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SELF AND PERSONALITY

Ram, a student in XI class was staying in a hostel. He received a telephone from his father to come home immediately. His home was in a nearby city. He did not have enough money in hand so he was wondering what to do! His roommate asked him what the problem was? When Ram told him the situation, he quickly took out some money from his pocket and talked to another friend. He arranged enough money and asked Ram to go to his home. Ram thanked him and promised to pay back the money when he returned.

We often find ourselves in such situations where we need to make choices, and decisions and we wonder, "What should I do? Can I, do it? Why I am not confident? Why do I make so many errors? I do not have an impressive personality". Many such questions and doubts come to our mind whenever we must deal with difficult situations. Some of us can deal with such situations easily. Some do not even think they just do something and wonder later, why did I do it? Now I am in trouble! Such different kinds of behaviours have been explained by psychologists with the help of two concepts, personality, and Self. What does this Self mean, and how it prompts us to act in different situations? What is the relationship of Self with personality, and how it influences the behaviour of a person? How can we develop an effective personality or a strong Self? In this lesson we will learn all about Self and personality, and how it develops and controls our behaviour. We will also learn a few theories of personality and the techniques of assessing personality.

LEARNING OUTCOMES

After studying this lesson, learner :

● defines Self, self-concept, self-esteem, and self-efficacy;

● describes the meaning of personality;

● discusses type and trait, psychoanalytic and humanistic theories of personality;

● explains Self report measures and projective techniques (Word Association Test & TAT);

● becomes aware of one's own self in different contexts; and

● uses different techniques of assessing personality.

17.1 CONCEPT OF SELF

We describe ourselves in many ways such as, 'I am tall' or 'I can learn fast' or 'I am strong' etc. There are many such ways of describing ourselves. All these descriptions together define our Self. We develop an understanding of the Self during our interaction with other individuals, as well as with the physical and social environment. Based on these interactions and the feedback from others, we form opinions about our own Self. We define ourselves in many ways in terms of our physical, academic, social, and emotional qualities as well as our affiliations and relationships.

A small child has no concept of Self. As a child grows, the Self develops out of his/her experiences and interactions with the physical and socio-cultural environment within and outside the family. In the beginning, the self-descriptions are simple like 'this is my hand' this is my mother, or 'my family or may include our physical characteristics. Gradually, as one goes to school, and mixes with friends, many self-descriptions are accumulated. These self-descriptions do not exist separately. These are linked with each other, for example, the child believes that s/he is good-looking, s/he can make others laugh and others pay attention to him/her, and s/he is smart as a result of her parents like her. All these self-descriptions emerge around the different domains of development like physical, academic social, emotional, and spiritual. These are linked and if the description in any one domain is shaken the others are also weakened. However, there are certain core concepts which lie at the heart of the Self of the person, while other peripheral concepts may not be so crucial. The self-concept is constituted by those core concepts. If the core concepts are challenged the individual is threatened and disturbed. If you challenge peripheral concepts, it does not cause an

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emotional threat. Now you know why some people react to some comments so strongly. For instance, the fact that you are the son or daughter of so and so or your religion, or your age, etc., all these are core concepts. The colour you like for your dresses or the games you play or the political party you support, all these could be peripheral self-descriptions.

The self-concept constituted by the core concepts is not neutral. It is either positive or negative. Accordingly, individuals think positively or negatively about themselves. For example, a child having a negative physical self-concept may not expect people to like him/her and accordingly may not behave confidently in social situations. This in turn makes people not take notice of him/her, further strengthening the self-concept. Thus, it is not easy to change either the positive or negative self-concept. The individual may not think about all the aspects of self as positive or negative. A person with a negative physical self-concept may have a positive academic self-concept. Also, all individuals with a positive self-concept may not be the same. Some may have high degrees of positivity in some areas, while others may have positive self-concepts in other areas.

17.1.1 Real-Self Vs. Ideal-Self

Self-concept does not always coincide with reality. The experiences of a child, is responsible for development of his/her Self. For example, a child could not complete his work due to some reason, next day teacher while asking for homework may say you are careless. Next day by chance mother or someone else also says the same thing. The child unconsciously accepts this, and 'I am careless' may become a part of his/her self-description. The child may be a smart child but receiving such negative feedback may bring down the self-confidence and make him/her a careless person. Similarly, parents love can seem conditional, example they may insist their child pursues science and if he/she does then only will that make them happy. The child makes efforts to do well in science, but he/she doesn't like it, and isn't good at science. The fruitless efforts to do well in science give rise to self-description like 'I am not intelligent' and 'my parents are not happy with me'. The real self was intelligent but being forced to pursue science, the self-concept moved away from the real self to a distorted self-concept. When the real self and ideal self-pull a person in different directions the result is negative self-concept and poor self-esteem. What about you? Just think why you choose different options!

17.1.2. Self-Esteem And Self-Efficacy

The overall evaluation of all aspects of Self like, physical, emotional, social, academic,

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etc. is called self-esteem. Self-esteem is the sum of all the positive evaluations. An individual with high self-esteem would think of him/herself to be a good person and would behave accordingly. Higher self-esteem may lead to greater efforts to behave in positive ways and avoid negative behavior. (High self- esteem may not always lead to positive behavior). Self-esteem and self-concept gradually develop right from childhood. The way child is treated by the family, school, peers and friends determines whether different aspects of him/her would develop in a positive or negative direction. The self has both positive and negative components, but the overall self would be either negative or positive, but it could vary in degrees of positivity or negativity. If the child's self-esteem is low or negative he/she would develop doubts about his or her ability to perform various tasks successfully.

