Second Chapter
DEVELOPMENTAL PSYCHOLOGY – PERSONALITY AND BEHAVIOR

2.1 HUMAN DEVELOPMENTAL PSYCHOLOGY

Developmental psychology, also known as human development, is the scientific study of progressive psychological changes that occur in human beings as they age. The modern form of developmental psychology has its root in the rich psychological tradition represented by “Heraclitus, Aristotle, and Descartes”.

“William Shakespeare had his melancholy character Jacques in; ‘As you like it’, articulate the seven ages of man: these included the three stages of childhood and four of adulthood. In the mid 18th century Jean Jacques Rousseau described three stages of childhood: infant (infancy), Puer (childhood), and adolescence in Emile: or On Education. Rousseau’s ideas were taken up strongly by the educators at the time”.

In the late 19th century psychologists familiar with the evolutionary theory of Darwin began seeking an evolutionary description of psychological development; prominent here was G. Stanley Hall, who attempted to correlate the ages of childhood with previous ages of mankind. A more scientific approach was initiated by James Mark Baldwin, who wrote essays on topics that included “Imitation: A Chapter in the Natural History of Consciousness and the Mental Development in the Child and the Race: Methods and Processes.”

In 1905 “Sigmund Freud” articulated five psychosexual stages. Later, “Rudolf Steiner” articulated the stage of psychological development throughout human life. The first three of these stages, which responded closely with “Jean Piaget’s” (Swiss psychologist remembered for his studies of cognitive development in children, 1896-1980) later described the stages of childhood, were first presented in “Steiner’s 1911” essay “The Education of the Child”; his description have been taken up by educators (in Waldorf Schools) and by psychologists. By the early to mid 20th century, the work
of Lev Vygotsky and Piaget, mentioned above has established a strong empirical tradition in the field.

<table>
<thead>
<tr>
<th>Freud’s Psychosexual Stages</th>
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<tbody>
<tr>
<td><strong>Psychosexual Stage</strong></td>
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<tr>
<td>----------------------------</td>
</tr>
<tr>
<td>Oral</td>
</tr>
<tr>
<td>Anal</td>
</tr>
<tr>
<td>Phallic</td>
</tr>
<tr>
<td>Latency</td>
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<td>Genital</td>
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</tbody>
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2-Fig.4
### Rudolf Steiner – Development Throughout The Human Life

<table>
<thead>
<tr>
<th></th>
<th>Kindergarten</th>
<th>Primary/ Middle School</th>
<th>Mid-Upper High School</th>
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</thead>
<tbody>
<tr>
<td><strong>Kindergarten</strong></td>
<td>Birth to 6 years</td>
<td>7-14 years</td>
<td>14-21 Years</td>
</tr>
<tr>
<td><strong>Quality with which to pervade the learning.</strong></td>
<td>Goodness</td>
<td>Beauty</td>
<td>Truth</td>
</tr>
<tr>
<td><strong>Area of Human Endeavour which integrates learning</strong></td>
<td>Presence and Connection</td>
<td>Artistic expression of experience</td>
<td>Discerning, scientific approach to knowledge lifted to ideals</td>
</tr>
<tr>
<td><strong>Role of Teacher</strong></td>
<td>One who is deeply connected to life with reverence</td>
<td>World Knowledge expressed through Arts</td>
<td>Ethical Researcher/Scientist</td>
</tr>
<tr>
<td><strong>Teacher Works through......</strong></td>
<td>Intuition and connection in their presence and in their deeds.</td>
<td>Inspiration in the transformation of learning into artistic experience</td>
<td>Imagination in their transformation of concepts into living thoughts, pictures and deeds</td>
</tr>
<tr>
<td><strong>Children make things their own most optimally through...</strong></td>
<td>Self-directed Creative Play</td>
<td>Inner Pictures - Arts of drawing, writing, speaking, movement, music, painting, creating.</td>
<td>Thought which rises from the conceptual to the truthful image and then ideals which inspire action</td>
</tr>
<tr>
<td><strong>Teacher works through/with the student’s faculty of</strong></td>
<td>Imitation of all that is good.</td>
<td>Openness to Authority (one who knows about the world)</td>
<td>Individual Judgement which seeks the ethical expert in the field as guide</td>
</tr>
</tbody>
</table>

2-Fig.5
Piaget's Stages of Cognitive Development

- Sensorimotor Stage
  - 0-2 years old
    - Intelligence in action; child interacts with the environment by manipulating objects.

- Preoperational Stage
  - Preschooler 2-4 years old
    - Thinking dominated by symbols; concrete thinking/language development occurs.
  - Concrete Operational Stage
    - 7-11 years old
      - Logical reasoning can be applied to objects that are real or can be seen.
  - Formal Operations
    - 12 years old up
      - Individual can think logically about potential events or abstract ideas.

- Intuitive Stage
  - 4-7 years old
    - Child is unduly influenced by own perception of environment.
2.2 ORIGIN OF PERSONALITY AND BEHAVIOR

The two major theories of personality development –

2.2.1 Psychodynamic Theories of Personality: The Role of the Unconscious

One of the most important psychological approaches to understanding personality is based on the theorizing of the Austrian physician and psychologist Sigmund Freud (1856–1939), who founded what today is known as the psychodynamic approach to understanding personality. Many people know about Freud because his work has had a huge impact on our everyday thinking about psychology, and the psychodynamic approach is one of the most important approaches to psychological therapy (Roudinesco, 2003; Taylor, 2009). Freud is probably the best known of all psychologists, in part because of his impressive observation and analyses of personality (there are 24 volumes of his writings). As is true of all theories, many of Freud’s ingenious ideas have turned out to be at least partially incorrect, and yet other aspects of his theories are still influencing psychology.

Freud was influenced by the work of the French neurologist Jean-Martin Charcot (1825–1893), who had been interviewing patients (almost all women) who were experiencing what was at the time known as hysteria. Although it is no longer used to describe a psychological disorder, hysteria at the time referred to a set of personality and physical symptoms that included chronic pain, fainting, seizures, and paralysis.

Freud used the observations that he and Charcot had made to develop his theory regarding the sources of personality and behavior, and his insights are central to the fundamental themes of psychology. In terms of free will, Freud did not believe that we were able to control our own behaviors. Rather, he believed that all behaviors are predetermined by motivations that lie outside our awareness, in the unconscious. These forces show themselves in our dreams, in neurotic symptoms such as
obsessions, while we are under hypnosis, and in Freudian “slips of the tongue” in which people reveal their unconscious desires in language. Freud argued that we rarely understand why we do what we do, although we can make up explanations for our behaviors after the fact.

- **Id, Ego, and Superego**

Freud proposed that the mind is divided into three components: *id, ego, and superego*, and that the interactions and conflicts among the components create *personality* (Freud, 1923/1943). According to Freudian theory, the *id is the component of personality* that forms the basis of our most primitive impulses. The id is entirely unconscious, and it drives our most important motivations, including the sexual drive (libido) and the aggressive or destructive drive (*Thanatos*). According to Freud, the id is driven by the pleasure principle—the desire for immediate gratification of our sexual and aggressive urges. The id is why we smoke cigarettes, drink alcohol, view pornography, tell mean jokes about people, and engage in other fun or harmful behaviors, often at the cost of doing more productive activities.

In stark contrast to the id, *the superego represents our sense of morality and thoughts*. The superego tell us all the things that we shouldn’t do, or the duties and obligations of society. The superego strives for perfection, and when we fail to live up to its demands we feel guilty.

In contrast to the id, which is about the pleasure principle, the function of the *ego is based on the reality principle—the idea that we must delay gratification of our basic motivations until the appropriate time with the appropriate outlet*. The ego is the largely conscious controller or decision-maker of personality. The ego serves as the intermediary between the desires of the id and the constraints of society contained in the superego. We may wish to scream, yell, or hit, and yet our ego normally tells us to wait, reflect, and choose a more appropriate response.
Freud believed that psychological disorders, and particularly the experience of anxiety, occur when there is conflict or imbalance among the motivations of the id, ego, and superego. When the ego finds that the id is pressing too hard for immediate pleasure, it attempts to correct for this problem, often through the use of defense mechanisms—unconscious psychological strategies used to cope with anxiety and to maintain a positive self-image. Freud believed that the defense mechanisms were essential for effective coping with everyday life, but that any of them could be overused.
<table>
<thead>
<tr>
<th>Defense mechanism</th>
<th>Definition</th>
<th>Possible behavioral example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displacement</td>
<td>Diverting threatening impulses away from the source of the anxiety and toward a more acceptable source</td>
<td>A student who is angry at her professor for a low grade lashes out at her roommate, who is a safer target of her anger.</td>
</tr>
<tr>
<td>Projection</td>
<td>Disguising threatening impulses by attributing them to others</td>
<td>A man with powerful unconscious sexual desires for women claims that women use him as a sex object.</td>
</tr>
<tr>
<td>Rationalization</td>
<td>Generating self-justifying explanations for our negative behaviors</td>
<td>A drama student convinces herself that getting the part in the play wasn’t that important after all.</td>
</tr>
<tr>
<td>Reaction formation</td>
<td>Making unacceptable motivations appear as their exact opposite</td>
<td>Jane is sexually attracted to friend Jake, but she claims in public that she intensely dislikes him.</td>
</tr>
<tr>
<td>Regression</td>
<td>Retreating to an earlier, more childlike, and safer stage of development</td>
<td>A college student who is worried about an important test begins to suck on his finger.</td>
</tr>
<tr>
<td>Repression (or denial)</td>
<td>Pushing anxiety-arousing thoughts into the unconscious</td>
<td>A person who witnesses his parents having sex is later unable to remember anything about the event.</td>
</tr>
<tr>
<td>Sublimation</td>
<td>Channeling unacceptable sexual or aggressive desires into acceptable activities</td>
<td>A person participates in sports to sublimate aggressive drives. He creates music or art to sublimate sexual drives.</td>
</tr>
</tbody>
</table>
2.2.2 Humanistic Approaches

Psychoanalytic models of personality were complemented during the 1950s and 1960s by the humanistic psychologists. In contrast to the proponents of psychoanalysis, humanists embraced the notion of free will. Arguing that people are free to choose their own lives and make their own decisions, humanistic psychologists focused on the underlying motivations that they believed drove personality, focusing on the nature of the self-concept, the set of beliefs about who we are, and self-esteem, our positive feelings about the self. One of the most important humanists, Abraham Maslow (1908–1970), conceptualized personality in terms of a pyramid-shaped hierarchy of motives.

Abraham Maslow conceptualized personality in terms of a hierarchy of needs. The highest of these motivations is self-actualization.
At the base of the pyramid are the lowest-level motivations, including hunger and thirst, and safety and belongingness. Maslow argued that only when people are able to meet the lower-level needs are they able to move on to achieve the higher-level needs of self-esteem, and eventually self-actualization, which is the motivation to develop our innate potential to the fullest possible extent.

Maslow studied how successful people, including Albert Einstein, Abraham Lincoln, Martin Luther King Jr., Helen Keller, and Mahatma Gandhi had been able to lead such successful and productive lives. Maslow (1970) believed that self-actualized people are creative, spontaneous, and loving of themselves and others. They tend to have a few deep friendships rather than many superficial ones, and are generally private. He felt that these individuals do not need to conform to the opinions of others because they are very confident and thus free to express unpopular opinions. Self-actualized people are also likely to have peak experiences, or transcendent moments of tranquility accompanied by a strong sense of connection with others.

Perhaps the best-known humanistic theorist is Carl Rogers (1902–1987). Rogers was positive about human nature, viewing people as primarily moral and helpful to others, and believed that we can achieve our full potential for emotional fulfillment if the self-concept is characterized by unconditional positive regard—a set of behaviors including being genuine, open to experience, transparent, able to listen to others, and self-disclosing and empathic. When we treat ourselves or others with unconditional positive regard, we express understanding and support, even while we may acknowledge failings. Unconditional positive regard allows us to admit our fears and failures, to drop our pretenses, and yet at the same time to feel completely accepted for what we are. The principle of unconditional positive regard has become a foundation of psychological therapy; therapists who use it in their practice are more effective than those who do not (Prochaska & Norcross, 2007; Yalom, 1995).

Although there are critiques of the humanistic psychologists (e.g., that Maslow focused on historically productive rather than destructive personalities in his
research and thus drew overly optimistic conclusions about the capacity of people to do good), the ideas of humanism are so powerful and optimistic that they have continued to influence both everyday experiences as well as psychology. Today the *positive psychology movement* argues for many of these ideas, and research has documented the extent to which thinking positively and openly has important positive consequences for our relationships, our life satisfaction, and our psychological and physical health (Seligman & Csikszentmihalyi, 2000).

Personality is defined as an individual’s consistent patterns of feeling, thinking, and behaving. Early theories of personality, including phrenology and somatology, are now discredited, but there is at least some research evidence for physiognomy—the idea that it is possible to assess personality from facial characteristics.

Personality is defined as ‘an individual’s consistent patterns of feeling, thinking and behaving’—“*John Robin & Pervin, 2008*”.

The tendency to perceive personality is a fundamental part of human nature, and a most adaptive one. If we can draw accurate generalizations about what other people are normally like, we can predict how they will behave in the future, and this can help us determine how they are likely to respond in different situations. Understanding personality can also help us better understand psychological disorders and the negative behavioral outcomes they may produce. In short, personality matters because it guides behavior.

In early times the personality was assessed by the physical appearances.

