

The image features a title card for 'Unit 5 Personality'. The text is centered within a light blue rectangular frame with a thin gold border. The background is a collage of various textures and colors, including a brown paper-like texture in the top left, a white spiral-bound notebook on the left, and a pink grid pattern in the bottom left. The overall aesthetic is modern and creative.

Unit 5

PERSONALITY

CONTENT

Personality

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Meaning of the term 'Personality'

The term 'personality' has been derived from the Latin root 'persona' which referred to the facial mask worn by Roman actors on the stage. Personality refers to the “totality of what a person is”, which includes all traits blended or organised within him in a characteristically unique manner that determines his modes of behaviour and his adjustments to the environment.

Definitions of Personality

“An Individual's personality is the resulting Individuality arising out of the Interaction of a self-conscious and Intelligent person and the environment In which he lives”. (F.S. Freeman)

Characteristics of Personality

- i) personality is self-consciousness;
- ii) it is through and through social;
- III) It is dynamic;
- iv) it is the product of heredity and environment;

Uses of the Knowledge of Personality to Teachers

- i) The personality factors of pupils affect their learning and performance in classes and knowledge of personality characteristics of pupils is needed to give them proper guidance.
- ii) Recognition of disturbed personalities of some people will help teachers to have immediate recourse to professional assistance so that serious difficulties may be averted.

Factors Influencing Personality Development

BIOLOGICAL FACTORS	SOCIOLOGICAL FACTORS	PSYCHOLOGICAL FACTORS
Physique	Home	Intelligence
Chemique	School	Motivation
Nervous system	Language	Emotion
	Culture	Interest
		Attitude
		Sentiment

Biological Factors

There are three biological factors in development. They are

- i) Physique
- ii) Chemique
- iii) Nervous system

- 1) Physique Height, weight, physical appearance, physical strength, general health, physical deformities and abnormalities influence the personality of an individual not directly but indirectly. The child who is short statured and physically handicapped may develop a feeling of inferiority.
- 2) Chemique: By chemique is meant the possible effects of the ductless glands on the personality development.
- 3) Nervous system: The efficiency of-the sensory organs depends upon the well-developed quality of the nervous system and we know that the sensory organs are the gateways of knowledge.

Social Factors

Home, school, language and culture are the most important sociological factors in influencing one's personality.

- 1) Home: The different forces which influence the personality in a home are:
 - i) Parental attitudes towards their children
 - ii) Over-ambitious parents
 - iii) Parental preference on the sex of the child.
- 2) School: Various factors in the school are responsible in shaping the personality of the children. They are (i) personality of the teachers; (ii) discipline of the school; (iii) opportunity available for various curricular and co-curricular activities; etc.
- 3) Culture: The culture in which a child is reared exerts the broadest kind of social influence on him. Each individual wants to succeed in his cultural group in the three important components-occupation, marriage, and interpersonal relationships.

Psychological Factors

One's intelligence, motivation, attitude, emotion, interest and sentiment are the important psychological factors that affect the personality development.

Theories of Personality

- (i) Type-approach: This approach to personality attempts to classify people according to their psycho- somatic types or some central themes like leadership style, value etc.
- (ii) Trait-approach: The trait-approach attempts to list a number of basic personality traits and the personality of an individual can be described by its position on a 7 or 9 point scale, in each of these units.
- (iii) Type cum Trait Approach: In this hierarchical approach, starting with the basic categories of personality, the corresponding traits for each personality category are identified in the next level and finally ending with specific behavioural responses for each trait. Eysenck's theory of personality is a typical example for this approach.

Type Approach to Personality

1) Galen's Classification

Galen has classified people into four types according to their temperament as (i) Choleric (irritable) (ii) Melancholic (sad) (iii) Phlegmatic (sleepy) and (iv) Sanguine (smiling).

2) Kretchmer's Classification

Ernest Kretchmer, a German Psychiatrist refers to three broad types of human personality based on bodily build (i) Aesthenic, (ii) Pyknic, (iii) Athletic.

3) Spranger's Classification

Edward Spranger, a German philosopher divided human beings, on the basis of values (or) interest in the following six categories: i) Theoretical, ii) Economic, iii) Aesthetic iv) Social, v) Political & vi) Religious.