There is another related concept known as self-efficacy. Self-efficacy is the expectation of a person about his or her capability to perform different types of tasks successfully. Self-efficacy helps a person to predict his/her success or failure in various tasks. A person with high self-efficacy will take up challenges and spend time and effort on certain selected tasks. It depends on the task, and the individuals' experiences with those or similar tasks. For example, a girl may have high self-efficacy,(self-esteem) but if her experience of cooking has been bad, her self-efficacy related to those tasks would be low. But a boy having pleasant experiences of cooking, even if low in self-esteem would express high self-efficacy on related tasks. Self-efficacy is related to self-esteem. The higher the self-esteem, the chances are higher would be self-efficacy. Observation of successful performance of people who are like us increases our own self-efficacy beliefs. Mastery of tasks and genuine praise from parents and other important persons also increase self-efficacy while stress and failure decreases it. It is therefore important that children seek positive role-models and stay stress free. This is possible when they take responsibility for themselves and stay disciplined.

ACTIVITY

Describe yourself in five positive ways in the space given below. Think about each one of these qualities and write next to it why you think so. What made you realize this?

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17.1.2. Development of Self

The concept of self develops right from childhood. When parents and care givers create pleasant home environment, children develop positive attitudes about themselves. Children observe themselves across situations and develop opinions about themselves. Not only parents, even siblings and friends comments and opinions affect self-concept. During early childhood, the Self revolves around physical characteristics. As the cognitive capabilities and feelings develop with age, the children compare themselves with others. The comparison of Self adds adjectives to self-descriptions like, "I am quick in learning". In school, the statements and opinions expressed by teachers, classmates, and peers also affect the development of the Self. The child gradually develops a whole lot of concepts about their physical, academic, emotional, and social qualities. Each one of these concepts is accompanied by positive or negative adjectives. As these self-concepts are emerging, the child develops positive or negative feelings about his or herself. The overall feelings are the self-esteem of the child.

The development of self-concept is influenced by the positive and negative interactions taking place at home, in the family, among peers and in neighborhoods. Culture is also an important factor in development of self-concept. The experiences that occur to the child determine the direction of self-concept. If you think of yourself as smart or good natured it is probably because people around told you that you are smart or good natured.

 ACTIVITY

Discuss with your friends what they think about themselves. Also question them why and how they came to think of themselves that way.

 INTEXT QUESTIONS 17.1

Fill in the blanks:

i.   Self develops because of child's ....with others.

ii.   These concepts of self are either .... or ....

iii.   The core concept is called ....

iv.   Self-esteem is evaluation of self as ....or ....

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v. Self-efficacy is related to ....

vi. Self-concept develops from..

vii. Feedback from ...., ...and ....determines self-concept.

viii. ....helps in development of positive self-concept.

ix. Even your .... and .... affect your self-concept.

17.2 PERSONALITY

We learned about the Self in the previous section. The word we frequently use to describe others is personality. It is derived from the Latin word persona which means mask people wore during theatrical performances. But it does not mean that our behaviour is an act. It is not easy to put on an act all the time. Infact, it is reverse because people behave in consistent ways across different situations. Even if we want to behave differently in different situations, it would be difficult. When we talk about someone's personality, we are referring to the visible characteristics of others to which we are either attracted or are not attracted i.e., the way they appear. These are physical aspects of personality. But personality includes other aspects also.

Psychologically, personality is our unique ways of behaving in different situations such as, excited, joyful, warm, or friendly, etc. You may have observed that some people are not easily depressed by the difficult situations for a long time and remain happy. There are others who respond to most situations with seriousness and are not easy to please. These are the personality characteristics which are stable across situations. Though people do behave out of character sometimes. Remember the times you say, 'Oh What has happened to him/her? She/he is behaving so differently' Rarely, an individual may respond to a situation very differently than his/her usual style. However, personality can be described as ways wherein people behave consistently in most of the situations. There are two important characteristics uniqueness and consistency. But let us not forget that people do behave inconsistent with their personality in certain situations. It is due to this small proportion of flexibility that the change in personality is possible. This is where role of psychologists' and individual's own efforts become important. This is the dynamic nature of personality. Thus, we arrive at the definition of personality as the unique, consistent, and dynamic organization of physical and psychological characteristics of an individual.

The uniqueness of personality means that none of us are alike. Even two persons who are aggressive are not same in personality. There are individual differences among all of us. Each one is unique. Now you know that all of us are different. Some are very

emotional, some aggressive and some are quiet. Even those who do seem good or have effective personalities could be very different from each other. Psychologists study personalities to understand how we develop in such different ways. They also would like to predict the behaviour of different kinds of personalities.

Thus, knowing the personality of people enables us to predict their behaviour in different situations. The purpose of studying personality is to understand how it develops in a certain way. This knowledge would help us plan experiences that would facilitate change in a positive direction. But remember it is not easy to bring about this change. In the next section we will learn about different ways of studying personality as proposed by different theories.

ACTIVITY

Observe yourself and other people around you carefully. Make notes of the kinds of errors you make and the appropriate behaviour you engage in. Is behaviour consistent across situations?

