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**ENHANCING PROFESSIONAL
CAPACITY COURSE
(EPC2)**

**UNDERSTANDING SELF
(PERSONALITY DEVELOPMENT)**

UNIT – 1: PERSONALITY

- Meaning and Definitions of Personality
- Major Determinants of Personality
- Theories of Personality
 - Type
 - Trait
 - Type and Trait
 - Psychoanalytic

UNIT – 2

COMPONENTS OF PERSONALITY DEVELOPMENT

❖ 2.1 Need and Importance of Personality Development.

❖ 2.2 Components of Personality Development –

- Self Awareness
- Empathy
- Critical thinking
- Creative thinking,
- Decision making
- Problem solving
- Effective communication
- Inter personal relationship
- Coping with stress
- Role of Yoga, Meditation
- Coping with emotions.

UNIT –3: LEARN TO LIVE

- 3.1 **Skill of knowing and living with oneself:** self-awareness, self-esteem, Assertiveness, Positive thinking, coping with emotions, stress and self-evaluation.
- 3.2 **Skill of knowing with each other's:** Relating with others, Negotiations, Managing our group, effective communication skill.
- 3.3 **Personal and social skills:** Behavioural skills, Physical & Sociological needs, Citizenship.
- 3.4 Career guidance.
- 3.5 Leadership qualities.
- 3.6 Personal Health and Hygiene.

UNIT – 1: PERSONALITY

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MEANING AND DEFINITIONS OF PERSONALITY

“Personality is the integrative organisation of all the **cognitive**, **affective**, **conative** and **physical** characteristics of an individual as it manifests itself in focal distinction from others”.

- Warren's dictionary

“Personality is the dynamic organisation within the individual of those psychophysical systems that determine his unique adjustment to his environment”.
– **Allport G W**

“An individual’s personality is his unique pattern of traits. A trait is any distinguishable, relatively enduring way in which one individual differs from another”.
– **Guilford J P**

“Personality is the **sum of activities** that can be discovered by actual observations over a **long enough period** of time to give reliable information”.

- Watson

“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 the environment”.

- Eysenck

Characteristics of Personality

- Personality **is not static**, it is a dynamic process and it is continuously in the process of change and modification.
- Personality includes **all the behavior patterns** i.e., conative affective.
- Personality is **unique and specific**. Everyone of us is a unique person in oneself and every one of us has specific characteristics for making adjustments.
- Personality is the product of **heredity and environment**. Both contribute significantly towards the development of individual personality.

- Personality is not a collection of traits or characteristics but it is an **organisation of psychophysical systems** or some behavioral characteristics functions as unified whole.
- Personality is aiming towards some **specific goals**.
- **Learning and acquisition** of experiences contribute towards growth and development of personality.
- The personality of an individual can be described **as well as measured**.

Major Determinants of Personality

❖ Biological factors

- Heredity
- Physique
- Nervous system
- Ductless glands

❖ Social factors

- Family
- School
- Society
- Culture

Biological factors

Heredity

Heredity is transmission of genetic characteristics from the parents to the offspring. Certain dominant characters are transmitted across the generations because of genetic characters.

DNA & RNA → Chromosomes

Physique

Physical characteristics of the individual covering his height, weight, physical appearance, physical strength or general health, physical deformities and abnormalities etc. influences the development of personality of an individual.

Nervouse system

Nervouse system is a co-ordinating system through its well knitted system of nerve cell and fibres, it casts a desirable impact on our emotional behaviour.

Power of acquisition and **capacity of learning** are to a great extent influenced by the nervous system.

Ductless glands

Ductless glands secrete the hormones directly into the blood without ducts. The hormones control the functioning of the different body systems, our emotional behaviour, actions as well as thoughts.

