teaching should be moulded according to personality patterns and needs of the pupils.

**6. Importance of guidance :** The theory recognises the importance of guidance to improve parent-child relationship, teacher-taught relationship and other social relationships. Psychoanalysis has given impetus to such movements as 'Child Guidance', 'Mental Hygiene' and 'Paiocentrism'.

#### (D) DEVELOPMENT OF PERSONALITY : BIOLOGICAL, SOCIO-CULTURAL AND PSYCHOLOGICAL DETERMINANTS

The development of personality is conditioned by biological, social and cultural and psychological determinants.

##### (1) Biological or Hereditary Determinants :

###### 1. Physique and Personality :

Physical differences i.e., differences in height, weight, complexion, bodily form or defects influence personality of the individual.

(a) **Height :** The child who is short statured may develop a feeling of inferiority if other persons tease him.

(b) **Weight :** Similarly if a person is over weight his playmates, class-fellows and friends tease him and he will develop inferiority feelings.

(c) **Physical defects :** Physically handicapped children have no well developed personalities as compared to normal children. For example, blindness or weak eye-sight, deafness or dull hearing directly influence the development of personality.

(d) **Health and strength :** A person who has good health, strength, energy and vigour generally develops emotionally balanced attitude towards life and takes part in various types of competitions. On the other hand, the person who is physically inferior develops an unbalanced personality and generally cannot take part in various types of competitions.

2. **Intelligence :** There is definitely some relationship between intelligence and personality. Intelligence is mainly hereditary. Persons who are very intelligent can make better adjustment in home, school and society than those persons who are less intelligent.

3. **Sex differences :** Boys are generally more assertive, tough minded and vigorous. They have a better need to succeed with regard to interests and aptitudes. Boys show interest in machinery and outdoor activities. They prefer adventures. But girls are interested in less vigorous games. They are quieter, and interested in personal appearance. They have a better sense of fine art. They are more injured by personal, emotional and social problems. Thus sex differences play a vital role in the development of personality of individual.

4. **Nervous system :** Nervous system plays a vital role in the development of personality. Man's intellectual ability, motor ability, physical strength and ability to adjust depend upon the structure and modification of nervous system. Any injury to nervous system will affect the personality of the individual. Nervous system limits one's learning capacity. So it is evident that the development of personality is influenced by the nature of nervous system.

**5. Endocrine glands :** Endocrine glands play an important role in influencing physical, intellectual, emotional, social and moral development of personality. Their malfunctioning has an adverse effect on various aspects of growth and development.

(a) **Adrenal glands :** Adrenal glands, also called the suprarenals, lie on the top of the kidneys. These glands, two in number, secrete two separate hormones — *cortin* and *adrenaline*. The deficiency of cortin results in *Addison's Disease* which causes poor judgement, loss of sleep, loss of sex interest, lowered metabolism, and weakness. The skin becomes black, the power of resisting health and cold is lessened and behaviour becomes irritable. Over-production of cortin results in exaggerated masculinity which in the case of women may produce extremely masculine characteristics like the growth of beard and moustache.

Adrenaline stimulates the release of blood sugar from the liver to provide more energy in emotions. It also stimulates the heart, which pumps faster and this furnishes more blood to all parts of the body. The excess of adrenaline causes rapid heart-beat and high blood pressure.

(b) **Thyroid gland :** Thyroid gland lies at the base of the neck in front of the wind pipe. It has a very important function in the development of physical structure as well as mental development. If it is overactive the body tissues are overstimulated ; the person becomes restless, irritable, worried, nervous, excitable, hyperactive and aggressive. If it is underactive, oxidation is lessened and blood pressure falls. The underactivity of this gland causes a disease known as *cretinism* which makes the individual slow, sluggish, lethargic, tired and sleepy, depressed, physically and mentally retarded.