INTEXT QUESTIONS 17.2

i.   Explain the meaning of personality.

ii.   Why do psychologists study personality?

iii.   Fill in the blanks:

a.   Personality is....................,.................... and consistent.

b.   Knowing personality helps us to plan ....experiences for individuals.

17.3 THEORIES OF PERSONALITY

Now you know the meaning and definition of personality. There are many ways in which psychologists have explained personality. We will learn in this section how these approaches or theories explain personality. These theories suggest ways of assessment of the structure of personality, motivation or energy sources, and the study of development of differences in personality. Here five theories namely, type, trait, psychoanalytic, humanistic, learning and socio-cognitive theories of personalities have been discussed, though there are others too!

17.3.1 TypeTheories

The 'type approach is historical, and it categorizes people into different types according to some specific behaviors. The Greek physician Hippocrates suggested four types of people-based on the dominance of fluid in the body. According to him, sanguine or optimistic people have bile produced by the spleen. The choleric irritable or aggressive have black bile, and the phlegmatic or calm have blood produced by the liver, finally the melancholic or depressed have phlegm produced by the lungs.

There is Kretschmer's types classification according to physique and character. According to him there are four types of personality: the Pyknic type with short and round body, athletic type with slender or slim body, athletic or strong types, and the dysplastic or unproportionate type. There is Sheldon's classification of three types: endomorphs with soft, fat, and round bodies, ectomorphs with tall, thin, and flat chested, and mesomorphs with well-built bodies.

In ancient India too, the earliest very well-known physician Charak, based on humours of the body viz. vata, pitta, and kapha suggested the nature of personality accordingly. Though these are not pure types, tridoshas exist in people in different combinations. Accordingly, they have combined characteristics. Those with excessive vata are generally energetic, muscular, open-minded, alert and learn easily. Those with excessive Pitta are generally intelligent, fastidious, strong built, competitive. Those with excessive kapha are generally steady, patient, thoughtful and supportive.

Another worth mentioning personality theory is by Jung. According to Jung there are two types of people, Introverts and Extroverts. Introverts are shy, withdrawn, unable to adjust in social situations. The Extroverts are outgoing, friendly, talkative, and social in nature. However, we know that there are few who could be categorized into either of the above categories. The others are called Ambiverts. In the next section we will introduce other relatively recent theories.

17.3.2 Trait theory

Traits are the observable behavioural tendencies of people that are consistent across situations. These are like the adjectives we use to describe the behaviour of people, for example, traits like shyness, insecurity, outgoing, confidence, aggressiveness etc. Traits are relatively permanent and stable characteristics. The personality is constituted by several traits. These are the building blocks of personality. There are several trait theories. Allport's and Cattell's theories are two of the important theories. Let's look at both the theories.

Allport's theory

The structure and dynamics of personality: This theory distinguishes between two types of traits - one that are observable behaviours and the other that are underlying internal tendencies that produce the behaviours. The shyness comes from underlying feelings of lack of competence, confidence, and negative expectations. Thus, traits are the result of internal processes of thinking, feeling and behavioural tendencies. He has distinguished three kind of traits- the cardinal, central and secondary. According to him the cardinal traits are the ones that become the defining feature of a person's personality. i.e. control the person's behaviour, for example hardworking, punctual or loving, helpful etc. For example, Mother Theresa was so compassionate that she worked with leprosy patients without concern for her own self. The central traits are the general traits that define the person, but these are not as controlling as cardinal traits (Example of central traits could be added).The secondary traits are those which are not as important. These are casual likes and dislikes. According to Allport, the traits are important, but the situations are also important and influence the expression of traits. Gandhiji was just like others till he met with an unusual situation in South Africa which made him a non-violent fearless leader.

People engage in different activities wherein they spend their energy for tasks which motivates them. The energies are channelized in those activities which lead to success. These activities become motivating, the motives become identified with their personality and become self-sustaining. These are the cardinal traits that control the personality of a person as explained through the example of Gandhiji and Mother Teresa.

Development of personality: A child at the time of birth has unique genetic characteristics which slowly develop into different types of traits. The maturation, imitation and learning bring about differentiation of traits.Those traits become prominent which bring satisfaction. These traits gradually fall into a congruent behavioural pattern which lies at the center of all behaviours.. An important concept is that of 'functional autonomy'. The traits or action tendencies which develop to satisfy a need gradually become autonomous. The adults have consistencies in their behaviour which is the result of autonomy of various drives.

Cattell's Trait Theory

This theory slightly differs from the Allports' theory. It assumes that there are central traits that each person possesses. But these traits are present in different individuals in varying degrees. There are 16 central traits which were identified from a list of 171 adjectives. Using a statistical procedure, a personality test was developed using these

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adjectives. The test is known as 16PF questionnaire. The test yields 16 traits that are the primary factors. Besides these, there are other traits also that are acquired because of interaction of these traits. These are called secondary traits.

INTEXT QUESTIONS 17.3

1.   Mention the different theories of personality.

2.   Name at least four type theories.

3.   What are the different types of personality suggested by Charak?

4.   What are the different types of traits in Allport's theory?

5.   What are the two types of traits in Cattell's theory of personality.

6.   Fill in the blanks:

   i.   Sheldon identified the …………, ………, and …………...................

   ii.   Jung identified two important types of people .... and ....

   iii. The personality test based on the Cattell's Personality Theory is...............

   iv.   In Allport's theory cardinal traits are the ------------ feature of personality.