Approaches to detect the personality were:

- According to one of the approaches that developed in Victorian Age to assess the personality was known as “*Phrenology*”, by German Physician “*Frenz Joseph Gall -1758- 1828*. According to ‘Phrenology’, the personality was measured by the patterns or the shape or bump of the skull. The ‘phrenology’ at that time was taken so seriously that even a machine was developed for the people to help and analyze skulls –“*Simpson-2005.*
After the failure of the approach ‘Phrenology’, came “Somatology”, that claimed the idea of judging the personality by body type developed by the psychologist “William Herbert Sheldon – 1898-1977”. According to this theory people with fat body or ‘endomorphs’ were considered to be more bold and assertive, where as thinner people ‘ectomorph’, were considered to be
intellectual and introverts where as ‘mesomorph’, were considered as strong willed, courageous and adventurous.

These both the approaches ‘Phrenology’ & ‘Somatology’, have been disrepute from the contemporary psychology because of no valid prediction.

After the above two approaches, the third approach that came into existence was related to the personality assessment through facial characteristics known as “Physiognomy”. For this approach researchers found that some aspects of personality can be detected just by looking at the person’s face. But despite of all the results, it was finally concluded that from face the ability to detect personality is not guaranteed.

2.2.2.1 Personality Traits

Personality traits are relatively enduring characteristics that influence our behavior across many situations. Personality traits such as introverts, honesty, friendliness,
conscientiousness and helpfulness are important because they help explain consistencies in behavior. Below is the table of personality traits that predict behavior, investigated by researchers and psychologists that shows that personality traits have important implication with behavior.

“Gorden Allport- 1897 - 1967, Raymogn Cattel – 1905 - 1998, & Hans Eysenck 1916 – 1997”, was the early psychologists who pioneered the trait approach of personality. Each of these psychologists has pioneered the trait approach of personality. Each of the psychologists provided taxonomy of the most important trait dimensions, as they believed, in the idea of trait as the stable unit of personality.

In English there are 18,000 words that can be used to describe people and due to this, personality trait faced the biggest challenge, to determine the core or the most important traits amongst them.

Psychologist “Gorden Allport – 1937” began his work by organizing trait like words into three levels by reducing 18,000 – 4, 500 words. These three traits like levels were called:

1. **Cadinal Trait – Most important**
2. **Central Trait – Basic and useful Trait**
3. **Secondary Trait – Less obvious and most consistent ones.**

Psychologist “Raymond Cattel – 1990”, used the statistical procedure to analyze the correlations amongst the traits and indentify the most important one known as – ‘Factor Analysis’. On the basis of his research he developed 16 dimensions to measure personality traits. He preferred them as

1. **Source – More important**
2. **Surface Trait – Less important.**
### Personality Traits That Predict Behavior

<table>
<thead>
<tr>
<th>Trait</th>
<th>Description</th>
<th>Examples of behaviors exhibited by people who have the trait</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritarianism (Adorno, Frenkel-Brunswik, Levinson, &amp; Sanford, 1950)</td>
<td>A cluster of traits including conventionalism, superstition, toughness, and exaggerated concerns with sexuality</td>
<td>Authoritarians are more likely to be prejudiced, to conform to leaders, and to display rigid behaviors.</td>
</tr>
<tr>
<td>Individualism-collectivism (Triandis, 1989)</td>
<td>Individualism is the tendency to focus on oneself and one’s personal goals; collectivism is the tendency to focus on one’s relations with others</td>
<td>Individualists prefer to engage in behaviors that make them stand out from others, whereas collectivists prefer to engage in behaviors that emphasize their similarity to others.</td>
</tr>
<tr>
<td>Internal versus external locus of control (Rotter, 1966)</td>
<td>In comparison to those with an external locus of control, people with an internal locus of control are more likely to believe that life events are due largely to their own efforts and personal characteristics.</td>
<td>People with higher internal locus of control are happier, less depressed, and healthier in comparison to those with an external locus of control.</td>
</tr>
<tr>
<td>Need for achievement (McClelland, 1958)</td>
<td>The desire to make significant accomplishments by mastering skills or meeting high standards</td>
<td>Those high in need for achievement select tasks that are not too difficult to be sure they will succeed in them.</td>
</tr>
<tr>
<td>Need for cognition (Cacioppo &amp; Petty, 1982)</td>
<td>The extent to which people engage in and enjoy effortful cognitive activities</td>
<td>People high in the need for cognition pay more attention to arguments in ads.</td>
</tr>
<tr>
<td>Regulatory focus (Shah, Higgins, &amp; Friedman, 1998)</td>
<td>Refers to differences in the motivations that energize behavior, varying from a promotion orientation (seeking out new opportunities) to a prevention orientation (avoiding negative outcomes)</td>
<td>People with a promotion orientation are more motivated by goals of gaining money, whereas those with prevention orientation are more concerned about losing money.</td>
</tr>
<tr>
<td>Self-consciousness (Feingstein, Sheier, &amp; Buss, 1975)</td>
<td>The tendency to introspect and examine one’s inner self and feelings</td>
<td>People high in self-consciousness spend more time preparing their hair and makeup before they leave the house.</td>
</tr>
<tr>
<td>Self-esteem (Rosenberg, 1965)</td>
<td>High self-esteem means having a positive attitude toward oneself and one’s capabilities.</td>
<td>High self-esteem is associated with a variety of positive psychological and health outcomes.</td>
</tr>
<tr>
<td>Sensation seeking (Zuckerman, 2007)</td>
<td>The motivation to engage in extreme and risky behaviors</td>
<td>Sensation seekers are more likely to engage in risky behaviors such as extreme and risky sports, substance abuse, unsafe sex, and crime.</td>
</tr>
</tbody>
</table>
“Hans Eysenck”, who was interested in genetic origins of personality made an important contribution to the understanding the nature of a fundamental personality trait – “Extraversion vs. Introversion”.

He proposed that extroverts are more social, have great desire to socialize with others to increase their arousal level, which is naturally too low where as introverts have high arousal, do not socialize with others, as they are overly stimulating.

Therefore work conducted by these threes psychologists and many others on trait dimensions led to the most. Important and well validated trait model know as “Five Factor (Big Five) Model Personality”.

According to this model, five fundamental underlying trait dimensions that are stable across time cross culturally shared and explain a substantial proportion of behavior – “Costa & McCrac – 1992; Goldbag – 1982)
Five dimensions are been given in the table below – [OCEAN] – 2-Fig.15

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
<th>Sample Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Openness to new experiences</td>
<td>&quot;I have a vivid imagination&quot;; &quot;I have a rich vocabulary&quot;; &quot;I have excellent ideas.&quot;</td>
<td>A general appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity, and variety of experience</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>&quot;I am always prepared&quot;; &quot;I am exacting in my work&quot;; &quot;I follow a schedule.&quot;</td>
<td>A tendency to show self-discipline, act dutifully, and aim for achievement</td>
</tr>
<tr>
<td>Extraversion</td>
<td>&quot;I am the life of the party&quot;; &quot;I feel comfortable around people&quot;; &quot;I talk to a lot of different people at parties.&quot;</td>
<td>The tendency to experience positive emotions and to seek out stimulation and the company of others</td>
</tr>
<tr>
<td>Agreeableness</td>
<td>&quot;I am interested in people&quot;; &quot;I feel others' emotions&quot;; &quot;I make people feel at ease.&quot;</td>
<td>A tendency to be compassionate and cooperative rather than suspicious and antagonistic toward others; reflects individual differences in general concern for social harmony</td>
</tr>
<tr>
<td>Neuroticism</td>
<td>&quot;I am not usually relaxed&quot;; &quot;I get upset easily&quot;; &quot;I am easily disturbed.&quot;</td>
<td>The tendency to experience negative emotions, such as anger, anxiety, or depression; sometimes called &quot;emotional instability.&quot;</td>
</tr>
</tbody>
</table>
Personalities are characterized in terms of traits, which are relatively enduring characteristics that influence our behavior across many situations. Psychologists have investigated hundreds of traits using the self-report approach.

The trait approach to personality was pioneered by early psychologists, including Allport, Cattell, and Eysenck, and their research helped produce the Five-Factor (Big Five) Model of Personality. The Big Five dimensions are cross-culturally valid and accurately predict behavior. The Big Five factors are also increasingly being used to help researchers understand the dimensions of psychological disorders. However, psychologists have also found that personality predicts behavior better when the behaviors are averaged across different situations.

People may believe in the existence of traits because they use their schemas to judge other people, leading them to believe that traits are more stable than they really are. An example is the Barnum effect—the observation that people tend to believe in descriptions of their personality that supposedly are descriptive of them but could in fact describe almost anyone.

There are behaviorist, social-cognitive, psychodynamic, and humanist theories of personality.

The psychodynamic approach to understanding personality, begun by Sigmund Freud, is based on the idea that all behaviors are predetermined by motivations that lie outside our awareness, in the unconscious. Freud proposed that the mind is divided into three components: id, ego, and superego, and that the interactions and conflicts among the components create personality. Freud also believed that psychological disorders, and particularly the experience of anxiety, occur when there is conflict or imbalance among the motivations of the id, ego, and superego and that people use defense mechanisms to cope with this anxiety.
Freud argued that personality is developed through a series of psychosexual stages, each focusing on pleasure from a different part of the body, and that the appropriate resolution of each stage has implications for later personality development.

Freud has probably exerted a greater impact on the public’s understanding of personality than any other thinker, but his theories have in many cases failed to pass the test of empiricism.

Freudian theory led to a number of followers known as the neo-Freudians, including Adler, Jung, Horney, and Fromm.

Humanistic theories of personality focus on the underlying motivations that they believed drive personality, focusing on the nature of the self-concept and the development of self-esteem. The idea of unconditional positive regard championed by Carl Rogers has led in part to the positive psychology movement, and it is a basis for almost all contemporary psychological therapy.

Personality traits of humans and animals are determined in large part by their genetic makeup. Personality is not determined by any single gene, but rather by the actions of many genes working together.

The role of nature and nurture in personality is studied by means of behavioral genetics studies including family studies, twin studies, and adoption studies. These studies partition variability in personality into the influence of genetics (known as heritability), shared environment, and non-shared environment. Although these studies find that many personality traits are highly heritable, genetics does not determine everything. The major influence on personality is non-shared environmental influences.

In addition to the use of behavioral genetics, our understanding of the role of biology in personality recently has been dramatically increased through the use of molecular
genetics, the study of which genes are associated with which personality traits in animals and humans.

### 2.2.2.2 Behaviorism – The Theory behind Behavior

Behaviorism differed in approach; both structuralism and functionalism were essentially studies of the mind. The psychologists associated with the school of behaviorism, on the other hand, were reacting in part to the difficulties psychologists encountered when they tried to use introspection to understand behavior. Behaviorism is a school of psychology that is based on the premise that it is not possible to objectively study the mind, and therefore that psychologists should limit their attention to the study of behavior itself. Behaviorists believe that the human mind is a “black box” into which stimuli are sent and from which responses are received. They argue that there is no point in trying to determine what happens in the box because we can successfully predict behavior without knowing what happens inside the mind. Furthermore, behaviorists believe that it is possible to develop laws of learning that can explain all behaviors.

The first behaviorist was the American psychologist John B. Watson (1878–1958). Watson was influenced in large part by the work of the Russian physiologist Ivan Pavlov (1849–1936), who had discovered that dogs would salivate at the sound of a tone that had previously been associated with the presentation of food. Watson and the other behaviorists began to use these ideas to explain how events that people and other organisms experienced in their environment (stimuli) could produce specific behaviors (responses). For instance, in Pavlov’s research the stimulus (either the food or, after learning, the tone) would produce the response of salivation in the dogs.

In his research Watson found that systematically exposing a child to fearful stimuli in the presence of objects that did not themselves elicit fear could lead the child to respond with a fearful behavior to the presence of the stimulus (Watson & Rayner, 1920; Beck, Levinson, & Irons, 2009). In the best known of his studies, an 8-month-
old boy named Little Albert was used as the subject. Here is a summary of the findings:

_The boy was placed in the middle of a room; a white laboratory rat was placed near him and he was allowed to play with it. The child showed no fear of the rat. In later trials, the researchers made a loud sound behind Albert’s back by striking a steel bar with a hammer whenever the baby touched the rat. The child cried when he heard the noise. After several such pairings of the two stimuli, the child was again shown the rat. Now, however, he cried and tried to move away from the rat._

_In line with the behaviorist approach, the boy had learned to associate the white rat with the loud noise, resulting in crying._

The most famous behaviorist was **Burrhus Frederick (B. F.) Skinner (1904–1990)**, who expanded the principles of behaviorism and also brought them to the attention of the public at large; Skinner used the ideas of stimulus and response, along with the application of rewards or _reinforcements_, to train pigeons and other animals. And he used the general principles of behaviorism to develop theories about how best to teach children and how to create societies that were peaceful and productive. Skinner even developed a method for studying thoughts and feelings using the behaviorist approach (_Skinner, 1957, 1968, 1972_).

The behaviorists made substantial contributions to psychology by identifying the principles of _learning_. Although the behaviorists were incorrect in their beliefs that it was not possible to measure thoughts and feelings, their ideas provided new ideas that helped further our understanding regarding the nature-nurture debate as well as the question of free will. The ideas of behaviorism are fundamental to psychology and have been developed to help us better understand the role of prior experiences in a variety of areas of psychology.

According to the behaviorists, personality in terms of reactions to external stimuli, and was a radical shift away from _Freudian philosophy_.