(c) **Parathyroid glands :** Parathyroid glands are situated in the back of thyroid. These are four small, rounded glands. Parathyroid hormone regulates the calcium-phosphorus balance in the blood. Proper calcium-phosphorus balance is necessary for the growth of bones and teeth, for muscle tone and for normal nervous activity. Deficiency of parathormone (parathyroid hormone) causes cramps, convulsions and muscular tenseness. Excess of parathormone drains more calcium from bones, resulting in their softening, bending and fracture, fatigue and lethargic conditions.

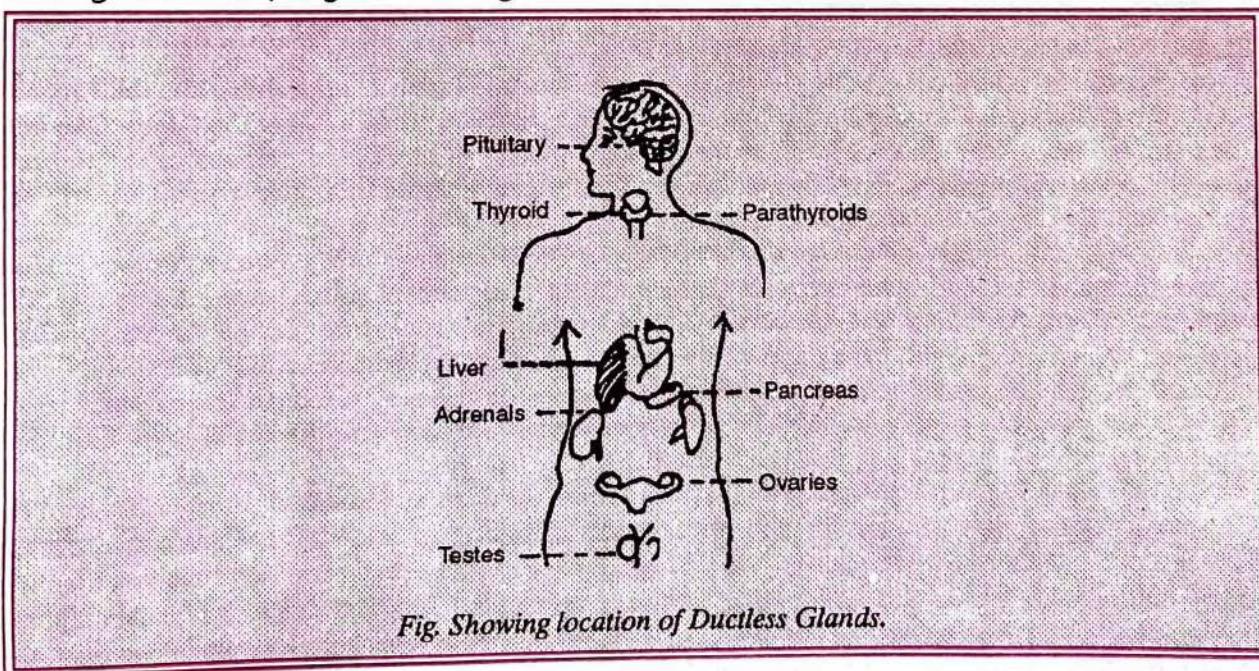


Fig. Showing location of Ductless Glands.

(d) **Pituitary gland :** The tiny pituitary gland, not bigger than the end joint of our little finger, lies at the base of the brain. It is also called *master gland* because it influences all other glands and helps to maintain chemical equilibrium of the body. It influences physical, intellectual and emotional development of the person. The underactivity of pituitary gland leads to *dwarfism*, underdeveloped muscles,

submission, cowardice and lack of aggression. Over activity of this gland leads to unusual increase in body height, and the size of hand, feet and some internal organs. It causes thick skin, precocious sex development, aggressiveness and pugnacity.