17.4 PSYCHODYNAMIC THEORY

Sigmund Freud a physician developed the first theory of personality. During the treatment of paralysis, numbness, fainting, particularly women, he found that these patients were not suffering from any physiological problem. According to him these people were suffering from internal conflict among their various desires and expectations. The conflict is not all conscious. Psychodynamic refers to this pull of psychological forces in different directions, which causes mental health problems. The theory is described under the following heads: structure and development.

17.4.1 Structure of personality

In this theory the personality is made up of three parts: the: id, ego, and superego. Id includes all desires i.e., all bodily needs, sexual desires, and aggressive impulses. Id operates on pleasure principle; it seeks pleasure and satisfaction of needs immediately. Ego is the part that operates on reality principle. It keeps the id in control and allows

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satisfaction of needs only under appropriate circumstances. For example, you feel hungry during your class. A part of you wants to eat immediately but ego reminds you of the punishment from teacher and makes you wait till recess. The ego strikes a balance between the desires and outside conditions. Ego is partly conscious not all the parts of ego are conscious. Third part of personality is superego. It is concerned with moral aspect of our actions. As id wants to satisfy some need, superego lays down conditions. It is different from ego. Let's look at the example you are at home, you want money,there is money in the dad's almirah.The superego warns, not because of any punishment but your parents have told that it is not right to take money without permission. Superego contains all the teachings from parents, from the school, and the teachers, and society. These morals are lodged in superego and give direction to our behaviour. The conscious and unconscious conflict between the three parts of our personality id, ego, and superego determines our mental health.

Most of the conflicts are unconscious. The consciousness forms one part of personality. The conscious thoughts and feelings are a very small part of the personality. Preconscious another part which contains a large portion of desires, memories, and conflicts which are unconscious, but these become available to the consciousness, if the person pays attention. However, most of these remain unconscious. The largest part of human personality is unconscious which is formed by the threatening desires, motives, and conflicts. These experiences were once conscious, but these were actively pushed into unconscious. If such experiences come to conscious, they give rise to anxiety, so such desires, motives and feelings are continuously pushed into unconscious part of personality. The continuous struggle among the id, ego, and superego determines the development of personality.

17.4.2 Development of personality

The prime motive which drives people is libido or pleasure seeking: The energy or libido is concentrated in different parts of the body at different stages. During developmental stages the child derives pleasure from different parts of the body also called erogenous zones. As the child grows she/he also realizes that there are limitations on pleasure seeking. The first stage of development is the oral stage.

Oral stage: During this stage (about first 18 months)total fixation is on the mouth(the infant primary focus is on the mouth).The child seeks pleasure i.e., food and nurturance through mouth. The baby sucks at things and puts things in the mouth. If for some reason, there is lack of satisfaction and pleasure at this stage. The person's libido becomes fixated here and she/he becomes dependent on others and craves for love

and nurturance. This theme may continue throughout life.

Anal stage: This stage (2-3 years) is about the time when pleasure seeking is fixated (concentrated) around anal region. The child is toilet trained by the parents. If parents are too strict about training or the child resists discipline. She/he gets fixated at this stage. The behaviour of such a person is either too fussy with neatness, stubborn or excessively undisciplined and disorderly.

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Phallic stage: This stage (about 4-5 years) is centered around genitals. The children become aware of their sexuality, and they understand the intimacy between their parents. The attraction develops towards the parent of opposite gender which is called Oedipus complex (Oedipus was a Greek character who killed his father to marry his mother). Those who can resolve this fixation and develop the attitudes, values, and morals of the parents of same gender or significant others in their life develop in a healthy manner. This also leads to development of superego i.e., the moral sanctions.

Next two stages are: Latency (7-11 years) and Genital stage (12 year onwards). During the latency stage the children learn to express their sexuality in desirable ways by imitating their parents. The libidinal energy is channelized in constructive ways to schooling, games and developing other talents. The sexuality is not visible in this period.

The genital stage is maturation of the sexuality and its expression physically and psychologically in socially acceptable ways. The satisfaction of sexual urges becomes the main goal. Those developing healthy would be capable of hard work, take responsibility for working towards having a job and a future with own family. The personality of the person as evolving during earlier periods gets integrated now with adult attitudes. For example, if they were dependent, they would still be dependent on their parents for help and show less enterprise; while those that were independent and identified with the parent would be self-directed.

Defense mechanisms

As stated earlier in the previous section, during the early stages of the development of the individual, the libidinal energy gets fixated in certain regions of the body. The energy is demanded by all the id, ego, and superego. This means the impulses of the id such as, feelings of anger, hate or other desires demand expression. Similarly, the superego or the parental (moral) commands rules and discipline also seek expression. The opposing demands of these cause anxiety, however these are balanced by the ego. The ego devises strategies to divert energy to safe activities to protect itself from the demands of the id. The needs of the individuals' id are not satisfied, but energy is channelized partially to hide unwanted urges of id in the unconscious. The rest of the

energy is diverted to other activities. These strategies employed by ego are called defense mechanisms. Some of the important ones are given below:

Displacement- diverting attention from the anxiety causing urges to acceptable activities.

Repression- forcefully suppressing the anxiety causing memories or events.

Denial- denial of existence of anxiety producing events. (Refusing to accept the existence of anxiety producing events)

Projection- unacceptable impulses are denied entry into conscious and are projected (displaced) on to others.

Rationalization- using an excuse to explain anxiety producing or negative experience.

