

## **CHILDHOOD AND GROWING UP**



**“Its beauty that captures your attention; Personality that captures your heart”**

**--Oscar Wilde**

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## **Introduction**

Each person is unique and relatively stable, persisting organization of characteristics personality refers to the 'totality of what a person is'. The personality factors of students affect their learning and performance in classes and knowledge of personality characteristics of students is needed to give them proper guidance. Recognition of disturbed personalities of some people will help teachers to have immediate resource to professional assistance so that serious difficulties may be averted. Even from a personal viewpoint, much of our time is spent in trying to weigh up the personalities of those around us and trying to influence them or adjusting to them .For this purpose too, a knowledge of ourselves. Our personality traits and attitudes are essential.

## **Meaning of Personality**

The word personality has been derived from the Latin word 'Persona' it means the Greek actors commonly used to wear on their faces before coming to the stage for acting. This mask would hide the real faces of actors in front of the audience. Thus in olden days personality was meant the outward appearance of a person but now it is known as the real nature of a man. It implies the organization and pattern of everything that an individual possesses

## **Definitions of Personality**

Personality has been defined by different psychologists in different ways. Some of these definitions are as follows:

- According to **G.W.Allport** 'Personality is dynamic organization within individual of those psychophysical systems that determine his/her unique adjustments to the environment
- According to **Schoen** 'Personality is the organized system, the functioning whole or unity of habits ,dispositions and sentiments that mark off anyone member of a group as being different from other members of the same group.
- According to **Morton Prince**, Personality is the sum- total of all biological innate dispositions,impulses,tendencies,appetites and instincts of the individual, and the acquired dispositions and tendencies acquired by experience.

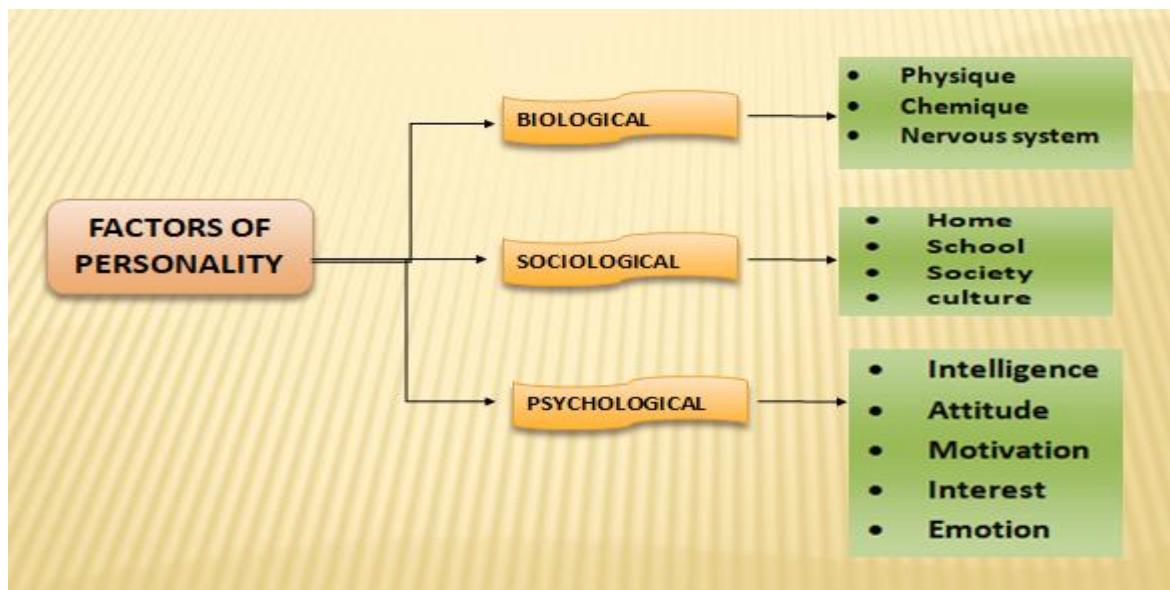
## **Characteristics of Personality**

- Self - realization
- Product of heredity and environment

- Dynamic
- Adjustable or modifiable
- Unique
- Integrated and functions as whole

## Factors affecting Personality

Personality is influenced by biological, sociological and psychological factors, these three major factors and their subcomponents are given below:



### Biological Factors

There are three biological factors in development. They are

#### Physique

Height, weight, general health, physical deformities and abnormalities influence the personality of an individual not directly but indirectly.