(e) **Gonads or sex glands :** Sex glands are responsible for the sex drive. The male sex glands are the testes and the female sex glands are ovaries. The hormones produced by testes are known as *androgens*, and the hormones produced by ovaries are *oestrogens*, *progesterone* and *relaxin*. The hormones of male and female sex glands influence the growth of the characteristics that differentiate the male from the female i.e., shape of body, distribution of hair on body or on face, voice etc. In male human beings one finds manifestation of male characteristics such as beard, moustaches, high pitch in voice, etc. while in female there is development of mammary glands and other womanly traits. The processes concerning mensus, pregnancy, the bearing of the child and maternal behaviour is very much influenced by the sex hormones. If sex glands are over-active they will make the individual over-sexed. If they are underactive the sex urge becomes weak.

## (2) Socio-Cultural Determinants :

### (1) Natural Environment :

Natural environment refers to the physical or geographical environment in which the child is born and where he grows. The physique of a person is influenced by the geographical environment. The climate makes some men dark, some fair, some large and some small. In the hot climate people become dark while in cold climate the complexion is fair. The geographical environment also imposes different ways of meeting various needs, which has an influence upon his personality pattern.

### (2) Family or Home :

1. **Family environment :** Good and congenial family environment is essential for healthy development of personality. If family environment is disruptive it will produce disrupted, delinquent, backward and maladjusted personalities. (1) The number of members in the family, (2) birth order of the child, (3) emotional climate of the family, (4) outlook of parents, (5) cultural and economic conditions of the family have important bearing in personality development.

Personality is formed in the first instance within the womb of family relationships. The child acquires attitudes, values, beliefs, habits, sentiments, interests and character while living in the family. The home appears indeed to be a seat of learning for the development of skills, and perhaps of the desire to participate in activities with other individuals. Family environment and family patterns influence personality development in the following manner :

(i) **Home climate :** The *emotional climate* of the home directly influences the person's characteristic patterns of behaviour and his characteristic adjustment to life. If the home climate is favourable, the individual will react to personal problems and frustrations in a calm, philosophical manner and to people in a tolerant, happy and co-operative manner. If the home climate is frictional, he will develop the habit of reacting to family members and outsiders as well in a hostile and antagonistic manner. If the child perceives his mother as showing favouritism towards a sibling, he develops an attitude of resentment towards people in positions of authority.

(ii) **Order of birth :** Studies show that first born child is more dependent, more withdrawn and introverted, more anxiety ridden, more fearful of pain and frightening situations and more susceptible to group pressures than late borns in the same family. First-borns who achieve greater success than their later-born siblings tend to be bossy, selfish, self-centred and spoiled. They show their feelings of superiority about their achievements. But inspite of their superiority, they continue to suffer from feelings of insecurity which was developed early in life when they were replaced by younger siblings in their parents' attention and concern. But most last-borns have relatively less achievement motivations.

(iii) **Rejecting, loving or neglectful parents :** When parents are rejecting, their children are reported to be suspicious, timid, insecure, anxious, jealous, introverted and tense. When they are loving, their children become warm, happy, composed, conscientious and extroverted. When they are neglectful, their

children become serious, retiring, aloof and anxious. If the parents show excessive affection towards the child, the child may become excessively dependent upon the parents.

(iv) **Nervous or cheerful parents** : Studies reveal that both children and adolescents acquire patterns of behaviour similar to those of family members. Living with parents who are nervous, anxious, and lacking in a sense of humour makes children highly nervous and subject to frequent outbursts of temper. By contrast children with warm, affectionate, interested parents usually become social and gregarious people, showing an interest in and affection for persons in the home as well as outside the home. Happy and cheerful parents can set a pattern that will be imitated by their children.

(v) **Dominant or submissive parents** : Dominant parents produce shy, dependent and quarrelsome personality traits. Submissive parents produce aggressive, disobedient and independent children. Oppression, lack of overt affection and rigid discipline lead to introvert tendency.

(vi) **Broken homes** : Broken homes due to death of either parent or divorce are traumatic for family members. Broken homes may be responsible for producing maladjusted personalities.