Reaction-formation- the socially unacceptable experiences are unconsciously turned into opposite type of behaviour.

Regression- stressed people behave like a child and regress (make a return) to previous stage of development.

(It would be good to provide examples for each of these defense mechanisms for students)

INTEXT QUESTIONS 17.4

i.   Psychodynamic theory was first developed by...

ii.   Three main parts of the personality given in psychodynamic theory are ...., ...and ....

iii.   The parents' teaching and morals are contained in ....

iv.   .... is the prime motive that drives people according to psychodynamic theory of Freud.

v.   Conflicts occur because all three parts of personality try to control ....

vi.   List all the stages of development given in the Freud's theory of personality.

17.5 NEO-FREUDIANS

Apart from Freud there were several other psychologists who contributed to the psychoanalytical theory. Some prominent ones were Carl Jung, Alfred Adler, Erich Fromm, Karen Horney, Harry Stack Sullivan, and Erik Ericson. Freud conceptualized unconsciousness consisting of the personal childhood memories. Jung added an important conceptualization to the unconscious part of personality, The collective

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consciousness unconscious. According to him, the Collective Consciousness unconscious is inherited. This component is universal, and present in all individuals. The collective unconscious is made up of 'Archetypes'. Archetypes consist of the images and behavior patterns that are associated with conception of mother, God, spirituality, sex, etc. These are inherited from our ancestors. Another interesting concept that Jung proposed is the 'Persona' or the Mask. It is the outward personality that individual adopts, to adjust his/her behaviour to the demands of the society. It is the public personality as different from the inner or private personality. Jung also distinguished two major personality orientations, the introversion and extraversion. Introverts are more inward directed to their subjective world of experiences, while the extraverts are more outwards directed to the objective world. Thus, these two types of personality orientations are present in all individuals but one aspect is always more dominant than the other in a person.

Yet another psychoanalytical theorist was Alfred Adler. Adler is known for his concepts of individuals strivings for superiority, social interest, lifestyle, and creative self. Adler believed that all individuals suffer from feelings of inferiority, as a result they try to overcome inferiority by striving for superiority. He also believed that the human beings are inspired by social interests such as justice, cooperation, common good and having social relationships. His concept of lifestyle is the unique way a person develops, his typical motivations, and areas of strivings. An important difference that he brought was importance of training and support in developing one's lifestyle. His conception of creative self is the product of heredity and the experiences, and it's the creative self which provides a direction to the entire personality. Adler's contributions credited environment and outer support as important determinants of personality.

Erich Fromm is known for his focus on social relationships. Human beings are trying to avoid loneliness and acquire a unique personal identity. His belief was that human beings are trying to develop healthy relationships with others but depending on the social environment, individuals' social character evolves. Erikson proposed that the individual passes through six stages of psycho-social stages of development. These stages of development, if mastered successfully the individual develops as a healthy adult, else identity crisis occurs. These stages are concerned with development of toilet control, skills for social interaction, responsibility, hardwork, etc.

17.6 HUMANISTIC THEORY

This theory is based on the fact that the subjective experience of situations is different from the reality. Subjective experience means how we see a situation, for example the father is scolding the child for making noise, but the child feels he is still angry with him/

her for not doing well in the examination. External situation here refers to the fact that the child was making noise and shouting. What the child is feeling, is the subjective reality. All of us believe that our subjective experience is real. Two humanistic theorists Rogers and Maslow had focused on the capability of human beings to become what they want, unlike psychoanalysts who believe that the personal development is decided during childhood.

17.5.1 Roger's theory

The main assumption of the theory is that all behaviour is the result of the subjective perception of reality rather than reality. This reality is not easy to perceive. The individuals have limited perception. They cannot process all aspects of the situation. Always, there is a gap between perception and reality. The other important assumption of the theory is that all individuals are capable of self-actualization, which means realization of a person's full potential.

17.5.2 Structure of Personality

There are a few concepts in the theory. The 'organism' is the experiencing being. At birth there is no self, only experiencing organism or the child. The child at birth has no self. The growing child slowly becomes conscious of himself/herself, and develops a 'Self'. Gradually the self-concept emerges. The self-concept develops out of the feedback given by the significant people in the life of the individual. Parents and other significant persons make the love and care conditional. As a result, the child develops positive self-concept if s/he fulfills the conditions laid down. Otherwise, the self develops in a negative direction away from the real self. The Self and self-concept both these terms were discussed earlier in the beginning of the lesson. This self-concept influences the way development will take place. The individual wants to be the 'ideal-self' i.e., the self they aspire to be, as per their own experiences of success or as per the demands of the significant people in their lives.

Development of the personality

The growing child needs care, love and regard from parents and other significant adults. But regard or care from parents is conditional on fulfillment of their demands. Conditional regard takes them away from real self. As a result, discrepancy or distancing occurs between real self and the ideal self, which has been termed as incongruence in the personality. The greater the discrepancy more miserable the person is. The development of personality demands that there is congruence between real self and ideal self-i.e., both are closer to each other. Hence Roger placed emphasis on

unconditional positive regard, so that the child feels comfortable and his/her energies are invested in activities of his/her choice. An example of a maladjusted personality is a child who is low achieving, and parents put pressure on him to score high so that he could study science. Since the child is not doing well, he is not allowed to play or do other things she/he likes doing. The child will feel helpless and miserable; it may lead to having low self-esteem.