Pituitary gland

Thyroid gland

Adrenal gland

Gonads

Pituitary gland

- The hormones secreted by the pituitary glands control other glands.
- The hormones secreted by the front part of the pituitary gland increase the activity of other glands as well.
- The hormones secreted by the back part of the pituitary glands control the blood pressure and metabolism of water in the body.
- These hormones also effect physical growth. The excess or deficiency in the release of hormone creates some changes quite apparent in the personality of an individual.
- Sexual behavior is also influenced by the release of hormones by this gland.

Thyroid gland

- Thyroid gland has a very important **function in the development of physical structures as well as mental development.**
- Lack of secretion of thyroxin hormone causes myxoedema or Goitre. This disease creates
- **laziness**, the activities of the mind as well as those of muscles are slacked. **The memory becomes weak**, Concentration and thinking becomes difficult.
- The excess of activity of thyroid gland results in **rapid physical growth, tension, irritation, worry and instability in man.**
- The increase or deficiency in the activity of the thyroid gland, the activity of the body as well as of the mind also increases and decreases.

Adrenal gland

- Adrenal gland secretes adrenaline
- **Excess of adrenaline causes** rapid heart beat, high blood pressure and the postponement of the activities of intestines.
- **The absence of adrenaline** results in a disease known as Addison's disease.
- In this disease one feels weakness and lethargy in the body the immunisation power is lessened, the interest in sex activity disappear and metabolism become slow, the skin becomes black, the power of resisting heat and cold is reduced and behavior becomes irritable.

Gonads

- Secretion of sex hormones by gonads bring observable changes in behaviour according to their sex.
- In boys there is appearance of masculine characteristics such as beard, mustaches, high pitch in voice etc.
- In girls there is development of mammary gland and appearance of menstrual cycle changes in her gait are very much influenced by the sex hormones.

Cognitive and psychological factors

- **Cognitive factor i.e.** intelligence helps in adjustment, learning and acquisition of knowledge and skill and taking decisions.
- **Psychological factors** like motives, interests, attitudes, emotional reactions, sentiments, character direct the behaviour pattern of an individual.

Social factors

➤ Home & Family

➤ School

➤ Society

➤ Culture

Family

From the very birth of the child, the parents and the home and the family atmosphere provide the germs for the normal growth and development of the personality.

Parents

- Parents education
- Personality characters
- Their emotional social behaviours
- mutual affection
- Love
- Quarrels
- Their interest

Parental attitude

- Parents behaviour with the child
- Over protecting or rejecting attitude
- Size of the family
- Socio – economic status
- Culture or way of life

Good morale family

- Better adjusted
- More independent
- More satisfactory

Family discord pattern

- Poorly adjusted in their Social environment
- More dependent
- More unsatisfactory

School

- School atmosphere contributes a lot in the development of the personality of a child.
- Personality characters of teacher
- Personality characters of head master
- Personality characters of peer group
- Teaching method
- Curriculum
- Opportunities for curricular activities
- Values of ideals maintained by the institution
- Atmosphere of the classroom

Society

- Social environment play a vital role in the development of his personality
- Neighbourhood
- Social groups
- Religior institutions
- Club
- Cinema
- Radio
- Press media

Culture

- Loosely defined, culture refers to the shared values, beliefs and norms of a specific group of people.
- Culture, therefore, influences the manner we learn, live and behave.
- Because of this, many theorists believe that culture is an important shaper of our personality.
- Ex: Indian culture, Western culture

Theories of Personality

➤ Type

➤ Trait

➤ Type and Trait

➤ Psychoanalytic

Type theory

In this theory people are in categories on the basis of certain similarities. People are classified depending upon the behavioural characteristics, somatic structure, blood types, fluids in the body or personality traits can be belong to a certain type

- Hippocrates and Gellen
- Kretchmer
- Sheldon
- Jung

Hippocrates

The greek physician Hippocrates proposed a typology based on fluid or humour in the body.