(vii) **Size of the family** : According to popular belief, the larger the family the more frictional it will be. It is impossible for parents to devote as much time and attention to each child as is possible in small family. In addition because of economic restrictions it is difficult for the parents to give all the children the material possessions, educational and recreational facilities, and opportunities for social contacts that children from small families enjoy. In a small family parents can devote enough time to the care and guidance of each child. This builds up self-confidence and self-assurance and eliminates the feelings of inadequacy that come when a child is left to meet the problems alone. Small families are likely to be economically secure enough to give all children opportunities to prepare themselves for adult life. Personality patterns moulded by a small family environment will, typically favour personal and social adjustments.

Some studies show that in a large family parents have too little time to over-protect any child. Therefore children learn to be independent and mature in their behaviour at an early age than in smaller families.

(viii) **The only child family** : The only child is the apple of his parents' as well as grandparents' eyes. Not only he is given what he wants but he is subjected to a less rigid discipline than is essential in a home with several children. This encourages him to be selfish and self-centred personality characteristics that militate against good social adjustments outside the home.

(ix) **Parental favouritism** : Parental favouritism always causes resentment among the children who are not favoured and feelings of superiority on the part of one who is the favourite. As family size increases, so does the tendency to have favourites. Favouritism has an unfavourable effect on the home as well as on the personality patterns of the children.

(x) **Family morale** : Children coming from homes where good morale patterns dominate are better adjusted, more independent and more satisfactorily related to their parents than the children coming from homes showing family discord pattern. Good morale is productive of desirable personality traits and occurrence of conduct problems are associated with poor family morale.

(xi) **Value placed on sex of the child** : Most parents have often strong preference for boys in our country. This complicates life for many girls.

(xii) **Step parents** : Step parents influence child's personality. Step parents mean denial of emotional needs like security, affection and sense of belongingness. The older children may hesitate to accept the step parent because they feel that it would be disloyal to the lost real parent. The new parent may be biased and thus acute family discord may result.

(xiii) **Presence of grand parents and other relatives** : Grand parents, uncles, aunts and other relatives significantly influence personality patterns. For adolescents problems may arise because old people may have a taste for developing standards of life very different from those of their parents.

(xiv) **Economic factor :** Economic factor influences personality development. Poverty of parents and lack of money to fulfil the legitimate needs of children leads directly to certain kinds of frustrations.

#### **Summary of Influence of Family or Home on Personality Development :**

Personality development is influenced by family environment like the number of members in the family, birth order of the child, emotional climate of the family, outlook of parents, socio-economic and cultural conditions of the family, rejecting, loving or neglectful parents, nervous or cheerful parents, dominant or submissive parents, broken homes, size of the family, the only-child family, parental favouritism, family morale, value placed on sex of the child, presence of step parents, grand parents and other relatives in the home. Congenial or healthy home environment positively influences personality development and unhealthy home environment adversely influences personality development.

**2. Family life pattern :** Family life, aims, ambitions, aspirations and attitudes of parents, their emotional stability or instability, their over-protection or under-protection to children, child training methods (democratic or authoritarian) – all these factors are important in the development of the individual.

(i) **Over ambitious parents** want their children achieve something which is beyond their capacities. The result is failure and loss of self-respect, feelings of guilt and shame.

(ii) **Over-protection** may lead to withdrawal behaviour and under-protection by parents to aggressive behaviour.

(iii) **Child-training methods :** Children brought up by democratic methods make better social adjustments outside the home and have more favourable attitudes towards people and social activities than children brought up by authoritarian methods.

(iv) **Type of relationship :** Only when children have satisfactory relationship with their parents then they can enjoy social contacts outside the home. Only under such conditions they can have healthy attitudes towards people and learn to function in group composed of their peers.

Thus we find that unfavourable parental treatment and attitude, lack of love and affection, restricted home environment, faulty child rearing practices develop feeling of insecurity, mistrust and pessimism and this has permanent damaging influence upon the developing personality.