The family and important others may have influenced the development during early stages. But according to Roger's theory the individual has a will and independence to choose positivity and development, rather than negativity and the tendency to blame. The following are the qualities that help in growth-

● Acute awareness of the ongoing experience or quality of being here and now.

● Acceptance of the experiences rather than being defensive.

● Listening to the inner voice.

● Taking responsibility for one's successes and failures.

17.6.3 Abraham Maslow's theory of personality

This theory of personality just like Rogers, believed in the strong need in the individual to grow and develop. This means that the human beings have power in them to realize the potential that they are born with. But the theory also proposes that the basic needs of the individual must be fulfilled. These needs are need for food, safety, love, and self-esteem. These needs are hierarchically important for the individual (FIG 6.3). That means the first three basic needs must be fulfilled before before they progress to the other higher needs.
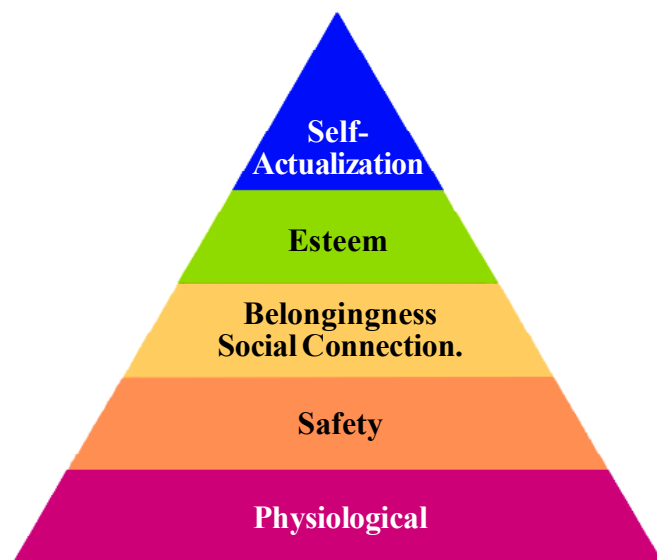
Figure 17.1: Maslow Need Hierarchy

In the above pyramid, the basic needs are depicted at the base. These are physiological needs like, the need for air, water, food, sleep, etc. these needs must be fulfilled only then people are motivated to seek fulfillment of other higher order needs viz. the need for safety and love etc. If physiological needs are not satisfied, the person will not

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move on to the next level, i.e. the person will not be motivated for safety. Similarly, when safety needs are satisfied the person will be motivated to satisfy the needs of love, affection, and belongingness. When all these needs are satisfied, the person become motivated to fulfil the needs of self-esteem and achievement of one's potential. According to Maslow, if the lower order needs are not met, the person feels dissatisfied. The higher needs are felt for growth and development when basic needs are satisfied. Those individuals who are motivated by the higher order needs are not necessarily dissatisfied; rather they become more self-accepting and accepting of the societal requirements as well. These people can rise above the routine and are spontaneous and empowered.

INTEXT QUESTIONS 17.5

Fill in the blanks:

1. i. The common component of Roger's and Maslow's theory is that humans can become what they....................................

   ii. The two most important foundations of Rogers theory are role of subjective-.................................... and ....to develop.

   iii. The main structures of personality in Roger's theory are........................ and ....

   iv. .... self is what you want to be.

   v. .... self is what you really are.

   vi. .... is an evaluation of various aspects of your personality.

   vii. Development is in a positive direction when .... and ....are congruent.

17.7 LEARNING THEORIES OF PERSONALITY

Skinner was one of the prominent theorists to present the learning theory perspective. In learning theory, behavior is understood as a response to a stimulus. The response is linked to the stimulus known as S-R connections. There are two kinds of responses-one those genetically embedded in the individuals' reflexes and the others are learned during development. Several such series of stimulus-response connections may lead to complex behaviours. There are two kinds of response learning, first is the operant

Notes

response (instrumental conditioning) which leads to a reward(this you must have read in the chapter on learning). The second is the conditioned response (classical conditioning) which is evoked by a conditioned stimulus.The theory is described below

Structure of personality

The personality is formed by learned behaviours. Learned behaviours are those which are reinforced or rewarded. The stimulus-response connections which are followed by rewards are strengthened. For example, a girl who is rewarded or appreciated for her cooking skills would be increasingly interested in cooking. Another girl who is appreciated for her athletic activities would be more and more involved in those kinds of skills. Even if the two girls could equally excel in academics due to the appreciation received in a particular area, their personality is shaped accordingly. The inclination to seek rewards is built up in the individual. In this theory the role of genetics and environment is prominent but the individuals' own inner thoughts and feelings are not given any importance.

Development of personality

A newborn child has hereditary characteristics, primary drives, and reflex actions only. The S-R connections which are followed by reinforcements are learned. The different behavioral tendencies emerge later because of interactions with the environment. The infants differentiate gradually in physical, emotional, and communication patterns. Learning, imitation, maturation, and integration lead to greater differentiation of traits. The action tendencies which had developed earlier to satisfy a need gradually become autonomous i.e., even in the absence of reward the behavior continues. This autonomy of the behavior of the various drives brings about consistency in the behavior. For example, one may eat a particular food or dish to satisfy hunger but later the taste and the circumstances under which it is eaten also get connected. The individual is motivated to eat the same dish not only to satisfy hunger but it is secondary motivation to seek the same environment and stimuli. Thus, the social context of learning -the role of family, language, and conflict experienced in early stages also are important determinants of behaviour.