4) Sheldon's Classification

Dr. William H. Sheldon, an American Surgeon, classified human beings into three broad categories of physical dimensions and their corresponding temperamental characteristics. The three personality types are (a) Endomorphic, (b) Ectomorphic, (c) Mesomorphy.

5) Lippitt's Classification

Lippitt and White have identified three types of personality based on the following three leadership styles: (a) Authoritarian, (b) Democratic, (c) Laissez – faire.

6) Ogburn's Classification

Sociologists like Ogburn classify human personality as (1) Revolutionist (ii) Leader (iii) Proud (iv) Gambler and (v) Exhibitionist.

7) Jung's Classification

The most popular personality types are those introduced by Carl Jung Extroversion and Introversion. One who exhibits extroversion is an extrovert and opposed to him is the introvert. The extrovert is readily susceptible to external stimulation; he likes to get deeply involved in social activities; he is not very much bothered by outside criticisms; he displays his emotions openly, is less worried about failure and lacks the power of self- criticism. But the introvert is immersed in his own thoughts, memories and imaginations and is indifferent to social situations. He often tends to conceal his emotions, is highly sensitive to criticisms and deeply upset by failure.

Trait-Approach to Personality

1) Cattell's Trait Approach to Personality

Cattell has identified 12 independent and 4 secondary traits that describe the complete personality of an individual. These 16 personality factors are bipolar (referring to the opposite or extreme degrees).

2) Eysenck's Type cum Trait Approach to Personality

Eysenck provides a hierarchical type approach to personality combining both the type and trait approaches. He describes three basic categories of personality at the top of the hierarchy.

Extroversion → Introversion, Neuroticism → stability; psychotism → normality.

Freud's Psycho-analytic Theory of Personality

Freud's theory of personality is based on the following two fundamental principles:

i) Structure of personality consists of three components which function independently and at the same time affect each other by their mutual interactions. They are: (i) 'Id' the unconscious mind (ii) 'Ego', the conscious mind which corresponds to the self and (iii) 'Super ego' which gets developed by the parental standards and the moral standards of the society.

ii) Human mind operates at three levels viz. (a) Conscious (b) Unconscious and (c) Preconscious or sub-conscious which lies in between the conscious and unconscious.

Freudian Stages of Personality Development

Freud postulated that since birth an individual passes through four stages of psychosexual development. The first stage is called the oral stage which spreads over the first year of life, during which the child derives pleasure through acts such as sucking, biting, etc. Involving the mouth.

The 2nd and 3rd year of life of the child is covered by what is called the anal stage since pleasure centres around this region at that time. The anal stage is followed by the phallic stage (between 4 and 5 years). Here the genitals become the source of pleasure. It is during this period, the young boy manifests love towards the mother and views his father as a competitor for his mother's love.

The phallic stage is followed by a period of dormancy known as the "latency period" which is marked by a lack of interest in sex. Coinciding with puberty and adolescence, marked by physical and sexual maturity is the stage-known as the genital stage. This lasts upto adult years.

Integrated Personality

Self-actualised personality, emotionally and socially mature individual, well adjusted personality, integrated personality are all almost synonymous. Such a person has realistic assessment of himself, his strength and weakness, has a stable self-concept involving a higher level of self-esteem and fewer feelings of inadequacy, leading to himself being accepted by others.