#### Chemique

By chemique is meant the possible effects of the ductless glands on the personality development. Thyroid gland secretes a chemical known as thyroxine, which controls rate of growth. When the gland is underactive the individual becomes lethargic and despondent. When this gland is overactive, the individual becomes restless, irritable and unstable.

#### Nervous system

The efficiency of the sensory organs depends on Nervous system because sensory organs are the gateways of knowledge.

## **Sociological Factors**

### **Home**

The different forces which influence the personality in a home are: Parental attitudes towards their children: parental rejection, over protected children, the only child in the family, children left in the care of servants, broken home, divorced parents, alcoholic parents, quarrelsome parents etc will decisively affect the personality of the children.

**Over ambitious parents** want their children to achieve something which is beyond their capacities the result will be failure, loss of self respect, feeling of guilt and shame.

### **Parental preference on the sex of the child**

Most of the parents have strong preference for boys in our country. This results in pampering of the male children and neglect of female children which is highly unhealthy for the optimum personality development of the children.

### **Step Parents**

Loss of anyone or both parents, children under the care of step parents, children living in orphanages are mainly responsible for stunted growth and personality.

### **Number of children in the family**

only child as well as overcrowded homes will have different kinds of undesirable impact on the development of personality of children

### **Educational and socio-economic status of parents**

This also will effect upon the personality development of their children.

**School:** Various factors in the school are responsible in shaping the personality of the children. They are personality of teachers, discipline of the school, opportunity for curricular and co-curricular activities, size of the school and organizational climate in the school.

**Culture:** Cultural differences in living habit like mode of dressing, eating, attitudes to marriage, methods of bringing up children, family life, value system, beliefs etc affect the moulding of personality pattern of individual.

## **Psychological factors**

**Intelligence** which is for the most part strongly connected to the personality attribute understanding, which is considered in questionnaire during descriptions of logical commitment and perceived academic capability.

### **Motivation**

The process of motivation, different kinds of motives, theories of motivation, achievement motivation, ways and means of enhancing achievement motivation in students extrinsic and

intrinsic motivations, classroom motivational strategies influence student's personality in teaching learning process. Every teacher by employing proper motivational techniques can make all the students in the class to achieve mastery in learning. The motivated students achieve more by shaping their personality.

## **Theories of Personality**

### **Type Theories**

Personality of people has been classified by different experts in different ways. Some of these classifications are as follows:

**1. Constitutional Classifications:** German psychiatrist Ernst Kretschmer classified human beings on the basis of physical constitutions. According to him, human personalities are of the following four types:

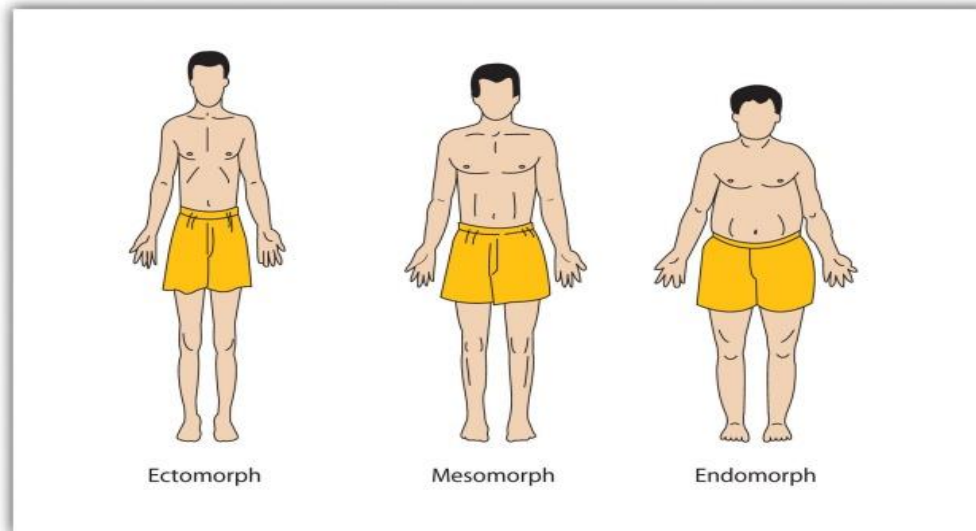
#### **Characteristics of Type Theory:**

- Pyknic: Full chested, broad etc
- Aesthetic: weak, sensitive, thin
- Dysplastic: Abnormal development or growth of tissue

**2. Somatic Classification:** American surgeon William H. Sheldon divided human personalities on the basis of their physical characteristics into three categories. These physical features determine the temperamental characteristics