Albert Bandura known as a social-cognitive learning theorist suggested the role of observation and attention in learning. (You have learned about perception and attention in the previous chapter). He highlighted the role of modeling, our own cognitions or thoughts, and social context in learning. According to him, people learn by seeing others do certain actions. For example, when you see others begin preparation for an examination, you too start thinking about your own studies and preparation. The role

of self-efficacy or the beliefs about own ability to successfully perform certain actions also plays an important role in learning. Those students who believe they will be able to get through the exams put in hard work, whereas those who think they will not pass, stay distracted. The third aspect which is a social context or environmental support is also considered important. The expectations and support of the parents or teachers facilitate learning and performance.

INTEXT QUESTIONS 17.7

i.   The learning theorists believe that all behavior is due to the formation of ....and ....connections.

ii.   Personality consists of ....

iii.   The learning of a behaviour is strengthened by.................................

iv.   In addition to learning …………,………………..,and ………..play an important part in development of personality

v.   Social cognitive theory was developed by.................................

17.8 ASSESSMENT OF PERSONALITY

The common impression about psychologists is that they can look at people and tell their personality. But that is not true, the psychologists use psychological tests, self-report inventories and surveys for assessment of personality in an objective manner. These inventories/ questionnaires include several direct questions about a person's behaviour in different situations or the traits or qualities. These tests are objective measures as they produce scores which are reliable i.e., the score of an individual is similar on different occasions. Another characteristic of these tests is their validity i.e. the extent to which the score on these tests assesses what these tests are supposed to assess. Thus, the quality of a test is decided based on its reliability and validity.

17.8.1 Self-Report Inventories

These are measures which include questions about the persons' own qualities which are to be answered by the person him/herself. These questions are related to behaviours, attitudes, beliefs, and feelings in different situations. The person taking test is asked to rate each item with respect to him/herself. The ratings have to be given on traits like aggressiveness, shyness, seriousness,etc.in various situations. People must answer on

Notes

a rating scale of '1to 5', if the trait or quality mentioned in the question/item describes them. The problem with these measures is that people are not very accurate in their judgement and in rating about themselves. The second problem is the 'social desirability' of presenting oneself in positive light; so mostly people give high ratings to themselves on desirable qualities. There is also a tendency among some people to mark themselves in the middle range rather than think, weigh, and then give accurate rating to oneself.

Among the standardized inventories there are two prominent ones Minnesota Multiphasic Personality Inventory (MMPI) which is used for identification of psychological disorders. The 2008 version renamed as MMPI-2-RF contains 338 items. The earlier version named MMPI-2 contained 567 items. There are 10 sub scales: Hypochondria, Depression, Hysteria, Psychopathic deviate, Masculinity/ Femininity, Paranoia, Psychasthenia, Schizophrenia, Hypomania, Social introversion. The questionnaire includes items that reveal whether people are distorting answers deliberately. The test was meant for clinical purpose, but it is used as a personality inventory widely. The previous scale has been adopted by scholars in many different parts of the world, including India.

The other popular scale is the Cattell's 16 PF questionnaire which measures personality qualities like, Emotional engagement, Emotional Stability, Liveliness, socially secure, Vigilance, Openness, Openness to change, Perfectionism, Reasoning ability, Dominance, Rule aware, Sensitivity, Abstractness, Uncertainty, Independence, Tension. It is used with children, adolescents, and adults. It is used for assessment of personality for counselling related to academic, social,emotional as well as in clinical diagnosis.

17.8.2 Projective Techniques

These are psychological tests which are based on the psychodynamic theory. These tests make use of the concept of unconscious projection, of own unacceptable anxiety causing thoughts and feelings on to others. The tests use unclear or vague pictures, inkblots and photographs which are presented to people with questions as to what they would see in them. The persons unconscious thoughts and feelings are identified from their responses. One of the earliest projective tests is word association, which is described below.

Word Association Test

Word association test first used by Galton and was later used by Jung. The test is a clinical diagnostic tool, though it is used along with other projective techniques. It uses hundred stimulus words to be presented to the person and asking him/her to say the

first word that comes to their mind as quickly as possible. These words are neutral. The time taken by the person to give the word in response to stimulus word is noted. The answers are recorded. These records provide clues to the personality of the person. It is also used to identify progress in therapy. The responses that are normal are known, and the responses that deviate from these indicate the nature of problem. Long reaction time, feelings accompanying the response, and inability to give response indicate the problem, and the efforts to block the normal responses.

Thematic Apperception Test

This is another projective technique. It was first developed by Murray and Morgan in 1935. It consists of a series of cards which have human figures depicted in different settings vaguely. Some cards have only one, while others have two or more. These cards are presented to the person one by one. S/he is asked to tell a story involving these characters with four questions: what is happening, what lead to this situation, what are these characters thinking, and last what will happen. There are 30 cards, out of which some are appropriate for adult men and women, while others are for girls and boys. The test is done in a quiet setting without any disturbance. The cards are shown to the subject one by one. Based on the individuals' responses the personality is judged (assessed). The judgement (assessment) of the personality is based on the content of the story, the character of the people and the feelings displayed by them. The conflicts and the inner desires and emotions are reflected in these stories.

ACTIVITY

Think about five strengths of yourself. Write them down. Now check with others your family and friends. What do they think about your five strengths! Do they correspond?

