CHAPTER I
CONCEPTUAL BACKGROUND OF THE STUDY

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Introduction to Personality</td>
<td>7</td>
</tr>
<tr>
<td>1.1 Meaning and Nature of Personality</td>
<td>8</td>
</tr>
<tr>
<td>1.2 Theories of Personality</td>
<td>15</td>
</tr>
<tr>
<td>1.3 Personality Patterns</td>
<td>24</td>
</tr>
<tr>
<td>1.4 Educational Aspirations</td>
<td>32</td>
</tr>
<tr>
<td>1.5 Rationale of the Study</td>
<td>38</td>
</tr>
<tr>
<td>1.6 Statement of the Problem</td>
<td>40</td>
</tr>
<tr>
<td>1.7 Title of the Study</td>
<td>41</td>
</tr>
<tr>
<td>1.8 Operational Definition of the terms used</td>
<td>41</td>
</tr>
<tr>
<td>1.9 Objectives of the Study</td>
<td>42</td>
</tr>
<tr>
<td>1.10 Null Hypotheses of the Study</td>
<td>43</td>
</tr>
<tr>
<td>1.11 Delimitation of the Study</td>
<td>43</td>
</tr>
</tbody>
</table>
1.0. **Introduction to Personality**

If we analyse the human behaviour critically in the history of human kind of the past and the present there has never been a person quite similar to you and never anyone would be born. The way in which you feel, perceive, think and act or behave has a specific pattern which in its perfect characteristic manner can never be matched with the behaviour pattern of another person. In short, there cannot be another person most like you in all the behavioural characteristics, nor can anyone duplicate your pattern of behaviour in all respects. Therefore, we may state that human personality is a complex phenomenon and psychologists tried to understand the complexity of human personality.

The term personality eludes exact interpretation even to a greater degree than the terms, intelligence and aptitude. Concepts of personality range from concern with but one or two characteristics to an attempted explanation of personality as a combination of vague intangible qualities. To some people personality is that something with which an individual is born, which is unaffected by environmental influences, and which permeates all his actions. Others regard an individual’s personality as the person himself, and they use the two terms, personality and person, interchangeably. Still others conceive of personality as representing forms of behaviour responses to particular situations. The response varies with the situation and has no existence outside the situation. Since even psychologists differ concerning the connotation of the term, it is difficult to answer concisely and definitely the question: “What is personality?” The term personality is used by the psychologists to describe the integrated behaviour of a person. Personality generally is considered as the unique aspect of man. There are certain
aspects or qualities we may find to be appearing in more than one individual. Psychological studies of personality traits identify persons with similar and dissimilar traits for its purpose. We can observe that in some situations all human beings share some common interest and act similarly. Everyone cooperates with everyone else and finds some pleasure in it which is the psychological nature found in all human species. Every human being naturally becomes a member of some community or society and makes his contribution to it and also shares the benefit of it. But this type of behaviour we may find only in certain life situations not in all life situations and make their characteristics to manifest with all their personality make ups.

1.1. Meaning and Nature of Personality

1.1.1. Definition of Personality

Personality may be hard to define, but we know it when we see it. We all make personality judgements about the people we know. A major part of coming to understand ourselves is developing a sense of what our personality characteristics are. When psychologists define personality, they tend to refer to qualities within a person, characteristics of a person’s behaviour, or both. No single definition of personality is acceptable to all psychologists. However, most agree that personality includes the behaviour patterns a person shows across situations or the psychological characteristics of the person that lead to those behaviour patterns.

Establishing a definition for something as complex as human personality is difficult. The authors of the first textbooks on personality-Gordon Allport (1937)
and Henry Murray (1938) likewise struggled with definition. The problem is how to establish a definition that is sufficiently comprehensive to include all of the aspects mentioned in the introduction to this chapter, including inner features, social effects, qualities of the mind, qualities of the body, relation to others, and inner goals. Basically, ‘personality’ refers to our attempts to capture or summarize an individual’s ‘essence’. Personality is the science of describing and understanding persons.

Personality is known by the conduct, behaviour, activities, movements and everything else concerning the individual. The way in which an individual adjusts with the external environment is personality. According to Child (1968), Personality consists of “the more or less stable, internal factors that make one person’s behaviour consistent from one time to another and different from the behaviour other people would manifest in comparable situations”. Personality is the supreme realization of the innate idiosyncrasy of a living being. It is an act of high courage flung in the face of life, the absolute affirmation of all that constitutes the individual, the most successful adaptation to the universal condition of existence coupled with the greatest possible freedom for self-determination. (Carl Gustav Jung, 1934). Another common definition of personality is based on an individual’s most striking characteristics. When psychologists talk about personality, they are concerned primarily with individual differences- the characteristics that distinguish one individual from another.