#### **(3) School :**

School environment plays a vital role in the development of personality:

**1. Teacher's personality :** Teacher's personality i.e., his attitudes, beliefs, ideas, habits, ambitions, aspirations, sentiments, emotional maturity and way of maintaining discipline significantly influences personality development.

**2. School curriculum :** Richness or drabness of curriculum influences personality development of the individual. Activity-centred, experience-centred, life-centred, balanced, utilitarian curriculum has positive effect in personality development.

**3. Methods of teaching :** Pupil-centred, activity-centred, dynamic and progressive methods of teaching have healthy effect in the development of personality.

**4. Co-curricular activities :** Co-curricular activities in the form of games and sports, debates and declamation contests, exhibitions and museums, scouting and girl-guiding, morning assembly and mass prayer, excursion activities, and productive activities play an important role in physical, intellectual, emotional, social and moral development of personality.

**5. General environment :** Congenial or uncongenial environment in the school influences personality development in different ways.

#### **(4) Other Social Determinants :**

**1. Neighbourhood :** Neighbourhood does exert significant influence in the personality development. Cultured and educated neighbours influence personality development in a positive manner. Personality development is influenced by habits, interests, attitudes, way of talking and behavioural patterns of neighbours.

**2. Friends and companions :** Psychologists like *Burt* and *Kretschmer* are of the view that friends and companions greatly affect the personality development. Children of labourers go to third rate schools and play with half-naked children in dirty streets or slums. They may lead to delinquency. Children of upper class may go to first rate school and their companions also belong to upper class. This may develop in them a superiority feeling for higher social status.

**3. Radio, television and cinemas :** Radio, television, clubs and cinemas have a significant role to play in personality development. Children can learn a lot.

**4. Religious institutions :** Gurudwaras, temples, church and their religious activities and ceremonies influence personality development.

**5. Cultural environment :** Personality is said to be the image or mirror of culture. Personality of an individual is gradually shaped by the culture in which he is born. People acquire different ways of life, develop different traits and qualities when they are reared in a typical culture.

Culture includes all that man has acquired in the intellectual sphere of his individual and social life. It can best be defined as social heritage which is transmitted from one generation to another. In the broadest sense it includes such material or utilitarian factors or instruments like train, car, aeroplane, radio, television, cooler, refrigerator etc. that enrich the social life of person on the one hand and non-material factors or values, norms, social codes, beliefs, traditions, religion, literature, art, philosophy etc. on the other. Thus components or elements of culture are :

(i) **Group behaviour patterns :** Group behaviour patterns include : (a) Folkways, (b) Mores, (c) Customs, (d) Traditions, (e) Values, (f) Norms, (g) Laws, (h) Stereotypes, (i) Legends, (j) Fashion, (k) Myth.

(ii) **Literature and its branches i.e.,** drama, poetry, prose, story.

(iii) **Art and its various aspects :** i.e., music, dance, sculpture, paintings, photography and architecture.

(iv) **Religion i.e.,** worship, rituals, collective prayers.

(v) **Ethics i.e.,** ethical and noble actions and reverence for man's personality.

(vi) **Educational and recreational institutions** like library, museum, school, cinema halls, theatres, clubs etc.

(vii) **Social, economic and political institutions.**

(viii) **Commerce and industries.**

(ix) **Material or utilitarian instruments** like train, car, aeroplane, cooler, refrigerator, radio, television etc.

Both material and non-material culture play important role in influencing the personality of an individual. Material culture brings about the development of various material needs and goods. Non-material culture brings about the development of various social traditions, customs, manners and values. The invention of television is the result of material culture, and the traditions of industriousness, co-operation and obedience etc. are the result of non-material culture.

Studies by *Mead*, *Ruth Benedict*, *Malinowski*, *Baldwin*, *Cooley* and by many others clearly show the influence of culture in the development of personality. *Mead* found that in the 'Samoa' culture, girls are free from the stress and strain of modern society because early sexual relations are allowed. Similarly *Malinowski* has reported that adolescent period among *Trobrianders* also does not involve stress and strain because of the absence of sex taboos. In 'Mundugumor' culture persons are violent and aggressive, while in 'Arapesh' they are submissive and mild. In 'Tchambuli', women are aggressive and sexually dominant, while men are submissive.