Sl. No	Personality type	Dominance of fluid in the body	Characteristics
1	Sanguine ಸಾತ್ವಿಕ	Blood ರಕ್ತ	Cheerful and active
2	Choleric ರಜೋಗುಣಿ	Yellow bile ಪಿತ್ತ	Irritable and Escitable
3	Melancholic ವಿಷಣ್ಣ	Black bile ಕೃಷ್ಣ ದ್ರವ್ಯ	Depressed and pessimistic
4	Phlegmatic ತಾಮಸಿಕ	Phlegm ಕಫ	Calm, sluggish and indifferent

Kretschmer

Kretschmer, a German psychiatrist classified human beings into types based on their physical structure

Sl. No	Personality type	Characteristics
1	Pyknic (Fat body) ಸ್ಥೂಲ ದೇಹಿ	Sociable, Jolly, easily going, good natured
2	Athletic (Balanced body) ಪುಷ್ಟದೇಹಿ	Strong energetic, adjustable
3	Asthenic (Lean and thin body) ಕೃಶದೇಹಿ	Reserved, weak, sensitive
4	Dysplastic ವಿರೂಪ	Mixed type

Sheldon

Dr. William H Sheldon classified human beings based on body build and temperamental characteristics.

Sl. No	Personality type	Somatic structure	Characteristics
1	Endomorphic ದುಂಡು ದೇಹಿ	Soft, round body	Sociable, Jolly, easily going, good natured
2	Mesomorphic ಪ್ರಸಾಮಾನ್ಯ ದೇಹಿ	Muscular and strong	String energetic, adjustable
3	Ectomorphic ಲಂಬ ದೇಹಿ	Thin and tall	Reserved, weak, sensitive

Spranger's

Values and interest

Sl. No	Personality type	Characteristics
1	Theoretical	
2	Economic	
3	Aesthetic	
4	Social	
5	Political	
6	Religious	

Jung

Types	Characteristics
Introverts	Withdraw into themselves, prefer to be alone, tend to avoid others and are shy
Extroverts	Conventional, sociable, outgoing, friendly and free from worries.

Trait theory

A trait is considered as a relatively enduring way in which one individual differs from another.

The traits are

A) Relatively stable over time

B) Consistent over situations

C) Variation in the strength and combination of traits leading to individual differences in personality.

Allport's trait theory

Cardinal : If a person's whole life seems to be organised around the goal of achievement, it becomes a cardinal trait of his or her personality.

Example : Mahatma Gandhi,s Non violence,
Mother Theresa,s humanitarianism, Hitler,s hatre

Central : Central traits represent those few characteristic tendencies which can be ordinarily used describe a person.

Example : Honesty, Kindness, Submissiveness

Secondary : More specific and narrow traits are called secondary traits. 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.

Example:

Cattell's Trait theory

Raymond B Cattell (1973) defined trait as a structure of the personality inferred from behaviour in different situation.

Common trait : Some characters of individual are common to community and are most commonly found in groups.

Unique traits : These traits are specifically found in individuals.

Surface traits : Surface traits are those traits which can be identified by external behaviour of an individual

Source trait : Source traits are those traits which decides the behaviour of an individual.

Type Cum Trait Approach

H J Eysenck proposed that personality could be reduced to two dimensions. These dimensions are presumed to be biologically based. These dimensions subsume numerous specific traits.

Extroversion Vs Introversion : Extent to which people are socially outgoing or socially withdrawn. At one extreme are active, gregarious, impulsive and thrill seeking and at the other extreme are people who are passive, quite, serious and reserved.

Neurotism and emotional stability : I t refers to the degree to which people have control over their feelings. At one extreme of this dimensions we find people who are highly neurotic. They are anxious, moody, touchy, restless and quickly loose control.

Psychiatism : A person who scores high on psychotism dimension tend to be egocentric and antisocial. Others often treat him or her as peculiar.

Psychoanalytic Theory

This theory is the idea that things that happen to people during childhood can contribute to the way they later function as adults. Freud believed that the mind is made of two parts - the conscious mind and the unconscious mind - and that the unconscious mind often prompts people to make certain decisions even if they don't recognize it on a conscious level.