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According to “B.F Skinner”, ‘who put forth a model which emphasized the mutual interaction of the person or “the organism” with its environment, believed that children do bad things in order to get attention they crave. For example: A child cries because a child desires attention and knows that it will be given. These are the stimulus response and consequences. The stimulus is the child being ignored the response is child acting out and the attention that child gets is the consequence”.

According to this theory peoples behavior is formed by processes such as operant conditioning. “Skinner” put forward a three term contingency model which helped promote analysis of behavior based on the “Stimulus Response Consequence Model”, in which the critical question is: ‘Under which circumstances or antecedent “stimuli”, does the organism engage in a particular behavior or response which in turn would produces a particular consequence?’
“Ivan Pavlov” is another notable influence. He is well known for his classical conditions experiments involving a dog. “These psychological studies on the dog lead him to discover the foundation of behaviorism as well as classical conditioning. Pavlov would begin his experiment by first ringing a bell which would cause no response from the dog. He would proceed to place food in front of the dog’s face causing the dog to salivate. Several seconds later he, would ring the bell again causing the dog now to salivate. After continuing this experiment several times, the dog would salivate just at the ring of the bell. These conditioning experiments can be used for many different types of experiments. He can do these experiments for any situation. For instance, if every time someone ate fish they got sick and he rang the bell when he ate the fish, eventually they would get sick from just the sound of the bell.”
“John B. Watson, The Father of American Behaviorism”, made four major assumptions about the ‘Radical Behaviorism’:

1. **Evolutionary Continuity**: The laws of behavior are applied equally to all living organisms, so we can study animals as simple models of complex human responses.
2. **Reductionism**: All behaviors are linked to physiology
3. **Determinism**: Animals do not respond freely, they respond in a programmed way to external stimuli. Biological organisms respond to outside influences.
4. **Empiricism**: Only our actions are observable evidence of our personality. Psychology should involve the study of observable behavior.

All behaviors focus on observable behavior. Thus there is no emphasis on unconscious motives, internal traits, introspection or self analysis. Behavior modification is a form of therapy that applies the principles of learning to achieve changes in behavior.
2.3. MEANING OF PERSONALITY AND BEHAVIOR AS PER PSYCHOLOGY AND OTHER PERSPECTIVES

2.3.1 Definition of Personality and Behavior as per Psychology

Personality is that integrity or capability which hints at all the outward and inner merits and demerits of a person. All those mutual activities are included in the personality that influence motivated organization and personality and they are also related to the environment.

The English word ‘Personality’ derived from the root Latin word ‘Persona’ which signifies mask or dramatic costumes. Seen from this angle, personality means outer appearance of a person. But personality is not determined from the outward form only but for this, presence of some internal qualities is also necessary. A good personality is impossible without internal qualities.
According to some scholars a good personality even influences others. We call this ‘social motive values’.

Many interpretations of the personality have been forwarded by philosophers, sociologists, and other scientists. If we take only the psychology, we find the first of all the behaviorists- paid attention on the internal qualities. Chief behaviorist ‘Kemph’ maintains that a personality is the adjustment of the styles of habits that represent special consonance with environments.

William Healy says:

“An integrated system of habitual adjustment to the social environment is personality.”

Morton Prince expressing his opinion on the meaning of personality has said:

“Personality is the sum total of all the biological innate, disposition, impulses, tendencies, appetites and the instincts of the individual and the acquired dispositions and tendencies”.

Contemplating over the motional aspect of personality Kurt Lewin has said:

“A person is a dynamic totality of systems”.

Explicating the further the meaning of personality H.C. Warren and L. Carmichael has said:

“Personality is the entire mental organization of human being at any stage of development. It embraces every phase of human character: intellect, temperament, skill, morality and every attitude that has been built up in the course of one’s life”.

Some psychologists do not deem it proper to press for internal qualities of personality. According to them we cannot see the internal qualities. We cannot clearly examine or study the internal qualities or specialties, therefore personality can be measured only by his behavior with others.

From this point of view D. Mc. Clelland has said:
“Personality is the most adequate conceptualization of a person’s behavior in all its detail that the scientist can give at a moment of time”.

**G. W. Allport** has defined personality more appropriately:

“There is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment”.

**Allport** has mentioned at another place that: “The personality adjustment of a person is his style which he adjusts between his necessaries and environment”.

“The personality of an individual is the mode of adjustment or survival that results from the interaction of his organic needs with an environment both friendly and hostile to these needs through the intermediation of a plastic and modifiable central nervous system”.

**Guthrie** accepts personality as all the habits of social importance and systems that are stable and not subject to frequent changes.

According **R. Linton:**

“Personality is the organized aggregate of psychological processes and states pertaining to the individual”.

According to **P. Leke (Paul Theodore):**

“Personality is unified scheme of experience and organization of values that are consistent with one another”

Another psychologist **Wilhelm Kempf** has defined personality as under:

“Personality is the habitual mode of adjustment which the organism effects between its own egocentric drives and the exigencies of the environment”.

In the concept of personality we include only those merits and demerits of an individual which are consistent in ones life. The casual merits of an individual or such specialties which are subject to frequent change, are not regarded as parts of the personality because we accept the physical, mental, social abilities that are consistent,
well organized and integrated as a personality. But this does not mean that personality is some consistent understanding viz. the personality will remain stable and there will be no changes. The personality may change consequent upon changes in merits, specialties, and abilities or subject to their development diminishing. For example: if today some individual possesses good habits, physique, it is possible the individual becomes subject to bad habits, change in their merits, nature. In such circumstances their present personality may definitely change.

The personalities of individual are different and the quality of the organization of merits is also different. According to *psychoanalytical view (Freud)*:

“There are *three* qualities in personality viz:

i. **Id** – Id is the sum of all the instincts and a natural tendency contained in the unconscious minds that are moral and requires instant satisfaction.

ii. **Ego** – Ego is sensitively, intelligence, and logic which is related to both ‘Id’ and ‘Super Ego’.

iii. **Super Ego** – Super ego is an individual’s ideal whose function is to guide the ‘Ego’

2.3.2 **Meaning of personality or behavior through other Perspectives**

The scholars of spiritualism, philosophy and sociology have explained personality in accordance with their own concepts.

**The Spiritual Concept of Personality**

An ideal personality is that which is capable of realizing the divine bliss. According to it the aim of the individual is to achieve moksha (deliverance). The duty of individual is to experience divine bliss through personality, leave the mundane attachments and taste deliverance (from birth and death). Therefore from spiritual point of view, *personality is the sum total of those qualities through which an individual can achieve*
moksha and leaving behind ego, worldly attachments and ignorance, gain heavenly knowledge and God.

It is noteworthy that the qualities of the ‘Balanced Intelligence’ as (sthit praya-स्थित प्रज्ञ) preached in the second chapter of ‘Geeta’, are of poised personality. And the characteristics of the devotee as described in the 12th chapter are those of a ‘gunatit’(गुणातीत) (beyond) the three guns viz. Satwa, Rajas and Tamas but the

Balanced Intelligence’ as (sthit praya-स्थित प्रज्ञ) individual has a specialty. The sthit praya (of balanced intelligence) is an ideal person. The explanation of sthit praya in Geeta is more important that the ‘mature personality’ described in modern psychology. According to ‘Geeta’ sthit praya (balanced intelligence) does not possess only emotional balanced minded in all the circumstances and functions without any attachment. *The following characteristics of sthit praya (balanced intelligence) have been described in ‘Geeta’.*

1. When a person glues up all their desires and remains satisfied within themselves, then they are called as ‘sthit praya’
2. One who is not grieved in grief and happy in comforts, which is devoid of attachment, fear, anger is called sthit praya.
3. Who is unattached in every circumstance, whose not grieved by favorable and unfavorable states, is sthit praya.
4. Just like a tortoise the sthit praya shrinks all his limbs inside the shell, he shrinks his sensory organs from their subjects.
5. When an individual functions without any attachment or desire and when there is no self-attachment and ego. Such an individual is called sthit praya (of stable and balanced intelligence).

**The Philosophical Angle**

In Indian philosophy *three* types of personalities have been referred to:

- **The Satoguni**
• The Rajoguni
• The Tamoguni

Of these the Satoguni Personality is the best.

A ‘Satoguni’ individual possesses ideal qualities, high ideal moral values, and is of high character. Besides the ‘Tamoguni’ individual is lust full, full of wrath sluggish, and possesses inhuman vices. In ‘Rajoguni’ individual is between these two somewhere.

Achievement of the supreme element (soul) has been accepted as the goal in Indian philosophy. According to the upnishads the essence of the universe and the supreme element is Brhm (ब्रह्म). The Brhm is endless, eternal, all pervading, extreme intelligent and purely sensitive. He is the soul of all. The Brhm is existent knowledge, endless. It is from the Brhm that the universe and being have emerged. The soul (अत्मा -atman) has also emanated from him. The soul is complete. The being, (Jeeva-जीव) is ignorant. All his bondages and griefs are due to ignorance. On the realization of the soul, the bondages and griefs also come to an end. That will be an ideal individual, who can destroy this ignorance.

Thus from philosophical point of view, the extreme importance of personality is self realization because that is the real form of a man. Personality is the means of achieving deliverance and destroys the ignorance.

According to Yoga Sutra

In itself there is no defect in the soul (अत्मा -atman), even then being reflected in the changing instincts, the changes seems to occur in it. For lack of true (spiritual) knowledge the soul (अत्मा -atman) beings to feel the feelings of comfort and grieves in the worldly affairs and develop the feelings of attachment and detachment. This is ‘Bondages’. Personality of the individual should develop in such a way to relieve
him/her from this bondage. The only means to this end is the obstruction of the tendencies of the mind. This is ‘Yoga’.

On the obstruction of the outward tendencies (instincts), the mind becomes concentrated at one point, this is called ‘Concentration’ but on the oblivion of all the tendencies (instincts) the mind becomes motionless. This stage is called ‘Yoga’ and one has to achieve this stage.

Displaying detachment from the aggrieved life, the Indian Philosophy leads us light and comforts in life in future. As we move forward on this path, the garbage of eternal karma and desires evaporates and the knowledge develops respectively and thus the aim or the goal of personality is to achieve this bliss only.

The Buddhist Angle

According to the Buddhist scholars, personality is the sum total of the five skandhas (स्कन्ध) or stages or some of these. These five skandhas (स्कन्ध) are as under:

1. **Roop Skandha:** This includes a man’s physique or his sensory organs.
2. **Vedana Skandha:** This includes his feelings and emotions etc.
3. **Sangya Skandha:** This includes practicalness etc.
4. **Sanskar Skandha:** This already includes memories and perceptions.
5. **Vigyan Skandha:** This includes consciousness. The aim of the personality is to achieve Nirvana (moksha). This nirvana is not of the Karmas (actions) but giving up of attachment, malice and labor.

According to Sankhya (सांख्य) Philosophy:

*Kapil* was the founder of ‘Sankhya Philosophy’ (सांख्य दर्शन). ‘Sankhya Philosophy’ accepts personality as the means through which Atman - Anatman (आत्मा-अनात्मा ) and Purush (being) - Prakriti (nature) can be discriminated.

According to the custom of Indian philosophy, the Sankhya also maintains life full of grief. The worldly life is full of griefs. These griefs are ordinarily of three kinds:
• Spiritual
• Physical or Worldly
• Aadhi Daivie (आद्य दैविक) (Pertaining to being)

The aim of an individual’s personality is to get rid of these three types of griefs.

"Dukh trbhidyatjjigyaasa tadabhidyatake heto"

“दुःख त्रभिद्यात्जिज्ञासा तदभिद्यात्के हेतो”

- Sankhya karic

_The Social Angle_

Seen from the social Angle an individual’s personality is the mirror of social background. According to its personality is the sum total organization of all those qualities that determines the individual’s functions and category. Thus personality can be adjudged as _social influence_.

“Personality is the balance of accepted and non-accepted qualities”.

- Rex Ronk

The real recognition of personality is possible in social and cultural circumstances only. Biologically too an individual is equal to others. These are the social cultural aspects that give the clear image to the physical and mental talents and create specialties in them, at the same time during the social interaction an individual receives certain definite ideas, tendencies, characteristics, habits, values, ideals etc. that become the different parts of the personality becoming stable. In this sense we can say that personality is an acquired achievement.

_Munn_ has defined personality:

“Personality is the frame, manner of behavior, tastes, capabilities, abilities, tendencies in the most organized forms.”

Another sociologist _Kimbel Young_ while defining the personality on the basis of biological social and cultural basis has said:
“Personality is the organized system of an individual’s habits, tendencies, physical characteristics and thoughts that is formed with self sensitiveness, state of ego and many other inspirations and ideas relating to work”.

This can be said in the words of Lapiere:

“Personality is the term of completion of all those qualities, which an individual has acquired during the process of socialization”.

According to Drever:

“The word personality is used in different meanings but the most elaborate and satisfactory meaning is, Personality is that dynamic and interrelated organization of an individual’s mental, physical, moral and social qualities which is expressed in the interaction with and before other people”.

The Economics Angle:

From economics point of view only that individual will be of successful personality, who can adjust their ends according to the resources so that the increasing and changing ends may be full filled. Personality resolves the problem aroused due to multifariousness of the ends and scarcity of the means.

Marshall has stressed the physical (worldly) welfare of man. From this angle an individual of a successful personality, should have proper knowledge of necessary worldly means to get comfort and welfare and their utilization.

Penson has also stressed the worldly welfare.

According to Prof. Robins only that will be a successful man who can solve the problem of choice between ends and the scarce means.