Our ideas, attitudes, values, beliefs, habits, thoughts, manners, ways of life, and aspirations are influenced and regulated by culture. While emphasizing the importance of culture in the life of the individual *Kluckhohn* writes, "Culture regulates our lives at every turn." Common characteristics develop in the members of a cultural group on following principles :

(1) **Early experiences** which the child gets in culture. It means early childhood experiences are the consequences of different personalities and different cultures.

(2) *Similar experiences* lead to similar personality configuration and different experiences lead to different personalities and different cultures.

(3) *Child rearing practices* are culturally patterned so that children in a society are subjected to similar early experiences.

Culture influences the personality development of an individual in the following ways :

(i) **Internalization** of values, ideas, beliefs, customs, manners, laws and legends.

(ii) **Institutionalization** : Buildings of various religions, prayers, books, museums, family, school and clubs etc.

Thus culture plays an important role in moulding the personality patterns of individuals.

### (3) Psychological Determinants or Factors :

**1. Motives :** Motives play an important role in influencing personality development. They give a sort of direction to the behaviour of the individual and provide energy in learning activities. They help in the achievement of right responses. They are helpful in concentration and acquisition of knowledge. All behaviour is based on motives. Efficiency and success in a work depend upon level of aspiration and achievement motivation. Motivation helps in mastering challenging and difficult performances.

**2. Interests :** Interests are dynamic system of human personality in action. They are responsible for persistence and consistent behaviour of the individual. They play important role in controlling and directing human behaviour, ways of living and developing personality.

**3. Attitudes :** An individual's behaviour or personality is influenced by his attitudes towards things, objects, ideas or persons. His learning, activities, habits, interests, ways of looking towards people and things, and his striving for the goals in his life are all affected by the nature of his attitudes.

**4. Will power :** Will power determines the behaviour and personality of the individual. Strong will power enables the person to put more efforts in the work, to make quick decisions, to solve a problem or difficulty and to achieve the goal.

**5. Emotions and temperaments :** Almost all patterns of behaviour of the individual are guided in some degree by emotions and temperaments. They are present in almost every activity of human being. They are prime movers of thought and conduct. They play important role in influencing physical health, mental health, social life, interests, attitudes, likes and dislikes, character, learning process, area of adjustment and hence personality development. If emotions are unpleasant such as fear and jealousy or if they are strong and uncontrolled, they are damaging to the personality pattern. If they are pleasant and if they are controlled in such a way as to do little harm to the person's physical and mental well being, they have a favourable effect on the personality pattern.

**6. Sentiments :** Sentiments play an important role in influencing our thoughts, judgements, actions, religious, social and moral life, mental structure, behaviour and personality.

**7. Character :** Character forms the basis of human aspirations. Our social contacts are determined and motivated by our character. A man of good character has control over his thoughts, passions, sentiments, wishes, desires and mind. He is persistent in action and completes the work which is started by him. He puts his heart and soul in the work which is assigned to him. He is conscientious and does not deceive others. He discharges his responsibilities even in crucial and different situations. Thus character plays an important role in colouring the personality of the individual.

**8. Memory :** Memory is the reproduction of past personal perception in the same order and form. It is to revive the things, objects or experiences in the same order and form. Memory plays an important role in the kind of adjustment a person makes to life. Remembering people's names, for example, aids social acceptance. Being able to remember what one is expected to do leads to efficiency and reputation of being a "well organised" person. Poor memory makes a person "tiresome", inefficient, lowering others' judgements of him and rendering him less acceptable.

**9. Reasoning :** Reasoning is the ability to tackle new material and to solve new problems, the capacity to understand and to apply a fresh method of thinking. Since good adjustment requires that one be able