#### **Physical Characteristics Temperament:**

- Endomorphic (soft and round) sociable, extrovert, affectionate
- Mesomorphic (muscular and strong) energetic, healthy, risk loving
- Ectomorphic (thin and tall) introvert, artistic, restricted



**3. Spranger's Classification:** On the basis of interest, German Philosopher Spranger divided human beings in the following categories:

- **Theoretical:** These persons avoid social and political participations. They are fond of knowledge.
- **Economic:** These persons are interested to earn more and more money
- **Aesthetic:** These persons are the lover of beauty and they take much interest in luxurious gratification.
- **Political:** These people want to grab political power and authority in their hands
- **Religious:** These people take much interest in religious activities and mystic stories

**4. Jung's Classification:** According to him, human personality is of the following two types:

- **Introvert:** These people tend to withdraw into themselves especially when they face emotional disturbance. They are lonely loving people of shy nature. They generally avoid the company of others
- **Extrovert:** These people deal with social situations very efficiently. They are conventional, social and friendly. They are generally free from worries and take the surcharged atmosphere very lightly

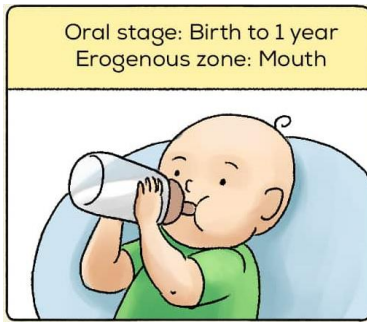


Jung further stated that a person may be introvert for one function such as feeling but he may be extrovert in another function such as intuition. Thus, all humans can be divided into eight types on the basis of dominance of any one factor. In between these two extremes of personalities, modern psychology introduced a third type of people. They are neither introvert nor extrovert. They are rather ambivert type of personality.

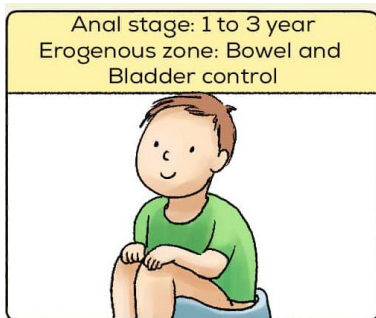
**5. Freud Classification:** He has classified human personality into three categories on the basis of fixation of sexual energy at a particular stage of sex development. Thus, according to him, personality is of the following three types:

**Oral erratic:** According to him, sex in infancy is placed in mouth. There is a membrane in the mouth which when irritated gives pleasure to the child. Sexual gratification at this stage is acquired through mouth related activities such as sucking of milk from the breast of the mother or putting any object in the mouth. If fixation of sexual energy takes place at this stage, it results in two types of personalities at a later stage of life. Passive, that is, the person will be dependent, optimistic, and immature in his thinking. He will always behave like a child.

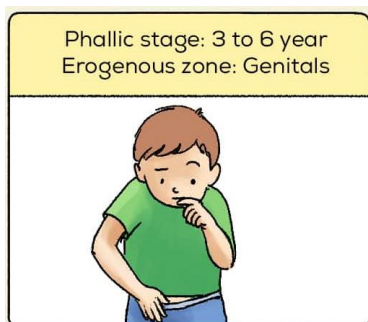
Sadistic, that is, the person will be aggressive, suspicious, and pessimistic. He is likely to deal with others high handedly.



**Anal:** At this stage, child obtains sexual gratification through anus related activities. Here, the child enjoys delectation or touching of anus. If fixation of sexual energy takes place at this stage, the child will become obstinate, miserly, or orderly in a later stage of his life.



**Phallic:** This is the third stage of sexual development of a child and it starts with signs of puberty in him. If fixation of sexual energy takes place at this stage, the child becomes showy in the later stage of his life. He tries to draw the attention of others by making himself attractive. He will be the extreme lover of beauty in whatsoever form it is.



## Applications

This typology of personality has wide application in education and especially physical education. While finalizing any teaching-learning programme for a child, specific type of personality must be kept in view and accordingly the child should be guided.



## **Ogburns Classification**

Sociologists like Ogburn classify human personality as Revolutionist, Leader, gambler and exhibitionist

**Indian Classification:** Indian philosophers talk of three types of personality such as

**Sathva** which exhibits patience and celibacy, soft spoken, gentle, honest and truthful.

**Rajo:** Assertive, dominant, valiant, heroic and ambitious.

**Thamo:** Idulges in sensuous pleasure excessively, untruthful, criminal and self centred

## **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 themselves, his strength and weakness has a stable self concept involving a higher level of self esteem and fewer feelings of inadequacy and fewer evidence of compensatory behaviour and accepts himself, leading to himself being accepted by others. Integrated personality implies harmony between five important aspects of personality is as follows

- i) Harmony between ones abilities and capabilities
- ii) Harmony among ones interest
- iii)Harmony between ones abilities and interests
- iv)Harmony between one's self concept and social constraints
- v)Harmony between one's life goals and social codes of conduct

## **Trait Theories**

### **Type and Trait**

These theories are very much overlapped to each other because type theories include many varieties of traits, which are specifically mentioned in trait theories and specific mode of behaviour of a person is determined on the basic of these traits.