According to Sigmund Freud, human personality is complex and has more than a single component. In his famous psychoanalytic theory, Freud states that personality is composed of three elements known as the id, the ego, and the superego. These elements work together to create complex human behaviors.

The Id

The id is the only component of personality that is present from birth.

This aspect of personality is entirely unconscious and includes instinctive and primitive behaviors.

The id is very important early in life because it ensures that an infant's needs are met. If the infant is hungry or uncomfortable, they will cry until the demands of the id are satisfied. Young infants are ruled entirely by the id, there is no reasoning with them when these needs demand satisfaction.

Imagine trying to convince a baby to wait until lunch time to eat their meal. The id requires immediate satisfaction, and because the other components of personality are not yet present, the infant will cry until these needs are fulfilled.

However, immediately fulfilling these needs is not always realistic or even possible. If we were ruled entirely by the pleasure principle, we might find ourselves grabbing the things that we want out of other people's hands to satisfy our own cravings.

This behavior would be both disruptive and socially unacceptable. According to Freud, the id tries to resolve the tension created by the pleasure principle through the use of primary process thinking, which involves forming a mental image of the desired object as a way of satisfying the need.

The Ego

The ego develops from the id and ensures that the impulses of the id can be expressed in a manner acceptable in the real world.

The ego functions in the conscious, preconscious, and unconscious mind.

The ego is the component of personality that is responsible for dealing with reality.

The ego operates based on the reality principle, which strives to satisfy the id's desires in realistic and socially appropriate ways. The reality principle weighs the costs and benefits of an action before deciding to act upon or abandon impulses.

In many cases, the id's impulses can be satisfied through a process of delayed gratification—the ego will eventually allow the behavior, but only in the appropriate time and place.¹ □

Freud compared the id to a horse and the ego to the horse's rider. The horse provides the power and motion, while the rider provides direction and guidance. Without its rider, the horse may simply wander wherever it wished and do whatever it pleased. The rider gives the horse directions and commands to get it to go where the rider wants it to go.

The ego also discharges tension created by unmet impulses through secondary process thinking, in which the ego tries to find an object in the real world that matches the mental image created by the id's primary process.

The Superego

The last component of personality to develop is the superego.

According to Freud, the superego begins to emerge at around age five.

The superego holds the internalized moral standards and ideals that we acquire from our parents and society (our sense of right and wrong).

The superego provides guidelines for making judgments.

The superego has two parts:

The conscience includes information about things that are viewed as bad by parents and society. These behaviors are often forbidden and lead to bad consequences, punishments, or feelings of guilt and remorse.

The ego ideal includes the rules and standards for behaviors that the ego aspires to.

The superego tries to perfect and civilize our behavior. It works to suppress all unacceptable urges of the id and struggles to make the ego act upon idealistic standards rather than upon realistic principles. The superego is present in the conscious, preconscious, and unconscious.

The Interaction of the Id, Ego, and Superego

When talking about the id, the ego, and the superego, it is important to remember that these are not three separate entities with clearly defined boundaries. These aspects are dynamic and always interacting to influence an individual's overall personality and behavior.

With many competing forces, it is easy to see how conflict might arise between the id, ego, and superego. Freud used the term ego strength to refer to the ego's ability to function despite these dueling forces.

What Happens If There Is an Imbalance?

According to Freud, the key to a healthy personality is a balance between the id, the ego, and the superego.⁷ If the ego is able to adequately moderate between the demands of reality, the id, and the superego, a healthy and well-adjusted personality emerges. Freud believed that an imbalance between these elements would lead to a maladaptive personality.

For example, an individual with an overly dominant id might become impulsive, uncontrollable, or even criminal. Such an individual acts upon their most basic urges with no concern for whether their behavior is appropriate, acceptable, or legal.

On the other hand, an overly dominant superego might lead to a personality that is extremely moralistic and judgmental. A person ruled by the superego might not be able to accept anything or anyone that they perceive to be "bad" or "immoral."