Thus we can say that personality means a healthy personality through which an individual can make proper adjustment in the society and face his problems with courage.

Allport has written:
“A healthy personality actively masters his environment, shows a certain unity of personality and is able to perceive the world and himself correctly”.

Qualities of a common Personality –

1. Average physical constitution
2. Average mental standard
3. Social Sense
4. Adjustment power
5. Knowledge of realities
6. Stability in Behaviors
7. Appropriate sensitivity
8. Adequate feeling of security
9. Evaluating Power
10. Integrated Personality
11. Knowledge of right and wrong

There is adjustment in the Id, Ego and superego of a common man. Their super ego is so strong that it can control their ego. Generally everyone uses self defense, uncontrolled, more or less, the uncommon men use this beyond proper limits. The common men try to emerge from the tensions, inner conflicts, and destroyed envy without being entangled to them. They are free from, doubts, stupidity and imaginary fears.

2.4 APPROACHES TO UNDERSTAND PERSONALITY AND BEHAVIOR

The psychologists’ have adopted their own methods to understand personality.

2.4.1 The Psychoanalytical Approach

This method came into vogue by Freud. According to it there are 3 elements of personality viz.
• **Id**

• **Ego**

• **Superego**

  ➢ The basis of ‘Id’ is mundane happiness- it is related to the unconsciousness mind. In a way it is a devilish tendency in an individual. It has no relationship with the reality of the world.

  ➢ ‘Ego’ is the human tendency. This is a stage of one’s reality and fact. The first and foremost function of Ego is self defense. For the self defense one acquires the knowledge of environment both physical and social. They come to the real world warding off the pure imaginations. The ego acquires knowledge from experiences and solves the existing problems.

  ➢ The ‘Superego’ develops from the environments and the moral atmosphere of the society. This is a super individual tendency of a person, which always inspires towards good and divine actions.

A constant struggle goes on between ‘Id’ and ‘Superego’ because both are opposite to each other. The ‘Id’ leads a person towards devilish ways and the ‘superego’ to the path of morality, adjusting between both the ‘Ego’ leads towards moderation.

Therefore the greater elements of the three viz. ‘Id’, ‘Ego’ and ‘Superego’ form the personality.

If an individual’s ‘Id’ is forceful, they will be mad after mean mentality, lust and mundane comforts and if the ‘super ego’ is forceful, they will be more spiritual, of divine powers, moral and idealistic. If the ‘ego’ of an individual is forceful, they will be practical. If the ego is ineffective, they cannot adjust between the ‘Id’ and ‘Superego’. As a result their life will be full of struggles, doubts imbalances and impracticability.
2.4.2 Trait Theory:

Allport and Cattel suggested:

“Study of an individual’s traits to understand the personality and them, they themselves studied the traits of the many people. Traits of a personality are those qualities that determine an individual’s behavior. These traits are stable in an individual”.

Wood Worth has extended a worth-recording statement in this regard that every trait has two sides:

- Positive
- Negative.

Cattle has indicated 12 initial qualities –

- Cyclonic
- Normal Mental capacity
- Towering
- Happy-Positive
- Character
- Emotional Stability
- Courage
- Ripeness
- Well-Cultured
- Trustworthy
- Non-customary
- Polite

According to the “Diagnostic and Statistical Manual of American Psychiatric Association”, personality traits are, “enduring patterns of perceiving, relating to and thinking about the environment and oneself that are exhibited in a wide range of social and personal contexts”.

According to the theorists:
- Traits are relatively stable over time
- Traits differ among individual (some are extrovert others could be shy)
- Traits influence behavior.

The most common models of traits incorporate three to five broad dimensions or factors. The least controversial dimension, observed as far back as ancient Greeks, is simply *Extraversion vs. Introversion.*

- **“Gordon Allport”** proposed that an individual’s conscious motives and traits better describe personality than does that person’s unconscious motivation. *He identified ‘three types of traits’:
  1. **Cardinal Trait:** a tendency to seek out the truth, govern the direction of one’s life
  2. **Central Trait:** Operate in daily interactions, as illustrated by a tendency to always try to control a situation
  3. **Secondary Trait:** A tendency to discriminate against older people, involve response to a specific situation.

- **“Raymond Cattell,”** by means of statistical technique called factor analysis, organized the huge number of words used to describe personality of over 17,000 and reduced them to 16 basic factors, which are as follows:
<table>
<thead>
<tr>
<th>Emotional, easily upset</th>
<th>Vs.</th>
<th>Calm and stable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligent</td>
<td>Vs.</td>
<td>Unintelligent</td>
</tr>
<tr>
<td>Suspicious</td>
<td>Vs.</td>
<td>Trusting</td>
</tr>
<tr>
<td>Reserved, unfriendly</td>
<td>Vs.</td>
<td>Outgoing, Friendly</td>
</tr>
<tr>
<td>Assertive, Dominant,</td>
<td>Vs.</td>
<td>Not assertive, humble</td>
</tr>
<tr>
<td>Sober, serious</td>
<td>Vs.</td>
<td>Happy go lucky</td>
</tr>
<tr>
<td>Conscientious</td>
<td>Vs.</td>
<td>Expedient</td>
</tr>
<tr>
<td>Shy, timid</td>
<td>Vs.</td>
<td>Venturesome</td>
</tr>
<tr>
<td>Tender minded</td>
<td>Vs.</td>
<td>Tough minded</td>
</tr>
<tr>
<td>Practical</td>
<td>Vs.</td>
<td>Imaginative</td>
</tr>
<tr>
<td>Shrewd</td>
<td>Vs.</td>
<td>Forthright</td>
</tr>
<tr>
<td>Self assured, Placid</td>
<td>Vs.</td>
<td>Experimenting</td>
</tr>
<tr>
<td>Group Oriented</td>
<td>Vs.</td>
<td>Self Sufficient</td>
</tr>
<tr>
<td>Undisciplined</td>
<td>Vs.</td>
<td>Self Disciplined</td>
</tr>
<tr>
<td>Relaxed</td>
<td>Vs.</td>
<td>Tense, Driven</td>
</tr>
<tr>
<td>Conservative</td>
<td>Vs.</td>
<td>Experimenting</td>
</tr>
</tbody>
</table>
*Wood Worth* has recorded following main traits along with their opposites:

<table>
<thead>
<tr>
<th>Main traits</th>
<th>Opposite traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Happy, social</td>
<td>Dull, shy</td>
</tr>
<tr>
<td>2. Intelligent</td>
<td>Foolish</td>
</tr>
<tr>
<td>3. Emotional stability; Prac</td>
<td>Emotional instability, impractical</td>
</tr>
<tr>
<td>4. Authoritative, Self-screw</td>
<td>Selflessness</td>
</tr>
<tr>
<td>5. Social, Peaceful</td>
<td>Secluded, Pugnacious</td>
</tr>
<tr>
<td>6. Kind, Clear hearted</td>
<td>Rigid, heartless</td>
</tr>
<tr>
<td>7. Civilized, Trustful</td>
<td>Uncivilized, False</td>
</tr>
<tr>
<td>8. Courageous</td>
<td>Fearing</td>
</tr>
<tr>
<td>9. Active</td>
<td>Inactive</td>
</tr>
<tr>
<td>10. Peaceful, For bearing</td>
<td>Quick, Angry, Peevish</td>
</tr>
<tr>
<td>11. Friendly</td>
<td>Unfriendly</td>
</tr>
<tr>
<td>12. Laborious</td>
<td>Lethargic</td>
</tr>
</tbody>
</table>

From the point of view of convenience all these traits may be divided into *four* major categories:

1. **The Physical Trait** – The traits related to physical constructions are beauty, balanced body, color form, health, length, breadth etc.

2. **Mental Trait** – It has got three parts:
   i. *Knowledge or intelligence* – mental capabilities.
   ii. *Feelings or nature* – Behavior, mixing up, hopeful, and secluded.
   iii. *Willing or character*: All the civic characteristics.

3. **Social Trait** – With their qualities a man adjusts successfully in society.

4. **Adjusting Trait** – Personality is the adjustment of many qualities. An individual will be adjusting according to this power of adjustment. Due to this adjustment trait an individual adjusting various physical, mental and social traits, forms a balanced personality. These traits are very important to understand personality. These are of course the basis of personality.

2.4.3 **The Kind Method** –

Some scholars try to understand personality after studying their kinds.
a) **The Indian Angle** – In the Indian philosophy three types of personalities have been indicated –

✓ Satoguni
✓ Rajoguni
✓ Tamoguni

From another angel individual has been divided into other 3 categories –

✓ Kafaj (कफज)
✓ Pittaj (वायुज)
✓ Vayuj (पित्तज)

An individual with ‘cough’ tendencies is called ‘Kafaj’. Gallic tendency is called ‘Pittaj’ and wind tendency is called ‘Vayuj’. All these 3 types of individuals are different from one another in behavior, nature and character.

b) **Physique Construction Angle** –

The scholars have told various kinds of personalities on the basis of physique construction. *Kretschmer* has suggested following kinds:

1. **Athletic**: Healthy good physique, stout, of self confidence and fine adjustment
2. **Aesthetic**: Lean and thin, long, easily agitated nature, peevish and of hopeless tendencies.
3. **Pyknic**: Short, fat, fleshy, pleasing nature, mixing up, loving.
4. **Dysplastic**: Compound of the above three.

**The Classification of Sheldon** –

- Ectomorphic
- Mesomorphic
- Endomorphic

c) **The Sociological Angle** -
Spranger has suggested six types:

1. **Theoretical**: Trust principles more than behavior-poet, authors, philosophers etc.
2. **Economic**: Often care for money, businessmen, shopkeepers, industrialists.
3. **Social**: These people are social, sympathy; kindness bearing and sense of social service are potential in these.
4. **Political**: They possess sovereignty, power, and capacity to control. Such people take keen interest in administration and politics.
5. **Religious**: Believing in religion-rituals saints, worshipers devotees etc.
6. **Aesthetic**: Worshipper of beauty like artists, sculptors, nature-lovers and literatures etc.

Thorendike has divided personality into 3 categories:

i. **Abstract thinkers**

ii. **Idea thinkers**

iii. **Concrete Thinkers**

In modern time classification of Jung is considered to be the best. His category division is as follows in – 2-Fig.21
A. *Introvert Personality:*

The following qualities are found in an introvert personality:

- Absorbed in themselves, secluded, alone and there seems to be lack of sociality.
- They speak less, shy and are concerned with their affairs only.
- They have interest in literature and spiritual matters.
- They concentrate their attention on present problems only.
- They are thought based logicist and are always after the search of truth.
- The introverts with the thought based and imaginative vision who care to achieve supreme truth and develop divine vision, like: Maharishi Dhayanand, Buddha, Jesus Christ etc.
- Feeling based logical introvert, absorbed in self grief and present their grief logically.
- Feeling based on divine vision introvert, being busy in search of truth, giving light to the world.
- They are doubtful and suspicious by nature.
- They do not like recreation and do not participate in, with others.

B. *Extrovert Personality:*

The following characteristics are found in an extrovert personality:

- They are very social and talkative.
- They befriend with others very soon
- They are very recreative and pleased.
- The extroverts are enough idealists, for bearing and active.
- They are often reactionary.
- Their conscious mind is selfless
- They thought based logical extrovert lead their lives in logical pursuits, like; Lawyers, leaders teachers, etc.
The thought based emotionless extrovert cannot present their ideas logically but perform good deeds themselves as Subhash Chandr Bose, Hitler etc.

They emotional extrovert are imaginative. This quality is often found amongst women.

Jung has also told about one ‘Ambivert’. He possesses the quality of both. They are realists and down to earth, outspoken. Their numbers are maximal in the world. The reality is that there are neither pure introverts nor extrovert.

2.4.4. Instinct Approach –

According to this approach the behavior of every person is guided by instinct. The behavior will be in accordance with the development of the instinct stage because our emotion or the other is connected with the instincts.

The instincts occupy an important spot in understanding the personality. The instincts develop in every individual differently and the intensity of these instincts is also different Therefore these behaviors also assume difference.

Macdugal’ has recorded 14 instincts connected with their emotions:

<table>
<thead>
<tr>
<th>Instincts</th>
<th>Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escape</td>
<td>Fear</td>
</tr>
<tr>
<td>Pugnacity</td>
<td>Anger</td>
</tr>
<tr>
<td>Repulsion</td>
<td>Disgust</td>
</tr>
<tr>
<td>Parental</td>
<td>Love</td>
</tr>
<tr>
<td>Appeal</td>
<td>Distress</td>
</tr>
<tr>
<td>Sex</td>
<td>Lust</td>
</tr>
<tr>
<td>Curiosity</td>
<td>Wonder</td>
</tr>
<tr>
<td>Submission</td>
<td>Negative self feeling</td>
</tr>
<tr>
<td>Self Assertion</td>
<td>Positive self feeling</td>
</tr>
<tr>
<td>Gregariousness</td>
<td>Loneliness</td>
</tr>
<tr>
<td>Food seeking</td>
<td>Appetite</td>
</tr>
<tr>
<td>Collection</td>
<td>Ownership</td>
</tr>
<tr>
<td>Construction</td>
<td>Creativeness</td>
</tr>
<tr>
<td>Laughter</td>
<td>Amusement</td>
</tr>
</tbody>
</table>
2.5. **AIM OF PERSONALITY DEVELOPMENT: The Facts, Principles And Element That Influence Personality Development**

Every person has a different and unique personality. The person’s way of thinking, attitude towards life, approach towards certain things, belief, emotions and ideas all distinguishes him/her from others. This personality could be shaped up in the right order if they are being shaped and guided the proper way since the childhood, then a person can have a desired positive and well rounded personality.