Watson (1930), Morton Prince (1929), Eysenck (1971), Murphy (1952), Garrett (1975) have defined personality in many different ways. Different approaches have been made by them to define personality but there is no
agreement on a single definition of personality. The question of how best to interpret or define personality has long exercised the minds of psychologists. To psychologists, personality refers to a relatively consistent pattern of thinking, feeling and behaving that distinguishes one person from another. This definition has two important components. First; each person’s pattern of thinking, feeling, and behaving makes him or her distinctive. Thus each of us wears a mask that is different from those worn by others. The second component of the definition of personality is the notion that an individual’s personality is relatively consistent. We are not completely consistent from one situation to the next; behaviour does vary across situations. However, the definition proposes a certain degree of consistency in personality. Moreover, the definition suggests that individuals display levels of personality characteristics that are relatively stable across time.

A contemporary definition for personality is offered by Carver and Scheier (2000, p.5): “Personality is a dynamic organisation, inside the person, of psychophysical systems that create a person’s characteristic patterns of behaviour, thoughts, and feelings”. Personality can be defined as the characteristic patterns of behaviour and modes of thinking that determine a person’s adjustment to the environment. The term characteristic in this definition implies some consistency in behaviour that people have tendencies to act or think in certain ways regardless of the situation. Behaviour is the result of interaction between personality characteristics and the social and physical conditions of the situation.
Of the few definitions mentioned above, the most widely accepted is the compact and all-inclusive definition provided by Dr. Gordon Allport, Professor of Harvard University.

“Personality is the dynamic organisation within the individual of those psychophysical systems that determine his unique adjustments to his environment”.

Gordon W. Allport.

Allport (1937) has attempted to give a comprehensive definition of personality which recognizes the value of wholeness, adjustment, and distinctiveness of human personality. This definition of Allport underlines the following characteristics of personality.

1. Personality is continuous and developing.
2. Personality is the product of both heredity and environment and includes habits, dispositions, tendencies, attitudes, etc., of an individual.
3. It is unique. Hence all individuals differ in their personality.
4. It is dynamic, and so not constant or fixed. It is changing and evolving.
5. It functions as a whole.

1.1.2. Characteristics of Personality

To some people, personality is that something with which an individual is born, which is unaffected by environmental influences, and which permeates all his actions. Others regard an individual’s personality as the person himself, and they
use the two terms, personality and person, interchangeably. Still others conceive of personality as representing forms of behaviour responses to particular situations.

It is very difficult to give an adequate description or complete characterization of an individual’s personality. The human personality is dynamic in nature. An individual’s genetic factors in combination with the environmental and social processes, his intelligence, learning and experience, his ambitions and achievement, the types of social interaction, his success and failure, all determine what he should do or how he should behave in a particular situation.

Personality is potentially the most interesting part of psychology. Personality is a very wide concept. This includes both inner and outer abilities and qualities of a man. Personality is not a permanent entity. From time to time, it keeps changing. Actually, personality is the way in which a person adjusts with its surrounding. On this basis, it can be said that if the adjustment with surroundings is good, then the personality is good. Every person has a different kind of `level of adjustment with his surroundings. So, personality of every person is different. The more is the adjustment, better will be the personality. Normal concept of personality is the gift of personal psychology. Mental activities are studied under this subject. In other words, the concept of personality is derived from the pattern of responsible characteristic of the individual. The derivation is possible in three ways:

- The first is subjective, popular derivation based on subjective impression is formed by the individual's response pattern.
- The second kind of conceptualization of personality is based on an objective description of the overt responses of the individual. This view is held by behavioural psychologists and is best amenable to empirical research.
- Third way is the organismic view which conceives personality as the inner pattern of a person's characteristics.

1.1.3. Determinants of Personality

An individual is the by-product of constant interaction of hereditary and environmental factors. These two factors contribute to the development of an individual. Man is the by-product of a complex system of variables which constantly interact with personality and shape it. There are some important determinants which influence personality more than other factors. Genetic factors are basic that determine the personality development of an individual. Physiological determinants such as ductless glands, nervous system, emotion and motivation, all play an important role in the development of an individual’s personality. Then there are a number of psychological factors which directly and indirectly influence growth and development. Social and cultural factors also help in moulding personality.