## Meaning of Traits

By traits we mean a specific mode of behaviour which is manifested by a person in a number of situations consistently. This trait is so dominating that we can distinguish a person from other persons on the basis of his unit. Thus, trait is actually unique but relatively stable reaction to environment. In ordinary life, trait is used as a qualitative adjective. For example, kamal is a brave boy. It means that kamal will behave bravely in most of the situations of his life.

Some general properties of traits are as follows:

- They can be measured and scaled quantitatively. So, statistical analysis of traits in researches is possible.
- Traits are not directly observable unlike physical characteristics of a person. They are manifested in a number of situations persistently. So, inferring a trait from the behaviour of an individual may take time.
- Traits are not static or rigid.
- They are rather flexible and may become stable with the maturity of the person in an age but some variability will always be there. For example, a person may manifest his honesty trait in a number of situations but he may be dishonest in some other situations.
- There are certain traits which are universal such as height and weight.
- Traits are high order habits that recur in the behaviour frequently.
- Traits are mental sets. They are nothing but readiness to respond to different situations in a consistent way.
- Traits are organized frames of references.
- Whatever beliefs or emotions an individual has about the environment, he/she responds to it by his/her traits.
- Traits are not genetically determined.
- They are rather acquired with the interaction of the environment. Thus, personality of a person is determined by the environment in which he/she lives.

Keeping these characteristics of traits into account, different psychologists and physiologists have classified human personality in the following ways:

**1. G.W Allport's classification:** He defined traits in the following words:

'Trait is a generalized and localized neuro psychic system with the capacity to render many stimuli functionally equivalent, and to initiate and guide consistent forms of adaptive and expressive behaviour.'

Thus, according to him traits have a real and vital existence. They are general and enduring in nature. On the basis of traits, Allport has classified human personalities into three categories:

- **Cardinal traits:** Those traits which appear in most of the behaviour of the individual are called cardinal traits. These traits do not change much in life.
- **Central traits:** They are less pervasive than cardinal traits but they are quite generalized dispositions
- **Secondary disposition:** These are the attitudes or narrow train such as attitude towards politics, religion, etc.

According to Allport, traits differ in intensity and magnitude from individual to individual. Everyone in the group behaves in his/her own unique way and thus, he/ she can be distinguished from others.

**2. Raymond B. Cattell's classification:** He defined traits in the following words:

Trait is the structure of the personality inferred from behaviour in different situations.

Cattell has classified traits into four categories

- i) **Common traits:** These traits are widely found among all the individuals, such as honesty, cooperation and aggression.
- ii) **Unique traits:** These are temperamental traits possessed by a particular person, such as energy, height, weight and so on.
- iii) **Surface traits:** These are common traits possessed by people

**3. H.J. Eysenck's classification:** He was a British psychologist. He conducted extensive research on 10000 soldiers and isolated the following two dimensions of personality after applying quantitative technique of factor analysis:

- Introversion and extroversion: They are the normal people. Here, his ideas are similar to those of Jung
- Neuroticism and psychotics: They are the abnormal people suffering from psychological problems. These two types of problems are caused due to malfunctioning in the automatic nervous system. He thus concluded that personality is genetically determined

### **Criticism of Trait Theories**

- There is no agreement among the psychologists regarding the conceptual meaning of traits.
- It is believed that a behavior determined by a trait is consistent and does not vary from situation to situation. However, in actual situations we see that a person, who has friendliness as his traits, behaves in a friendly manner to some people but behaves very unfriendly to other people.
- Quantification of human traits is not easy due to lack of zero reference and equality of units in trait measurement.
- If traits are measured by using questionnaire as a tool then false information regarding the trait can be given by the respondent.
- Due to subjectivity, there is always error in rating. Some people may rate an individual very high on a specific trait while others may rate him very low.
- The behavior of a person cannot be predicted correctly on the basis of his scores in a trait inventory. Traits are the only points of reference.