2.5.1 **Factors that Influences Personality Development are as follows:**

2.5.1.1 **Parental Influence and Home Environment:**

Parental Influence is one of the most important factors that influence personality development. Child gets to understand various emotions through his mother. He learns about various kinds of emotions and starts displaying it both in negative and positive way like love, care, jealousy, shyness, support, help, and anxiety. For a child the love and attention of both the parents are equally important for the development of his personality. The absenteeism of any of the parents might have a negative impact on the child’s personality. Parents should always try to take care of the fact that they should prove to be a good role model to their children. Children are little scientist who observe minute of details of mannerism and the act done by their parents. They are quick in picking up things to their actions. The way parents behave with their child, the kind of culture he is being brought up into, how much he is being allowed to socialize and the emotional support of his parents; all these factors have a great impact on the child’s mental growth. The way child’s parents socialize in society, the way they talk, with friend’s relatives and neighbors, the same traits most probably will be imbedded by the child as well. Parents should also try to avoid being too authoritative, strict, disciplined, extra loud, discouraging, comparing with other children or the siblings, punishing him severely etc. could have damaging impact on the development of the child. Thus, to sure that child have confident personality
development, parents should provide an environment to their child where he gets ample of opportunities to develop into a healthy positive personality.

2.5.1.2 School Environment:

After parents influence and home environment the factor that influences most of the development of a child’s personality is school. It plays the important role in shaping the personality. School is the place where child actually gets to socialize, learns to interact with his fellow friends. He gets educated and develops skilled communication. Learns to be disciplined, engage in rules and regulations through the games he plays and learns time management and also learn new things. School plays major role in the development of the personality as it is greatly influenced by the way he is being treated by his teachers’ friends and peers.

2.5.1.3 Social and Cultural Environment:

Influence of culture and social environment on child’s personality development is something that cannot be ignored and is also considered to be one of the important aspects of personality development. The children who are being brought up in countries like India, Africa, or in Asian countries are taught to be cooperative unlike the children in western countries are taught to be individualistic. It is these environments that affect and influence the personality development at early stages in life which shaped the personality for the entire life. The parents, teachers, friends, neighbors, home, schools all have a great impact on the development of personality. Lastly, “The kind of experiences a person has as a child teen or young adult, play a motor role in determining his reactions, his feelings, his emotions, make-up and the way he behaves.

2.5.2 Stages of life and Types that Influences Personality Development are as follows:

2.5.2.1 Physical Development:

During the first week of the baby’s birth, the size of infant is hardly more than forearms but within couple of weeks the baby grows and becomes rounded. Mother
who breastfed a child is much healthier and chubby than the babies who are formula fed and after fourth months the baby is doubled with weight and the head grows at a faster rate than the rest of the body. The development of the baby after one year is determined on her nutrition and feeding routines.

2.5.2.2 Visual and Auditory Development:

The new born baby's vision is limited and they cannot see beyond the 12 inches, but by the end of first year their vision improves and then can see upto 3 feet. In three weeks baby is just able to recognize the voice their parents. Between 1-3 months of age baby starts responding to the sounds around. By 3 months they started taking the notice of their environments and they can even starts making or responding to the eye contact made to them. In 4 – 6 months babies are accomplished in tracing sounds to their origin. By the age of 9 moths they are able to distinguish colors and their most of the auditory development is completed in the first year. Toddlers of 2-3 years of age become smarter and can distinguish one color from another and also associate the names of the color to the specific one.

2.5.2.3 Sensory, Sense (olfactory) & Motor Development:

Infants have extraordinary abilities to indentify smell and touch exactly the same way as when they are born they have under developed motor skills but by the time they are 3 months of age they show remarkable improvement in their motor development. Infants can easily smell the breast milk and also can identify the touch of their mother’s from other.

Infants as they grow from 3 months onwards they start up having developing and improved motor skills. They can easily turn over on chest or can even lift themselves to right or left, they might sleep on their stomach and even at times makes funny facial expressions. By the age of 6 months babies starts to craw and to the next stage of motor development they start taking up step. By the time they reach their 1st birthday many babies able to walk a little with little or no support.
2.5.2.4 Intellectual Development:

Intellectual development occurs in different areas such as language, social emotional etc. It is unusual for babies to show any sign of intellectual development until the 4th month. However this does not mean that the brain of baby is not developing. In fact it takes place at astonishing rate in the first year of baby’s life. Language skills begin to develop at 6-9 months. Emotions or social development does not begin until the infant enters the first year. At this time around, the child begins to develop a personality of their own. They develop likes or dislikes for certain things, people etc. Thus viewing all the factors, stages, types in the development of personality is a rewarding experience for parents as parental interventions and interactions at this stage ensures healthy physical and mental development of child.

2.5.3. Factors affecting the Personality

The elements of physical concentration, health, intellectual capabilities nervous system and glands come into heredity factor and family neighborhood economic condition school society climate elements include the environment element. The elements that influences the personality is said the determiners. These are of two types:

2.5.3.1 Heredity Factors:

1. **Physical construction:** Physical construction influences the personality considerably. Beautiful and attractive physical construction fills and individual with self confidence and superiority. Ugliness, imbalance, deformity develops inferiority complex. Deformity of the physical subdues the personality.

2. **Physical Health:** The lean thin and weak people are angry peevish and suspicious. They also lack self confidence. People of good health are rather self confident, are of good moral character and for bearing.

3. **Intellectual Abilities:** These influence the behavior, thinking, logic and other functions.
4. **Nervous System**: Adjustment with environment is only possible on the proper development of nervous system. If the development of the nervous system is proper an individual will make adjustment with the environment easily, otherwise he will face inconvenience, and where there is no adjustment of the individual with the environment his personality will not remain balanced.

5. **Glands**: The development of the personality is most influenced by the glands inside the body. There are two types of glands in our body:

   i. **Duct Gland**
   
   ii. **Ductless Gland**

   The juices that the ‘**Duct Gland**’ produces secret it in the form of tears, sweat etc. there is no much importance of these in the development of the personality, but the ‘**Ductless Gland**’ mixes the juice that they produce directly with blood.

   There glands produces the body chemicals. 2-Fig.22

A. **Pituitary Gland** – General development sexual tendency and control over other glands.

B. **Thyroid** – Effect’s intelligence and personality. An individual feels restless due to excessive bleeding.

C. **Parathyroid**: Development of bones, impart strength, give the body calcium and phosphorous.

D. **Insulin**: Diabetes diseases emerge from its weak functioning. It provides carbohydrate to the body.
E. **Adrenal**: Less sexual desire, severity, strength increase and balances sugar with body. The body becomes weak on its disfunction.

F. **Thymus**: Causes sexual development. This gland stops work at the young age.

G. Gondess: Organizing sexual behavior, excitement in the sexual organs copulation process, difference between the male and female are its functions.

‘Hickman’ has written in details on the importance of these glands. *These glands influence health, intelligence and emotional structure in the body.*

### 2.5.3.2 Environmental factors:

1) **Physical Environment** – The people of equatorial climate are black short lethargic and of less longevity. Their physical capacity is also less. But they have more reproductive strength contrary to the people of cold regions is long strong of long life and laborious.

2) **Cultural Environment** – Every society has its own culture and civilization. Due to influences of the civilization the ‘*nagas* (नागा)’ are called ‘*Head hunters*’. The *Bhils* (भील) are violent and the ‘*Santhals*’(संथाल) are timid. The Indian youths do not drink wine as openly as their Europeans.

3) **Social Environment** – There are several such institutions in the social environment the influences the development of the personality in some ways or the other considerably. An individual’s family, neighbor, friend circle, school, temple, church religious festivals more social customs etc all influences the personality.

i. **Family**: is the first school of the child. The effect of this school is lifelong. Relationship amongst the members of the family, their education, standard of living, social and economic situations, the love and affection from the members of the family etc. all the factors influences the personality of a child. The total strength of the children in the family, how many children the parents have, of which member is the child belongs, parent’s age at the time of the birth etc. also influences the personality.
ii. **Neighborhood:** A child learns much from his neighborhood. His talking, habit, etc. depend to a great extent on the behavior of the habitants of the neighborhood.

iii. **Friend Circle:** The child learns the qualities from his friends. The habits, their conversation, dress, etiquette, etc. influences the child directly.

iv. **School:** The child also learns the habits of its mates and teachers. The teacher influences the mind of the child the most.

Besides these elements, the religious institutions, the social and economic status of the child, his aims of life, social festivals, fairs, festivals, cinema, literature social and national characters etc. many factors influences the development of a child’s personality.

4) **Motivation and Personality** – Motivation presents a definite personality to the personality. Motivation makes a person active and inspires him to learn new things and actions. This creates taste in an individual maintains and controls it and determines the whole behavior and directs it. Motivation is the power that presents a style to an individual’s behavior and personality. The motivations are of two types:

- **Internal Motivation or Biological Motivation:** This denotes that the internal power which arouses a person’s behavior. With this motivation a person endeavors to achieve his ends of self-defense with intensity. These necessities relate to food, water, security, sex and emotion etc.

- **External motivation or Psychological Motivation:** In this a person acts excited by external factor like, making efforts for success, inspired by others.

**2.5.4 Adjustment Process**

There is also an important contribution of an individual ‘**Adjustment Process**’ with the evolution of the personality. First of all an individual feels some necessity, which causes mental tension. This tension generates struggle, some or goal or other is
created to fulfill the want, than that necessity is satisfied, otherwise struggles remain in his mind and he becomes the victim of frustration.

- **Frustration**: Absence of some legitimate aim or disturbance in the achievement of some aim or its progress produces a shock to the motivating, results in frustration.

- **Causes of Frustration**: Among the physical causes flood, epidemic etc. present the state of frustration. Among the social causes, the social customs, mores, etc. can cause frustration stage. Physical defects or deficiencies can cause (to be blind or handicapped), low social or economic condition, excessive high ambitious (aspire very high against power and capacity.) or sometimes two opposite needs arising also produce frustration.

- **Effects of Frustration**: Changes occur in continuous such state such as:
  - A person becomes very furious, aggressive.
  - Likes seclusion.
  - Feeling of social revolt arises
  - Falls sick
  - Loses his self confidence
  - Inferiorly complex arises
  - Criminal tendency can develop in a person

**Criteria of Personality Adjustment**: the following are the criteria for personality adjustment as suggested by the scholars –

- **Balanced Personality** – Personality is the total of many qualities or characteristics. The main touch stone of personality adjustment is the balance of personality which is uniformity in his various mutual acts and lack of struggle. He is not panicked by troubles and failures but resolves them.

- **Decrease in tension** – When person’s wants are fulfilled, tension also decreases in him.
Adjustment in wants and environment – There is an adjustment in between a person’s wants and the scarce means to fulfill them. It is not that there is none.

2.6 THE ROLE OF SOCIAL ASPECTS, FACTORS AND TYPES THAT INFLUENCES PERSONALITY DEVELOPMENT

Personality development is not feasible in absence of society. According to William James:

“The primary social contacts of the child are helpful in his self or the development of the social spirit. A person is molded in the culture in which he lives. The effect of the atmosphere is obvious on a person. Therefore if the development of the personality is proper, his adjustment in the society and responsibilities towards group will also be proper.”

Therefore one object of personality development is that he adjusts his duties towards the society properly. There must be the spirit of social cooperation realizing responsibilities and being able to support himself and his family and even others.

Proper development of personality which included morality, tendencies, tests, value, life and ideals is more or less the result of atmosphere which includes a person’s circumstances, culture and civilization.

2.6.1 Mental Development

One’s mental development is also important in formation of personality. A person’s mental development should be proper.

To be called a gentleman a person’s mental development should be according to his age. Therefore one object of personality development is that person’s mental development is proper. This does not mean that his mental activities should be like those of a child. Otherwise his mental stature would be called abnormal. His other jobs would be proper only if his mental development is so and his adjustment in the society would be successful.
2.6.2 Emotional Development

Another object of personality development is that, the expressions of his emotions and his emotional behavior be properly. Emotional instability will be painful for him and his personality will also be called Abnormal. A person should express his emotions in a cultured manner and have necessary discipline on them; this is the aim of personality development.

2.6.3 Moral Development

Moral sense in a person is not since birth, it is generated with the effect of social and cultural atmosphere. The main aim of proper development of personality is his moral development. A person’s moral tendencies values of life and habits are the essence of social life.

The development of morality like other aspects emanates with the company of elders. Timely directives of parents are from positive and negative manners.

One of the aims of personality development is that a person should have the understanding to discriminate between right and wrong and proper and improper. We often begin the formation of the spirit of morality with conduct and use words and ideas afterwards. This thing is also apply to other aspects of personality formation. But the aim of moral education is to reverse this process. That is first we found the charged ideas with words and other symbols and sow the seeds of values of life from infant mind according to which it acts like lamp in defining and regulating the conduct.

George Mead opines that it is not sure what a man of character will do in a particular circumstances even then it is true that of has acquired good moral education, he will defiantly abide by all the moral rules.

2.6.4 Development of the Aesthetic Values of life

In the development of personality to see beauty, to enjoy it, to praise it and to create beauty is also necessary. Somebody has a taste for poetry, some in music, literature,
and somebody in nature. The taste in literature, music and arts of a person, is indicative of his good personality for which the contact of the people, observation of the whole of the society and knowledge of the things, is necessary.