INTEXT QUESTIONS 17.8

i. The two important characteristics of personality tests are .... and ....

ii. The problem with self-report inventories is about --------, ------- and accuracy of ....

iii. Self-report inventories include questions about own ....

iv. MMPI contains .... items and ....scales.

v. Cattell's 16 PF test contains 16 ....

Notes

vi.   Projective techniques make use of the unconscious tendency to ....one's own inner .... on others.

vii.   Word association tests isabout quality of .... to words which are presented during testing.

viii.   TAT assesses individual response to picture cards in terms of ...., ...and ....

WHAT YOU HAVE LEARNT

| Self esteem and self-efficacy | — | Self | — | Real self Vs Ideal self |

Personality

Theories of Personality   Assessment of Personality

Socio- cognitive Theory   Type Theory   Trait Theory   Psychoanalytic Theory   Self Report Imuntories   Projective Techniques

Humanistic Theory   Learning Theory   Word Association Test   Thematic Apperception Test
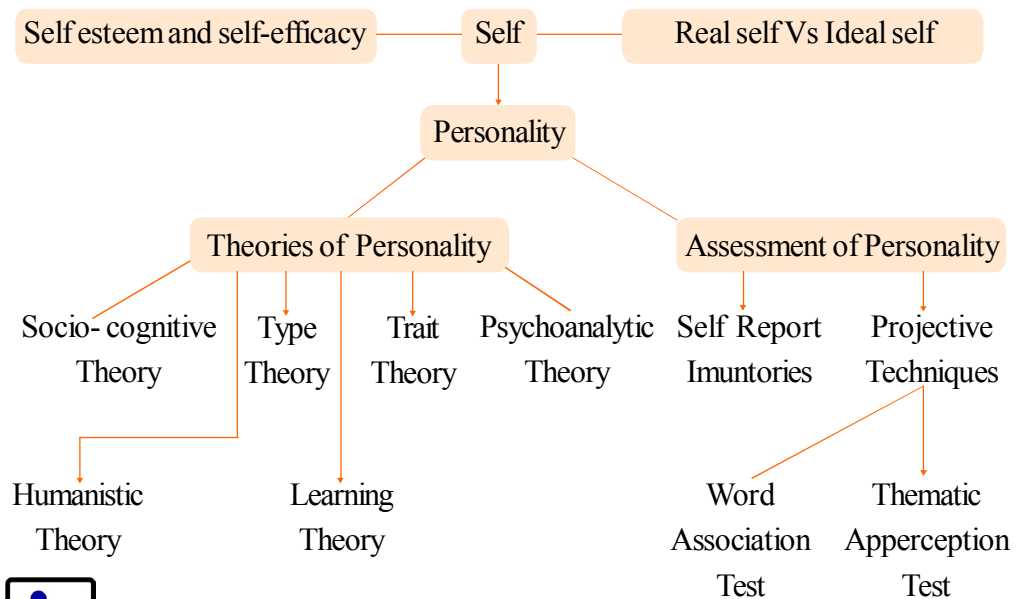
TERMINAL QUESTIONS

1.   Explain the concept of Self, self-concept, and its development.

2.   Define self-esteem and self-efficacy.

3.   Describe the concept of personality.

4.   Mention the trait theories of personality.

5.   Describe the Freud's theory of personality and the assessment procedures.

6.   Name two the humanistic theories of personality and explain any one theory?

7.   What are the basic structural unit of personality in learning theory.

8.   Explain the social-cognitive theory.

9.   Explain self-report means of assessment.

10.   Describe any one Projective tests of assessment.

Notes

ANSWERS TO INTEXT QUESTIONS

17.1

i.	Interactions	ii.	Positive, Negative
iii.	Self-concept	iv.	Positive, Negative
v.	Initiative	vi.	Childhood
vii.	Parents, siblings, and friends	viii.	Positive, Feedback
ix.	Teachers and classmates/friends		

17.2

i.   Personality is our unique ways of behaving in different situations such as, excited, joyful, warm, or friendly, etc.

ii.   Knowing the personality of people enables us to predict their behaviour in different situations. The purpose of studying personality is to understand how it develops in a certain way. This knowledge would help us plan experiences that would facilitate change in a positive direction.

iii. Fill in the blanks

a.   unique, flexible   b.   positive

17.3

1. Type Theories & Trait theory

2. Hippocrates theory, Kretschmer's theory, Charak's theory and Jung's theory.

3. vata, pita and kapha

4. Cardinal, central and secondary

5. Central and secondary

6. Fill in the blanks

i.   endomorphs, ectomorphs, mesomorphs   ii.   Introverts, extroverts

iii. 16 PF   iv.   Defining

Notes

17.4

i. Sigmund Freud	ii. Id ego superego
iii. Super ego	iv. Pleasure seeking
v. Libido or energy	vi. Oral, anal, phallic, latency, genital

17.5

i. Want	ii. Experience, will
iii. Organism, self	iv. Ideal
v. Real	vi. Self-esteem
vii. Real-self, ideal-self	

17.6

i. Stimulus, Response	ii. Learned Bhehaviour
iii. Reward	iv. Genetics and Environment
v. Albert Bandura	

17.7

i. Reliability, validity	ii. Social desirability, rating
iii. Qualities	iv. 567, ten
v. Personality Factors	vi. Project,Conflicts
vii. response	
viii. Story, result, hero(story, character, feelings)	