### **Psychoanalytic Theories**

These theories were developed on the basis of psychoanalysis of the individuals. Some of these theories as follow:

#### **Freud's Theory**

He stressed very much on instincts as the determinants of human behavior. There are two types of instincts. They are as follows:

- Life instinct
- Death instinct

These instincts are the ultimate cause of all human activities. These instincts can be understood by studying the psychic structure of a man.

## **Psychic Structure**

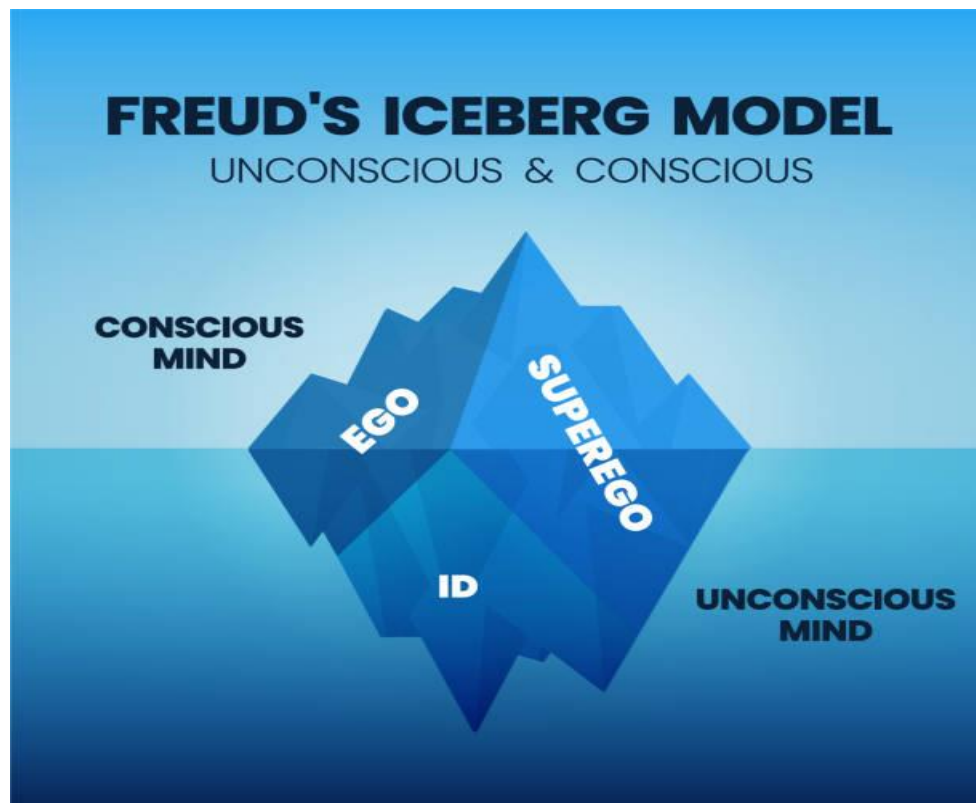
This structure consists of the following units:

**Psychic energy:** Psychic or sexual energy comes from libido. Libido is the source of energy of all life instincts. Personality is governed by the need to life instincts, the need to gratify the libido, (sexual desire), etc.

**Id:** It is inborn and its main function is to discharge psychic energy. If this energy is not released, it creates tension in the personality of an individual. This id does energy is not differentiate the good and bad and operates only on pleasure principle. If sexual desire can be fulfilled with a girl then there is no need of waiting for a marriage. This is an Id.

**Ego:** Id knows only the subjective reality of mind but ego can distinguish between the subjective reality of mind and things in the external environment. Thus, it can differentiate the good and bad and operate on reality principle. Ego formulates a plan for the satisfaction of needs and executes it keeping in view the reality of the situation. Thus, ego brings a compromise between the instinctual urges of the id and demand, and forces of the external environment. However, such compromises are not possible always. If an id is horse and ego is the rider, then rider usually determines the direction of the horse but sometimes it is the horse who leads the rider. This is generally known as sexual crimes by the society.

**Super ego:** It internalizes the parental influences and ideals of the society through early childhood experiences. It works in accordance with the moral standard of the society.



### **Role of school in shaping the personality of a child**

The influence of the school on a child's personality is more powerful than is generally recognized by teachers and parents. The children get the opportunity of coming across their own age group only at the school. The experiences that the children share with other children and exchange of ideas are all important in shaping and developing a child's personality. The teachers were authoritarian. Progressive schools emphasize that children's life in the school is not a preparation for any future job only but has a meaning for a future life. There are three forces in the classroom situation the teacher, subjects and the child the interest and aptitude of the child should determine the choice of the subject.

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