2.6.5 Development of Expertise

Every person has some expertise or the other. Therefore it is one of the aims of development of personality that he develops that expertise further and later on leaving the minute details may be expert in his profession so that he can benefit himself and others. Development of man’s talent is necessary or else it would be wasted.

Through higher education, cleverness, handsomeness, neither a person can gain self-satisfaction or popularity. The most important thing is sophisticated personality. One gets an opportunity, expert and progressive from it on this basis. Development of whole personality in scientific term is called a ‘body image’.

Body image does not mean beauty, decoration or cleverness but that specialty of the personality on the basis of which somebody’s greatness or specialty is accepted. This is the state of someone’s being convincing, verified and efficient. One, who possesses it, possesses much more. One, who lags behind in this respect, is subject to humiliation.

This specialty develops on the basis of, greatness, modesty and self-discipline. Such person are saved from those vices due to which even being efficient, healthy and handsome, people begin to indulge in acts as can be termed as characterlessness and non-specification.

Body image is not only a person's own tendency created in a stage of complete awakening but also his own point of view about his own self in a state of semi-consciousness, his experiences, feelings, mental imaginations etc. are also included in it. These tendencies, experiences can be viewed clearly or symbolically, created by his own self on the basis as to how he adjusts his job, behavior, and manages it,
because there is a deep impression of the body image in his every action, posture and behavior.

It has been discovered in research that in a state of mental pressure, the diseases are most aggravated. Dr. Stop Henry says in ‘Psychology Today’ magazine (September 1984) that about 75% in every thousand more patients prove the authenticity of this statement. Some people have more aggravated mental tension then others.

Various functions of our body like sieving the dirt from the blood by the kidneys, absorbing of the nutritious food by the intestine etc. other many peculiar functions depend upon the active functioning of the brain, nerves, and pituitary Hormone gland. Criminal tendency disrupts all this functioning.

The famous Philosopher Emerson has said: ‘Don’t let passion and fear sprout in the mind’.

He also told that if passion and fear are taken-out from the mind, its maximum capacity can be utilized.

To get rid of tension one should change one’s view towards life. If the factual position is analyzed correctly one can get rid of fear easily.

This is a characteristic of criminal conduct that even when showing arrogance there is confusion in one’s mind and this affects the whole personality. Disease in the body and regret in the mind both make a person such as they cannot make a sound and proper decision. Practiced misconduct increases day by day and there that person is not in a position to find a place in civilized society and step forward progressively.

The recognition of a good personality is patience and well managed life. A great personality only is termed patient (for bearers). Even in diversity a person should not be discouraged.

There should be utmost unity in the wishes and desire of a person and they should be effortful in a definite direction of progress with a will.
A person of ideal personality accepts their mistakes and also makes efforts to remove them. Often unreasonable fear, anger, partiality, hopelessness etc vices creeps in a person. Having removed these he should practice fearlessness, peace, impartiality, and hopefulness constantly.

Another aim of an ideal personality is that, individual keeps their emotions stable and avoids excessive emotiveness. Their mind should be calm and balanced and they should be capable of solving their own problems themselves.

For the healthy personality utmost unity in the soul is necessary. When there is uniformly and unity in a person’s tastes, tendencies, memory, values of life, ideals, and aims of life, his personality may be deemed to be healthy.

2.7 DIFFERENT STAGES AND PHASES OF PERSONALITY DEVELOPMENT

2.7.1 Stages of Development

Prenatal: The Prenatal development of human beings is viewed in three separate stages:

1) Germinal (conception through week 2)
2) Embryonic (week 3 through 8)
3) Fetal (week 9 through birth)

These stages are not the same as the trimesters of a women’s pregnancy.
The germinal stage is least resembles a grown human. It begins when a sperm penetrates an egg in the act of conception (normally the result of sexual intercourse between a man and a woman). At this point a zygote is formed. Through the process of mitosis the cells divide and double.

The embryonic stage occurs once the zygote has firmly implanted itself into the uterine wall. It is in this stage that the vital organs are formed, and while the external body is still extremely dissimilar from an adult human some features such as eyes and arms and eventually ears and feet become recognizable. The fetal period is when the brain most substantially forms, becoming more and more complex over the last few months.

During pregnancy the risk to the developing child from drugs and other teratogens, spousal abuse and other stress on the mother, nutrition and the age of the mother are quite acute. Three methods of determining fetal defects and health include the ultrasound, amniocentesis and chronic villus sampling.
For every young child, music has power and meaning that go beyond words. Children have natural love for music. They love a good tune with an energetic beat. Sharing music with young children is simply one more way to give and receive love. Music and music experiences also supports the formation of important brain connections that are being established ever the first three years of life. (Carlton, 2000).

In early childhood music activities simultaneously promote development in multiple domains. Singing lullaby while rocking a baby stimulates early language development, promotes attachments and support and infants growing spatial awareness as the child experiences his/her body moving in space.

According to the, ‘Sigmund Freud’, child’s development is described as a series of ‘psychosexual stages’. In ‘three essays on sexuality’, (1915), Freud outlines these stages as:

1. **Oral**
2. **Anal**
3. **Phallic**
4. **Latency**
5. **Genital**

Each stage involves the satisfaction of libidinal desire and can later play a role in adult personality.

“The International foundation of Music Research” at ‘University of Texas at San Antonio’s”, recent data shows that there is substantial evidence indicating that babies are aware of and respond to music and different sounds inside their mother’s womb. Hundreds of thousands of nerve cells are sprouting miraculously in an unborn baby’s brain.

At birth, a baby’s brain development still remains incomplete. Moments after birth, a baby may turn in a direction of a voice or sound, searching for the source. New born quickly learns to recognize their mother’s voice from others and they are able to respond to changes in a person’s voice or pitch, before reaching to their first birth or
birthday often by moving their arms or legs or babbling and cooing. A child’s brain develops its full potential when exposed to enriching experiences in early childhood. Stimuli received in early childhood are crucial to brain growth and the development of important connections made in nerve cell network.

Music, the one component in the rich sensory environment that, when coupled with human interactions, boosts infants development. The effect of music depends upon the infant and the environment in which activities are introduced. In general, reciting nursery rhymes and singing patterned songs such as: Eya Eya O or If you are happy and you know it etc. gives an infant a sense of rhythm and sound of language even if they cannot form the words to reciprocate. As infants develop music and song can help infant’s as young as 6 months old reinforcement in receptive language, skills, musical intelligence, letter recognition, memory etc.

Children gets easily connected in their babyhood and ankle-biter days with their parents and other family members as they are very much subordinated to caregivers for their feeding and nurturing.

Personality is that psychological characteristics that make each and every individual unique. Personality is related to both traits and states where traits is considered to be that characteristics which is there for longer period of time like temperament and state is that characteristic which are considered to be changeable like mood. Both states and traits in personality are considered to be developed at early stages in life where the hereditary psychological and social influences are the most responsible causes for the formation of the personality.

2.7.2 Different Phases of Personality Development:

Development of all the individuals passes through certain definite processes. There being similarity in the development of personality, there is a difference in the development of a child. The development of every child passes through different circumstances. There is also difference in their personality because, the psychological factors in the development of personality are different in various children and their
physical and mental development depends to a great extent on genes which they inherit from family. Even then if we see minutely, we will find the same process in the development of children. A child passes through various developmental processes from birth to adulthood.

*Dr. Earnest Jones* has stated four stages of child development:

1. **Infancy: From birth upto 5 years**
2. **Childhood: 6 to 12 years**
3. **Adolescence: From 13 to 18 years**
4. **Middles Age (Youth): Above 18 years**

Besides, there is 5th old age which begins from the age of 55 years.

From the development of personality development view- there are some specialties in an individual in every stage. There may be some changes in the tendency and a nature of a person, while stepping up to the next stage in age. Now we shall see these stages systematically.

1. **Infancy (from birth upto 5 years):**

The life of an infant is under the influence of instincts. There are restiveness and mobility in an infant. A new born baby completely depends on its guardians. Dependence in an infant is the utmost as he learns walking he is influenced by social mores. These cast great influence on the children ages 2-3 years. The imagination of an infant is very intensive. They come into contact with other people, they are afraid of some person, but when they imitate them then their fear disappears. They act effectively like them. The sense of self love is strong in an infant. They decorate themselves, wear good colorful clothes, and look their face in the mirror.

The personality development starts from the birth. In a child of 5-6 years, most of their direction begins to confirm. A child’s experience casts much effect on their development. These experiences are both pleasant and sad. A child learns from both. There are personal differences in learning, a child of sharp intelligence learns much sooner while the dull takes time and experiences difficulty.
R.B. Cattel writes:

“The taste of dull is much”.

For healthy child the adjustment with the circumstances is easy. According to the ‘Adler’ –

“Life style of a person starts during childhood. This depends on the tendencies of a child, which direction of development they will take what they will learn more and easily and how will their personality will develop”.

A child, who is offered much affection and comforts, develops the feeling of monopoly and self respect. But the child who is kept under the strict regimentation develops inferiority complex.

“The first born is ahead of others from the point of view of personality development. If there is much difference in the ages of their younger brother or sisters they have a sense of respect for the eldest. Being eldest they are considered intelligent and responsible among all the children. But the last born often gets much affection. Even in times of crisis there are many to give them shelter. Therefore sense of responsibility emerges in them much later”.

2. Childhood:

“The age between 7 and 12 years is childhood. During this age a child is mostly extrovert and social. They play with the children of the same sex. From 7-8 years a child yearns to be independent of their parents, social tastes emerge in them”.

A child should be self supporting for proper development. Arousing of self confidence in them is necessary for building their personality. The recognition of child’s personality requires self-control and self-support. A loose child’s personality cannot term ideal. A child is often extrovert; they are always conscious of their society and awake.
Physical development is very fast during childhood. Till about 7-8 years a child’s hands feet and torsis similarize those of an adult. Their bones get harder with their physical development, their mind develops about 90% that of an adult.

The more a child grows up, the less they are dependent on parents. A child wants self reliance. They want to create aim like others. As they grow up they recognize the power of their parents and also try to become like them. They leave the tendencies and values of their parents. Gradually besides their guardians be also assimilates the behavior and characterizes of other people.

In the beginning the child is confined to his family only but reaching the stage of boyhood he begins to enjoy group games and his among other children (boys) also increases.

At the end of childhood, a person’s taste becomes like that of an adolescent. The girl grows adolescence earlier than the boy.

3. **Adolescence:**

Many of the characteristics of infancy are repeated in adolescence hence it can be termed as the ‘repetition of the infancy’. The adolescent is also introvert like the infant. They are constructive by nature. They feel the newness of life. Due to increased blood circulation and heat they possess a new enthusiasm and hope.

The physical growth suddenly becomes intense during this period. The physical changes are apparent. Many important changes occur due to physical maturity of adolescent and their social interactions. Attraction is developed for the opposite sex. It has been observed that when they fail to be independent, they become habitual of taking potential drugs.

The personality of an adolescent is emotional not logical and intellectual. According to ‘Guthrie’ –

“Adolescence is the age of ups and downs of enthusiasm. The emotions of an adolescent are increased and instability envelopes his emotional life”.
An adolescent has a tendency of a day dreaming, they draw the images of their own liking drowned in their imaginations and enthusiasm. They lack practicability.

An adolescent has an intense taste for poetry, music and other arts. All their personality is full of sweetness. They possess ever new sensitiveness to life force. Psychologist “Mr. Hall” has observed increase intellectual ability, new taste in poetry and nature observation. Thus all this can be useful in the development of their personality.

Stable emotions emerge during adolescence. Therefore they perform many interesting deeds- Photography, music, collection of leaves and flowers and stamp collection. The thoughts and ideals of an adolescent are determined by civilization.

4. **Middle Age:**

Generally adolescence ends at the age of 18, and after this the middle age begins. But we can call even the age 18-24 as post adolescence. A middle aged person becomes mature wholly. Their taste is not confined to themself but spreads to the external world and things, other people and general nature.

A middle age person is not emotional like an adolescent, they become utmost logical, intelligent and understanding. They are considered to be a responsible member of the society. A middle age person is realistic. Their sight is subjective. After choosing their goal, they buries themself in completing (achieving) it.

The personality of a middle aged person is well organized and compact, they can be proud of understanding, intelligence and discretion as well. They are aware of the sweetness and bitterness of life.

5. **Post Middle age or Ripe age:**

This is a time between 35-50 or 55 years. Generally during this period a person’s physical strength reduces. But their efficiency increases.

“Lehman” has shown that in the fields of science and literature the extreme limit of creative works is achieved by the age of 40 years.
In both the men and women the emotion begins to stabilize after adolescence. They adopt stability and confirmation. They express their emotions according to needs. No special change is discernible in the taste and the tendencies of this age but the taste of the person lessens in physical activities. They like to live in a vast group. Their taste increases in acquisition of knowledge. Their sight becomes sharp like that of a philosopher.

Unity and adjustment must be established in the various factors of personality especially in his tendencies. The recognition of a healthy person is the organization of their tendencies and disorganization is indicative of mental diseases. To sew all the experiences of a person in one thread is the organization. A complete organization is the ideal of a personality.

2.8 PSYCHOLOGY OF PERSONALITY – DIMENSIONS, CHARACTERISTICS & PARAMETERS OF PERSONALITY

Personality psychology is the study of personality and individual differences. The three viewpoints that merge together in the study of personality are:

1) One emphasis in this area is to construct a coherent picture of a person and his/her major psychological processes.
2) Study of individual differences, like how people differ from each other.
3) Examines human nature and how all people are similar to one other.