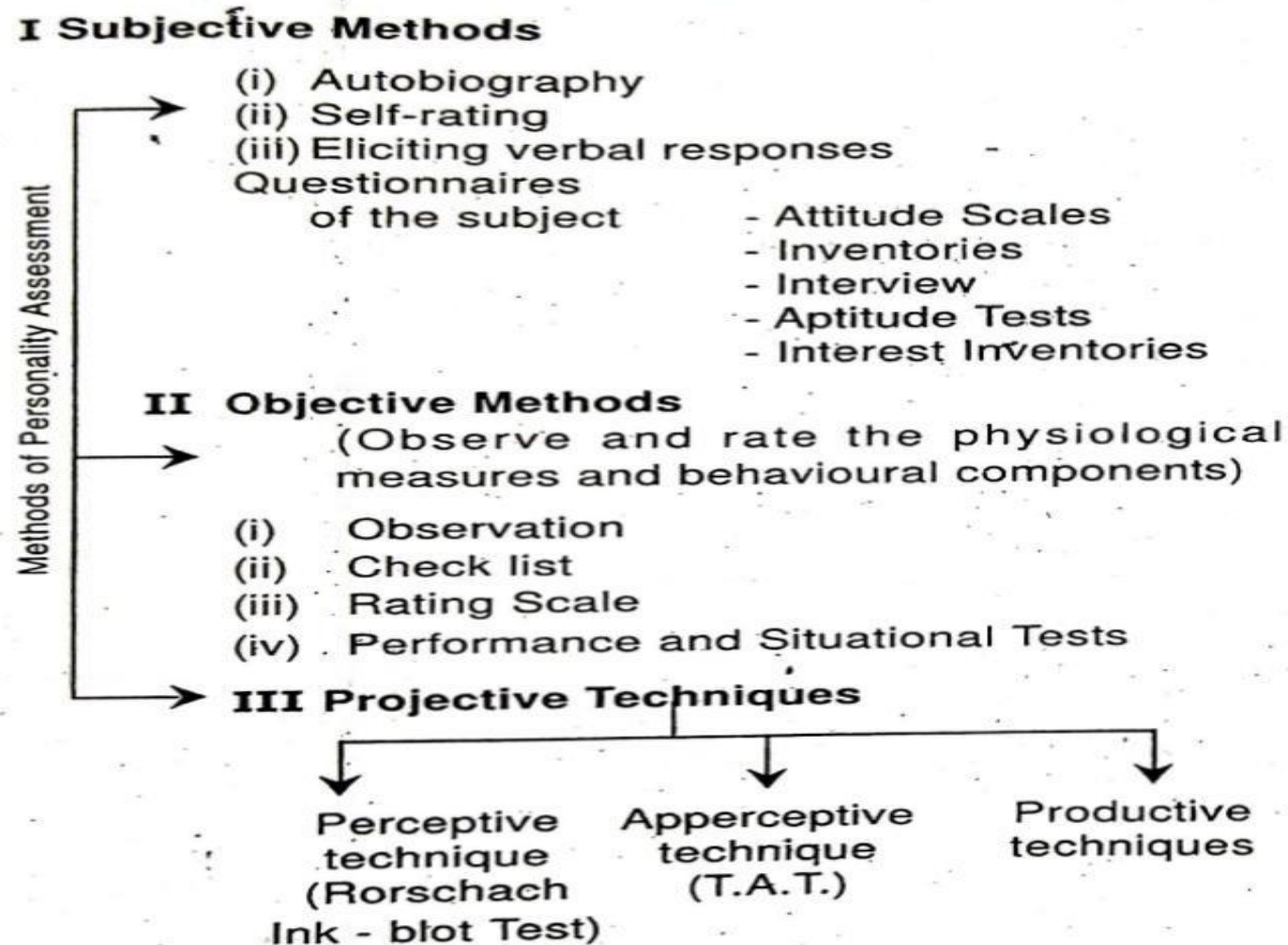
Allport points out that an individual with integrated personality will have two important characteristics.

- i) Self extension: Have clear life values and believe them personally and be involved in such values.
- ii) Self objectification: Able to evaluate oneself without any bias. These two characteristics will jointly generate a good philosophy of life. They believe and practise the dictum 'Be yourself and accept yourself'.

Personality Assessment

It is necessary to draw up a list of personality traits which are to form the basis of assessment. Personality scores should be cautiously interpreted and must be always supplemented by data from other sources. Only trained and experienced persons should undertake personality tests.

Approaches and Methods of Assessing Personality



Interview Method

Interviews involve direct interaction between the tester and the subject and the interviewer arrives at certain conclusions regarding an individual's standing in certain personality traits not only from the nature of his answers to questions asked but also from the way in which the subject conducts himself during the interview and answer questions.

Limitations of Interview Method

1. Interviewing is an art and this skill is not present in all to the same degree.
2. The problem of subjectivity involved in this method is its biggest limitation.
3. The interviewer may dominate or humiliate the interviewee.

Uses of Interview

- i) Interview is the best option to collect information from children, senior citizens, patients, illiterate persons and very important persons in the society who are very busy in their work schedules.
- Ii) Interview is used more for routine activities like student admission, filling vacant posts, student counselling, occupational guidance, medical counselling and judicial enquiry, than for collecting information for research.
- Iii) Interview is also used in research, particularly in historical studies, clinical case studies and survey.