1.1.3 (a) Genetic Determinants

The most important factor affecting personality is the physical structure. Physique is a combination of many components, e.g., appearance, height, weight, health, size, proportion, etc. These factors in themselves have no value as a clear
indication of what the individual’s personality is, but they have an indirect effect on personality development. The body’s nervous system and its various chemical functions have an imperceptible influence upon the individual’s personality. The individual’s intelligence, mental ability or mental weaknesses all determine his personality. A bodily defect or deformity may alter the whole personality. A physically weak individual does not enjoy the full development of his personality. Sex too determines the extent to which an individual is able to acquire certain standards. Research studies have shown that boys are generally more assertive, tough-minded, mechanical and adventurous than girls.

1.1.3 (b) Social Determinants

The home plays the most important role in shaping the personality pattern of an individual in early infancy. The first environment, the child moves in, is his home. Here the child comes in contact with his parents and other members of his family. His likes, dislikes, stereotypes about people, expectancies of security and conditioned emotional responses all are shaped in early childhood. The type of training and early childhood experiences plays an important role in the development of personality.

School covers a significant part of a child’s formative life between the ages 4 to 16 because of the expansion of facilities of nursery education to secondary education. As it is believed that much of child’s personality is already shaped by five or six years, hence, it is suggested that reactions to school situations are transfers of attitudes, feelings, and fears, etc., from what the child has learned in the family. School situations have their distinct impact on personality because it
requires adjustment to new rules, new problems, and new models. The teacher is an important constituent in the instructional process who can play very important role in shaping the personality of students. The way he teaches and handles the students has an effect on the future personality of children. Emotional tone of the school, teacher’s role in the class, and experience of success and failure, all contribute to the shaping of personality.

1.1.3 (c)  

_Cultural Determinants_

Every society is characterized by its cultural heritage which is transmitted from generation to generation in the form of social heredity. Indian society is very rich as regards its cultural heritage that has a deep influence on children. Personality of an individual is gradually shaped by the culture, he is born in. The attributes and values practised in a culture have a great effect on the personality development of its members. Culture is that complex whole which includes knowledge, beliefs, morals, laws, custom and many other capabilities and habits acquired by a person as a member of society.

1.2. Theories of Personality

The search for understanding the meaning and nature of personality would be incomplete if we do not discuss some important theories of personality. These theories in one way or another, try to describe the basic structure and underlying entities or constructs involved in personality in general can be classified into the following broad categories:
A. **Theories Adopting the Type Approach** - Theories adopting the type approach advocate that human personalities can be classified into a few clearly defined types and each person, depending upon his behavioural characteristics, somatic structure, blood types, fluids in the body, or personality traits can be described as belonging to a certain type. The viewpoint of Hippocrates, Kretschmer, Sheldon and Jung belong to this category.

B. **Theories Adopting the Trait Approach** - Theories like Allport’s (1961) theory and Cattell’s (1973) theory of personality are based on the trait approach. Traits may be defined as relatively permanent and relatively constant general behavior patterns that an individual exhibits in most situations. These patterns are said to be the basic units of one’s personality that can be discovered through observing one’s behaviour in a variety of situations. The psychologists who subscribe to this approach believe that the personality of an individual is but a combination or sum total of these personality or behavioural traits that can be discovered through the continuous and objective observation of his behavior.

C. **Theories Adopting the Type cum Trait Approach** - Theories like Eysenck’s theory of personality can be put under this category. H.J.Eysenck (1967) identified the major components of personality as a small number of personality types. Each type is made up of a set of personality characteristics. His work has clearly demonstrated that human behavior and personality can be very well-organised into a hierarchy with specific responses at the bottom and the definite personality type at the top.

The contribution of Eysenck’s theory to describing, explaining and predicting one’s behavior and personality are notable and worthy of praise. He has
presented a viable synthesis of the trait and type approaches, given personality a biological cum hereditary base, accepted the role of environmental influences in shaping and developing personality and exploded many myths and over-generalizations of psychoanalytical theory.

D. **Theories Adopting the Psycho-Analytical Approach** - Theories like psycho-analytic theory of Freud, theory of individual psychology by Adler, analytical psychology of Jung, social relationship theory of Horney and Erikson’s theory of psycho-social development may be included in this category.