*Personality can be defined as a, ‘Dynamic and organized set of characteristics possessed by a person that uniquely influences his/her cognitions, motivations, and behaviors in various situations’ (Ryckman, 2004).*

The pioneering American psychologist, “Gordon Allport (1937)” described two major ways to study personality:

1) *The Idiographic*
2) *The Nomothetic*
“Idiographic psychology’ is an attempt to understand the unique aspects of a particular individual whereas, the ‘Nomothetic psychology’, seeks general law that can be applied to many different people such as the principal of self-actualization or the trait of extraversion”.

The study of a personality has a rich and varied history in psychology, with an abundance of theoretical traditions. Some psychologists have taken a highly scientific approach, whereas others have focused their attention on theory development. There is also a substantial emphasis on the applied field of personality testing.

### 2.8.1 Dimensions of Personality –

The stages of development of personality are called dimensions. Generally the personality develops into physical, mental, social and emotional directions.

- **Physical Dimensions**: Is same individual is long short black or white or some body’s nose is flat or good, all these aspects come into this dimensions.

- **Mental Dimensions**: This means the mental abilities an individual has inherited in legacy and how far these have developed in the influence of environment.

- **Social Dimensions**: In the social field too an individual’s developments are different. Some are secluded shy and avoiding while some others are quit social and friendly and are of talkative disposition. Some work in the field of social service, some amongst the laborers, some in politics etc. The developments of such social traits are as rigidity cruelty, sympathy, kindness forbearance; soft heartedness etc. depends on these. The personality is determined on the quality of these developments.

- **Emotional Dimensions**: There is an emotional side in every individual. An individual possesses all the emotions, but there is difference in their intensity. Those are balanced personalities that develop equally in all the directions to those that integrate personalities successfully of all directions.
• **Personality Integration**: Personality is such an organization of several physical mental institutions that originating from ‘ego’, Develops in the social and worldly environment. For a good personality it is necessary that an individual does not integrate only the mental powers but he integrates the physical, mental, social and emotional aspects in such a way that all these dimensions develop in balance and are complementary to one another.

The human personality is the subject of innumerable theories. Each focuses on the several dimensions of personality other theories focuses more on differences in type, others on relative development of specific characteristics and competencies and also on the dynamics of interaction between several psychological constructs like Freud’s Id ,Ego and Super Ego.

2.8.1.1 **Human personalities can be examined and differentiated on six core dimensions:**

1. **Positive and Negative Attitude**

This refers to whether the person’s attitudes, motives, intentions and actions are positively or negatively related to the welfare and well being of other individuals and society. In common parlance, whether the person is ‘good’ or ‘bad’. Sherlock Holmes and Dr. Moriarty are both depicted as well formed high energy, mental characters, yet they dedicate their lives and direct their energies in diametrically opposite directions. Goodwill is an expression of positive direction.

2. **Energy**

This is the subjective manner of the strength or intensity of personality which is very tangible to observation and experience but extremely difficult to define and measure. Great personalities in politics, business or even in arts are almost invariably described as ‘**high energy people**’. Personality theory needs to identify the source and determinants of that energy. It needs to distinguish between qualitative differences in the type of energy observed, such as a difference between a *Mahatma Gandhi* and
Hitler. It needs also to account for varying intensities of energy at the mental, vital and physical levels of the being.

3. Values

This refers quite literally to what is most important or valuable to a person.

- If a direction is a horizontal measure of ‘good vs. bad’, values are vertical measures of ‘higher vs. lower’.
- ‘Selflessness is high’, selfishness as a central motivating force is low.

This vertical dimension expresses at all three levels of ‘consciousnesses’.

- Thus “idealism, honesty, integrity, self respect, self reliance, and self giving are high mental values”.
- “Loyalty, courage and generosity are high vital values”.
- “Cleanliness, punctuality and efficiency are high physical values”.

4. Strength

This factor is difficult to describe and measure, but “differences in the size and intensity of personality can be readily perceived in some instances, especially when one is in the presence of a towering personality such as Gandhi, Churchill, or Napoleon”. Every individual have their own characteristic level of intensity which is distinct from the vital or mental energy that they express and may best be represented by their overall capacity to change or influence the people with whom they relate and the environment within which they live.

5. Depth

Human personality can be viewed as an onion skin of many layers from surface behavior to inner depths including –

- **Manners**: Superficial, external forms of formalized response, a subset of social or interpersonal skills.
• **Behavior**: the capacity of a person for directed activities based on conscious understanding and intensity.

• **Character**: The fixed attributes reflecting values that have become fully organized, internalized, fixed and subconscious.

• **Personality**: The capacity for expensive or creative initiative that transcend the limitations imposed by character, society or personal experience.

• **Individuality**: A centre of uniqueness, quite independent of social conditioning, personal experience, and character.

6. **Consciousness**

“This refers to the relative development and predominance of the physical, vital and mental parts of levels of consciousness”.

• **Physical**: Consciousness related to the body, physical needs and material things, which is fixed, inflexible and gives credence only to the here and now.
  - **Vital**: Consciousness related to the nervous and emotional, the centers of energy, sensations, feelings, desires and urges.
  - **Mental**: Consciousness related to the ideas and ideals, the capacity for thinking, analysis, understanding, organization and planned initiative.
These six dimensions combine and interact with one another in complex ways to form the web and woof of human personality. It may be helpful to think of human personality as a point or small three dimension object in space. Our trajectory for growth is to expand form that point in multiple dimensions to become a sphere. This point is the present level of personality formation with limited knowledge, capacity, power and enjoyment. The sphere is our greater, true being which is potentially as vast as the whole universe and infinite in knowledge, capacity, power and joy.

2.8.2 Personality Type & Theories

Personality types refer to the psychological classification of different types of people. Personality types are distinguished from personality traits which come in different levels or degree. In psychology, there are five factors that determine different personality types. ‘Today, the Big five Factors have a weight of the considerable amount of empirical research behind them. Building on the work of “Raymond Cattell” and others, “Lewis Goldberg” proposed a five- dimension personality model nicknamed the ‘BIG FIVE’. The big five factors are as follows’:

1. **Extraversion:** Outgoing and stimulation- oriented Vs. Quiet and Stimulation avoiding
2. **Neuroticism:** emotionally reactive, prone to negative emotions vs. calm, imperturbable, optimistic.
3. **Agreeableness:** Affable, friendly, conciliatory Vs. Aggressive, dominant, disagreeable
4. **Conscientiousness:** Dutiful, planful, and orderly Vs. Laidback, spontaneous and unreliable.
5. **Openness to new experiences:** Open to new ideas and change Vs. Traditional and oriented towards routine.

2.8.3 Type Theories

I. “Hans Eysenck proposed a higher organization of personality traits into three basic groups (traits plus their opposites) which he suggested, constitutional types”.

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II. The Big five: “In recent years, theorists have felt the need for more personality dimensions than Eysenck’s three, the five independent dimensions, selected using statistical procedures, are known as the Big five”.

- **Extraversion/introversion**: characteristics described in terms such as talkative, sociable, adventurous vs. reticent, turned inward
- **Agreeableness/Antagonism**: characteristics described in terms such as good natured, cooperative, likable vs. hostile, spiteful.
- **Conscientiousness/Undirectedness**: characteristics described in terms such as responsible neat, task motivated vs. disorganized.
- **Stability/instability**: characteristics described in terms such as calm, poised, composed vs. uncertain, insecure.
• **Openness to experience /Conforming:** characteristics described in terms such as flexible, original, independent, creative, daring vs. rigid, conventional, confirming, non creative timid.

**Erik Erikson's Table of Development That Occurs Throughout the Lifespan**

<table>
<thead>
<tr>
<th>Stages</th>
<th>Basic Conflicts</th>
<th>Important Events</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infancy (Birth-18 months)</td>
<td>Trust Vs. Mistrust</td>
<td>Feeding</td>
<td>Children develop a sense of trust, when caregivers provide reliability care and affection. A lack of this will lead to mistrust.</td>
</tr>
<tr>
<td>Early childhood (2-3 years)</td>
<td>Autonomy Vs. Shame and Doubt</td>
<td>Toilet Training</td>
<td>A child needs to develop a sense of personal control over physical skills and a sense of independence. Success leads to feeling of autonomy, failure results in feeling of shame and doubt.</td>
</tr>
<tr>
<td>Pre-School (3-5 years)</td>
<td>Initiative Vs. Guilt</td>
<td>Exploration</td>
<td>Child needs to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. But who try to exert too much power, experiences disapproval, resulting in a sense of guilt.</td>
</tr>
<tr>
<td>School Age (6-11 years)</td>
<td>Industry Vs. Inferiority</td>
<td>School</td>
<td>Children need to cope with new social and academic demands. Success leads to a sense of competence while failure results in a feeling of inferiority.</td>
</tr>
<tr>
<td>Adolescence (12-18 years)</td>
<td>Identity Vs. Role confusion</td>
<td>Social Relationships</td>
<td>Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself while failure leads to role confusion and a weakness of self.</td>
</tr>
<tr>
<td>Young Adulthood (19-40 years)</td>
<td>Intimacy Vs. isolation</td>
<td>Relationships</td>
<td>Young adults need to form intimate loving relationships with other people. Success leads to strong relationships while failure results in loneliness and isolation.</td>
</tr>
<tr>
<td>Middle Adulthood (40 – 65 years)</td>
<td>Generative Vs. Stagnation</td>
<td>Work &amp; Parenthood</td>
<td>Adults need to create things that will outlast them often by having children or creating a positive change that benefits other people. Success leads the feeling of usefulness and accomplishment while failure results in a shallow involvement in the world.</td>
</tr>
<tr>
<td>Maturity (65 – Death)</td>
<td>Ego Integrity Vs. Despair</td>
<td>Reflection on Life</td>
<td>Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feeling of wisdom while failure results in regret, bitterness and despair.</td>
</tr>
</tbody>
</table>

2-Fig.26
2.8.4 Characteristics of Personality:

1. Self consciousness:

Is that power through which an individual knows about themself, who they are, they also begin to know what other people think about them. This knowledge determines real behaviors.

Personality can be understood as the dynamically integrated psychophysical pattern that emerges from the “self in relationship to the total environment”.

2. Dynamicity:

Good personality does not stick to one principles or ideal blindly for good. They always analyze self and outer environments and effect changes in their values, ideas, tendencies, and ideals according to necessity. The aim there changes is always innovative.

3. Physical Construction:

Proper physical construction and good health are also necessary for good and impressive personality. If individual's health is not satisfactory it will cast a negative effect on his personality.

4. Mental Health:

Control of emotions, balanced behavior, logic thinking etc. only depends on good mental health. Therefore good mental health is the characteristics of a good personality.

5. Integration:

Personality is not only the sum total of several philosophical powers but also there is an adjustment of many physical and mental actions ach adjusting to one another.

6. Sociability:

Individual’s of good personality obey the social acceptability’, customs, values, tendencies and more well.
7. **Power to Adjust:**

A good personality possesses the strength of adjusting themself to the inner life and outer environments.

8. **Strong Will Power:**

An individual of good personality possesses strong will power. They work with dedication and face the challenges of life boldly.

9. **Satisfaction, Ambitious and Purposiveness:**

A good personality is capable of self satisfaction, always ambitious to move forward and do their every work with some purposiveness (new word). Definite aims provide a guide to their every action.

### 2.8.5 Parameters of Personality

**Mental Mechanism –**

When an ordinary person is worried with struggles, they fall’s a victim to many troubles. When there is the solution to the problem arising out of the inner struggle or there is the assistance to the solution. The state is called the *mental mechanism*. In a way this is a defensive endeavor. A person acts so to escape from tension. Thus mental mechanism is that process through whose medium the struggle among Id, ego and superego is eliminated.

**Classification of Mental Mechanism –**

An individual adopts many methods to escape tension. They keep themself tension free with various types of mental mechanisms.

I. **Repression:** The desire of ‘Id’ want to come to the level of conscious but since it is related to unreal facts and unsocial acts, ego and super ego do not admit it. As a result when a difficult struggle stage reaches, to get rid of it. The 'Id' throws it into unconscious. This act is known as ‘repression’. There is an
inspiration of escape from pain in repression. Those that are painful invite the possibility of sub repression.

II. Suppression: This is that defense process through which a person suppresses such ideas and desire etc. that are unwanted, painful or immoral.

III. Inhibition: This is that defensive device effort through which a desire is forgotten on the rise of author. Thus unwanted and immoral desires can be forgotten.

IV. Regression: In it person goes back to their infancy viz. they display their infant, immature behavior. Through this mental mechanism an individual to find solution from their personal in capabilities or worldly difficulties, takes recourse to infancy period processes. Regression has been considered that unconscious effort in which a person escape’s reality.

V. Conversion: The mental tension converts into physical (aliments) in this process. The physical symptoms imply, motoring, sensory and somatic characteristics. Through the conversion medium the suppressed desire burst into several physical diseases characteristics.

VI. Sublimation: Is the transformation of an instinct into something useful. Some of our desires don’t get fulfilled due to social limits and checks. Then through the medium of this mental mechanism this suppresses desire displays through the accepted methods and actions by the society. Its prominent instance is found after in the form of a literary producer. According to Freud and other psychoanalysts, artistic, science, literature, and philosophy are motivated by sublimation.

VII. Rationalization: Through the medium of rationalization either the individual defines the circumstance again or the effects change in the external nature of the world. In it an individual logically or through the medium of defective thinking performs the job of concealing the unconscious desires.