Rating Scales

Ratings are simply the assignment of a numerical score that indicates the rater's judgement of the observed individual's standing on a given particular personality trait. Generally rating is done on a 5 point scale (very high + 2, high + 1, average 0, low 1 and very low – 2) to indicate the degree or intensity of the trait present.

Questionnaire

According to Good & Hatt, “Questionnaire refers to a device for securing answers to questions by using an inquiry form which the respondent fills in himself.

Limitations of Questionnaire

- i) It is rare for any respondent to mark his real personality characteristics in a questionnaire. In general, no one wants to state his / her negative personality traits.
- Ii) This method is subjective; the results cannot be verified.
- iii) If anyone, who does not know about himself fully gives some information regarding himself, then the questionnaire will lack construct validity.

Merits of Questionnaire

- i) It is economical to use under various situations.
- Ii) It can be used by teachers in their classrooms without having any special training.
- Iii) It can be administered to a number of people at a time; hence it is less time consuming and also highly inexpensive.

Projective Techniques

Projective techniques strive to get at the fundamental organisation of personality. Relatively ambiguous and unstructured stimuli (like vague pictures, inkblots, incomplete sentences, drawings etc.) presented to the subject and he is asked to structure them in any way he likes. In doing so the subject quite unknowingly projects his own desires, hopes, fears, repressed wishes etc. and thus not only reveals his inner or private world but also gives indications on the basis of which his total personality may be assessed.

Three Types of Projective Techniques

- i) Perceptive (Like Rorschach Ink blot test where the subject is to report what he perceives of the stimulus presented)
- ii) Apperceptive (Here the subject goes beyond what he perceives and offers instead an elaborate story; eg. TAT)
- iii) Productive (these rely on the performance of the subject like what he draws, what object he makes of plastic clay, how he plays a role etc.)

Salient Features of Projective Tests

- i) Test items of projective tests are quite unfamiliar to tests. Generally the tests may not have prior knowledge about how to answer the test items or what are the expected responses for these test items. The responses of the tests are unique, revealing his / her personality makeup.

- ii) As the test items are presented to the tests, in the guise of testing the subject's aesthetic sense and imagining ability, there is no chance for the tests to provide fake responses by hiding their true colours.
- iii) The test items presented are generally ambiguous, unstructured and vague and as such do not provide any room for one's learning, memory or intellectual skills.
- iv) Projective tests do not demand elaborate answers from the tests, and hence there is no need for the skill of explaining, to make one's ideas clear.

Rorschach Ink Blot Test

This technique was developed by Hermann Rorschach the Swiss psychiatrist in 1921. The test materials consist of 10 cards, each card showing an ink- blot figure which convey no specific meaning and is of symmetrical nature on both sides. Out of these 10 cards, five are coloured and the other five are black and white with different shades of grey.

Murray Morgan's Thematic Apperception Test (T.A.T)

This test consists of 20 pictures, each picture depicting a vague social situation. The subject is required to describe the situation as he perceives it. He is asked to describe as to what is happening at the present moment, as to what has led to the present position, and as to what it is likely to lead to later on. The responses of the subject help in understanding him. This test was developed by Murray and Morgan.

Situational Tests

We can call the situational tests as a kind of performance tests. The subjects are observed in situations and they do not know that they are being assessed. The tests are camouflaged. A honesty test can be conducted on young children. Situational tests were extensively used during the second world war in a programme for the selection of men for secret duties in army.

Situational tests often involve interpersonal situations. Situational tests may use two techniques, one is psychodrama and another is sociodrama.

- i. **Psychodrama:** In psychodrama the individual has to play a role spontaneously in a situation. His behaviour is observed by trained observes. This technique is used to assess the personality of maladjusted persons.
- ii. **Sociodrama:** The purpose and emphasis are different in sociodrama. In psychodrama the subject taking the role is involved but sociodrama portrays problems with which the audience is concerned. It deals with the problems of the group, its structure and thinking.

Free Association Tests

Jung developed a free association test and was further elaborated by Kent and Rosanoff. Free association tests involve the uttering of a stimulus word by the tester and the subject responds immediately by another word. The time taken for response if long may indicate blocks, needing some more probing.

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Thank you