VIII. Reaction Formation: To escape their undesirable inspiration a person takes recourse to a contrary inspiration. For instance they begin to hate after the failure in love.
“Reaction formation is the mental mechanism whereby an undesirable trait is kept in check through the development of a diametrically opposite trait”. – Page

Besides other mental mechanisms are as under:

a) **Identification** – an individual tries to mould their personality or ego according to that of others or begins to consider other’s personality as their own like a small child identifies themself as a great artist.

b) **Projection** – To project one’s instinct and qualities in others and to see likewise are called projection.

c) **Introjection** – In this an individual begins to understand the traits of others as those of their own personality contrary to projection.

“Introjection is a tendency of the individual to corporate his environmental traits into his own personality”. – Miller.

d) **Transference** – In this process from a special individual or a special thing related feelings are transferred on other, (person or thing).

e) **Displacement** – In displacement our mental power current thought is displaced to another one as a result of which unnecessary subject matter seems necessary and vice-versa.

Besides there are other mental mechanism like compensation, withdrawal, fantasy, negativism etc. There mental mechanisms are a sort of defensive effort in which the care of ‘ego’ is protected and the inner conflicts of inspirations are resolved. When an individual makes excessive use of these, the personality becomes abnormal.

### 2.9 THE TRAITS AND CHARACTERISTICS OF NORMAL AND ABNORMAL PERSONALITY

A person of normal personalities performs their actions on a normal way. They take decisions on their daily actions thoughtfully and obey the social rules and opinion to an extent. A normal person in all the circumstances social, economic, personal,
cultural and pertaining to family maintains a balance and adjustment. A person of normal personality possesses creative and positive potentialities.

Contrary to this there is irregularity in the behavior of an abnormal person. In such person contrary to normal person there are limited intelligence, wavering emotions, disorganized personality and evil character etc.

According to ‘Page’:

“These persons can be categorized as the abnormal that possess limited intelligence, emotional inconsistency, disorganized personality and evil character.”

“Included in this abnormal group would be individuals marked by limited intelligence, emotional instability, personality disorganization, and character defects who for the most part, led wretched personal lives and social misfits or liabilities”.

2.9.1 Characteristics of a Normal Personality:

There are certain characteristics of the personality of normal persons on the basis of which we can call a person, of normal personality.

1. **Sociability**: People of normal personality possess the quality of respecting the social customs and limits. A common person fears defame and wants to acquire respect and fame. They wishes to co-operate with others and wants to contribute to the progress together with others to the country and nation. They not only work for self but are also careful for the welfare and otherwise of others.

2. **Similarity in the Characteristics of Personality**: The common people don’t possess uncommon excitement loneliness, remorse and suspicious nature etc vices. If there are at all, they are in an average quantity. Vices are found in them but to a limit. Their life is not disbalanced by the failure and troubles instead they think over their resolution because they possess the capability of facing different situations.

3. **Similarity in various Needs and Actions**: The other specialty of the common people is that they pay attention to their various needs with
adjustment. They are not afraid of difficulties nor lose their patience but try to do away with them.

4. **Adjustment according to situation:** Common people adjust their behavior according to time and situation and then act.

5. **Knowledge of Right and Wrong Rules:** An ordinary person has the full knowledge of the fact that whether they are abiding rightly by the social cultural and political constitutions rules customs morals ideals etc in their actions. They perform the right functions only and try to eschew the wrong.

6. **Remorse towards Immoral Acts:** When a person commits mistakes they also regrets in expressing them. ‘Prof. Maslow and Mittlemann’ has stated some characteristics of a common personality:
   - Adequate: Feeling of security
   - Realistic Life goals
   - Efficient contact with reality
   - Adequate Spontaneity
   - Appropriate emotionality
   - Reasonable degree of self-evaluation
   - Ability to learn from past experiences.
   - Maintaining one’s own individuality and ability to satisfy the needs of the group.
   - Integration and consistency of personality.

2.9.2 **Characteristics of Abnormal Personality:**

Intellectual debility and mental diseases are inherent in a person of an abnormal personality. These people are disbalanced. There is unsociability in their acts, because they lack the knowledge of right and wrong. There is emotional instability with them. Their character is defective and their lives are mainly anti-social. These people are burden on the society and harm the society directly or indirectly. They have no feelings for the social welfare.
According to ‘G.W. Kisker’:

“Human behavior and experiences which are strange and unused or different ordinarily are considered abnormal”.

‘Prof. Maslow and Mittlemann’ have described the characteristics of an abnormal person as:

“To be absorbed in griefs, lack of self evaluation, excessive security, less recreation, lack of proper emotional behavior, no contact with the people, or less then desired, lack of self knowledge, no proper goal of life, lack of power to take advantage from previous experiences no ability to fulfill the needs of the society etc.”

An abnormal person suffers from some mental disability of other. Generally we all suffer from some mental ailment but when their intensity increases, they change into abnormality.

The following are some characteristics of abnormal personality:

1. **Delusion**: Is that belief which is illogical, false and improper. According to ‘White’.

   “Delusion is a strong belief that is false and impossible, they do not start with real experiences and they cannot be rectified with logic discretion etc”.

2. **Hallucination**: When in absence of external stimulation, emotional presence is felt it is called ‘hallucination’. In delusion person perceives non-existent things.

3. **Regression**: When person repeatedly remembers past life and behaves like a child such a state is called regression or flight into childhood.

4. **Conversion**: In conversion a patient creates characteristics of physical ailment escape from inner conflict. Thus on one hand they are saved from the difficulties and on the other hand also gains others attention and sympathy.

5. **Memory Disorders**: In this either a person loses their memory which is called ‘amnesia’ or develops wrong or false memory – ‘paramnesia’, sometimes there is also ‘hyper amnesia’.

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6. **Emotional Disorders:** Causes connected to it mainly relate to inner conflict despondency and unsuccessful adjustment.

7. **Toxic Organic Reactions:** Reactions connected to ones evaporation of sensitivity, restlessness, emotional inconsistency, lack of vision, stupidity etc.

### 2.9.3 Main causes of Abnormal Personality

#### I. Causes Related to Biological Development:

The effect of organic organization is also visible on ones personality. Abnormal Organic Development produces abnormal behavior.

- **Hereditary Causes:** All the physical and mental characteristics are brought to the person through the medium ‘genes’ which they inherit from thier parents. The cause of about ¾ mental debility and mental defects is mostly heredity.

- **Constructional Causes:** People of different physical built up are found to be affected by different diseases. If there is some defect in the body, it invariably affects mental development.

- **Glandular system Causes:** The gland casts great effect on the adjustment of a person. If there is excessive lack or increase in the secretion of their inner secretive glands, this creates the characteristics of abnormality in the development of the personality.

- **Causes pertaining to nervous system:** The nervous system establishes a relationship between a being and environment. Therefore nervous system affects development of personality.

#### II. Psychological Causes:

The personality development is gradual. During the early period of life, this cast great effect on the development of a person’s personality.

- **Initial Deprivation:** If a child is deprived of biological satisfaction it affects their personality like depriving them of mother's love or keeping them off normal atmosphere.
B. **Defective Family Situation:** Disrespect from parents, excessive security, defective discipline, lack of mutual love between parents, competition among brothers and sisters etc. also cast their effect.

C. **Early Mental hurt:** The sad events of childhood also cast their effect on the personality. Sometimes a person cannot forget the events that occurred during childhood due to which personality becomes defective.

D. **Improper Preparation of Adolescence:** Due to lack of arrangement of sex education in India, the adjustment of the adolescent becomes disbalanced and many inner conflicts emerge that affect their personality.

E. **Other Causes:** Other causes related to psychological development are lack of desired ability for middle age and defective life philosophy.

**III. Social Causes:**

There is also influence of environment on the development of personality. Cultural structure casts enough effect on the development of personality. Famous sociologist ‘Earnest Virhese’ opines that defective social functioning is the cause of mental diseases. Mainly the social factors are neighborhood, school, groups, and culture, social, tension, war, nationality etc.

2.10 **PERSONALITIES COALITION AND DISRUPTION**

2.10.1 **Origin of different Defects from disbalanced personality**

If the personality is balanced, a person’s life becomes happy and comfortable and they can also contribute to others pleasure and benefit, but various defects emerges if the life is disbalanced which not only trouble the person themself but also affects others.

Characteristics of various defects emerge from a disbalanced Personality like the following:

1) Weak moral mind and lack of mutual activation
2) Emotional inconsistency or its lack
3) Doing anti social deeds, damaging social property and having rebellious feelings against the society
4) Very selfish nature due to self centered feelings
5) Generally clever expert in talks and laced with logical power but lack of distant decision
6) Lack of inner sight
7) Using excessive drugs
8) Being of many sided personality
9) Sexual defects are also found in such personality.

Henderson has categorized the ideas on personality on the basis of character specialties in the following 3 classes:

- Predominantly Aggressive
- Predominantly Passive
- Predominantly Creative

i. Predominantly Aggressive: The people of this category are aggressive. They are also called trouble makers. Picking up quarrels, drinking wine and being angry without any reason defects are found in them.

ii. Predominantly Passive: Such people cannot dare commit wrong deeds before others but do so from behind. The characteristics of their personality are theft, telling a lie, instable behavior etc.

iii. Predominantly Creative: Even in the face of grave obstacles they move on their pursuits without break.

2.10.2 Integration and disintegration of Personality

Every person in this world in the easiest and most difficult situations, adjust according to the qualities of their own personality. The person who succeeds on this process, we often call such a person adjustable and who fails in the process is called non-adjustable. It has often been seen that the adjustable person are called normal and their personality is integrated. In the same way the behavior of non-adjustable person is quite contrary to the above. This disintegration can occur in some special
field of the personality or in certain fields and his whole personality may also be
\textit{disintegrated}. Sometimes this disintegration is for some moments, some hours or
some day but sometimes this disintegration becomes permanent.

There are certain qualities of the person of ordinary adjustment or well organized or
balanced as proper sense of security, proper emotionality, self evaluation, effective
relationship, with reality maintaining their individuality and fulfill the needs of
society. The behavior of the people whose behavior is organized is according to the
guidelines of the society. If there is the lack of the most of the activities of an
organized person, we shall call the personality of such a person as \textit{disorganized} or
\textit{imbalanced type}.

The personality of the most of the mental patients is \textit{disorganized} in some way or
the other. The following abnormal behavior will throw some light on the imbalanced
personality:

1) \textbf{Somnambulism}: Denotes some characteristics of imbalanced personality. In
   it a person falls asleep ordinarily but waking up suddenly and performs some
   acts and then again sleeps. On actually waking up he does not remember what
   function he performed while in short sleep. Such person rising from sleep can
do any ordinary or extraordinary work.

2) \textbf{Hysteria}: Patient suffering from Hysteria can enact such things as, crying,
   shouting, grinding of teeth and other behavior pertaining to laughing.

3) \textbf{Amnesia}: In this stage a person forgets about themself. They forget their
   name, details of family, profession etc. In the same way in many tangled
   personality after forgetting about themself and leading a new life for
   somedays, regain their former memory.

4) \textbf{Neurasthenia}: In this disease person feels excessive tiredness. Their
   tiresomeness is not due to doing work but this tiredness and debility, is due to
   mental inner conflict and ill adjustment.
5) In mental imbalance, lack of realism, emotional defects illusion and hallucination as well as lack of internal control and disintegration characteristics are found.

There are so many causes of disintegration of personality which are related to social, physical, family, economic, moral and psychological fields. These may also be related to heredity. It has often been found out that the contradictory habits, tension, inner-conflicts lack of intelligence and lack of adjustment in the tastes and desires add to the disintegration of personality.

*Freud has stated suppression of sexual desires as the main reason for disintegration of personality.*

Many medical systems have been utilized in modern medicines to remove the imbalance in the personality. Ordinary abnormalities born in the personality or disintegration can be removed by interviews and suggestions. For some other serious imbalance or disintegration of personality the psychoanalysis system is utilized. Besides this for very serious personality disintegration, the electrical shock method, client centered therapy and help of neuro-surgery are utilized.

### 2.11 TRAITS OF HUMAN CONSCIOUSNESS

Below is the table of all endowments of human character or to say personality traits which are been shown by dividing into groups of

1. Attitude
2. Miscellaneous
3. Social
4. Skill

*Below are the tables showing the personality traits however I haven’t grouped it as negative or positive traits. These traits are found in every human being at times in their life. The person might not all but be able to show few traits which occurs due to some situations, surroundings or due to some other mental*
condition during the moment. As these are just the perceptions of one to name it as negative or positive.

[Fig. 27, 28, 29]
2.12 PERSPECTIVE ABOUT TRAITS AND TYPES OF PERSONALITY

“A trait is a characteristic pattern of behavior or conscious motive which can be self assessed or assessed by peers”.

“The term type is used to identify a certain collection of traits make general personality classification”.
There are many different personality types, and it is sometimes difficult to classify a person into a single type as there are many different personality traits you can possess. **Personality traits are simply:**

- **Actions**
- **Behaviors you possess**
- **Attitudes**

Some personality traits are considered to be positive while some are negative. Like being honest no matter ever the result be, having responsibility for all your actions and being little bit of perfectionism, adaptability and compatibility, patience and getting up the courage to do what is right, being loyal to your friends, family and loved ones are all considered to be the positive personality traits.

**But again no negative and positive aspects are being highlighted, as these aspects depend more on the situation mental condition and perception of the person or other.**