(i) Psycho-analytic Theory of Freud – Sigmund Freud was an Austrian neurologist who became known as the founding father of psychoanalysis. Freud’s theory of personality is based on the premise that the mind is topographical and dynamic, there are provinces or divisions which are always moving and interrelated. The human mind has three main divisions namely, the conscious, semiconscious and unconscious. These three levels of the human mind are continuously in a state of clash and compromise to give birth to one or the other type of behavioural characteristics resulting in a specific type of personality. Freud also believes that the anatomy of our personality is built around the three unified and inter-relating systems, namely, id, ego, superego. Freud put forward a dynamic concept of personality by conceptualizing the continuous conflict among the id, ego and superego. Freud also tried to provide an explanation of the development of human personality through his ideas about sex. He held that sex is a life satisfied for a balanced growth of the personality. A knowledge of the sex needs of a person and the status of their satisfaction is sufficient to tell us all about a person’s personality.
(ii) Theory of Individual Psychology by Adler - Adler opposed the Freudian’s structure of personality. He held that sex is not the life energy or the centre of human activities; the power motive is the central urge and human beings are motivated by the urge to be important or powerful. The kind of personality one possesses, according to his theory, can be understood by studying one’s style of life, that is, the goals of life one has set for oneself and the way one strives to achieve these goals. He thus initiated the individual approach to the study of personality patterns and maintained that there are no distinct personality types or classes. Each individual is unique in himself because everybody has definite goals and style of his life.

(iii) Analytical Psychology of Jung - C.G.Jung (1875-1961) in this theory developed his own system of analytical psychology. His theory of personality is metaphysical. He suggests that because of the principle of polarity man is making progress, opposition creates conflict which man tries to resolve by means of compensation, union of opposite forces and competition. There are various polarities which operate in man such as regression vs. progression, conscious vs. unconscious, extroversion vs. introversion, etc.

His most important principle is the concept of self-actualization, which means that various components of personality-ego, self, conscious and unconscious-seek harmony with self. Self actualization is possible through experience, maturity, and development of various components of personality. Jung has contributed a lot in the field of dream analysis, free association technique, and introversion and extroversion type.
(iv) **Social Relationship Theory of Horney** - An early feminist, Karen Horney (1937) stressed on the striking similarities of the two sexes as members of the human race facing similar challenges; she proposed that what psychiatry and personality theory needed was a “psychology of persons”. Two major components of her “person” psychology were the twin notions of basic anxiety and basic hostility. Horney believed that normal people use the three modes of social interaction (moving towards others, moving against others and moving away from others) at times but in a relatively balanced and flexible manner, adjusting their approach to situational demands. Neurotic people, she argued, allow one approach to dominate their social interactions, and this rigidity gets them into trouble.

(v) **Erikson’s Theory of Psycho-Social Development** - Erik Erikson's theory of psychosocial development is one of the best-known theories of personality in psychology. Unlike Freud's theory of psychosexual stages, Erikson’s theory describes the impact of social experience across the whole life span. Erikson like other neo-Freudians also emphasizes the importance of social factors in personality development. He developed the concept of “developmental milestones” which means those functions which vary in stability and persistence throughout life, but which provide regulatory constants at different age levels. He conceives of the constant elements in personality as coming about developmentally in terms of the automatic changes in the child that take place as a result of his growing up. He sees crisis situations occurring at various critical periods in the life of the child. Out of these crises emerge milestone solutions which govern future behaviour. Conflicts, at different stages, are resolved in accordance with the strength and weaknesses of the basic alternatives which are present in the environment. Erikson attempted in
his theory to bridge the gap between Freudian theory of psycho-sexual
development and present-day knowledge of children’s physical and social
development. According to Erickson, personality develops by the relative
influences of the three factors, that is, the somatic or body, ego or self and social or
the influence of culture. In the stages of development that he introduced, Erikson
emphasized the importance of interaction between biological and social factors in
the development of personality.

E. Theories Adopting the Humanistic Approach - Theories like Carl
Roger’s self theory and Maslow’s self-actualization theory belong to this category.

(i) Carl Roger’s Self Theory - Carl Ransom Rogers, an American
psychologist developed a quite different approach to understand human
personality. He presented in 1947 a theory known as self-theory of personality
which is basically based on his client – centred therapy. He stresses the importance
of the individual who determines his own fate. He believed that behaviour is based
on a higher driving force within human being which impels him toward complex
personality patterns; that is a person seeks a form of spiritual reward in a religious
sense but in a self-fulfilling sense. According to Rogers, each of us has a potential
for self-actualization. Self actualization for him means a set of guiding principles,
the potential of which is present in the individual, but the individual must become
aware of it. The experiencing individual reacts to his perceptual field as reality and
as an organized whole as he seeks to actualize, maintain and enhance himself.
Behaviour, according to Rogers, is basically goal-directed effort of the organism to
satisfy needs as experienced in the field. A developing and reasonably mature
person must have values that are consistent with the behaviour and be aware of his feelings, attitudes and impulses.

(ii) **Maslow's Self-Actualization Theory** - Abraham H. Maslow, an American psychologist has been the major theorist adopting the humanistic approach for studying human behaviour and personality. Maslow loosely defined “self-actualization” as "the full use and exploitation of talents, capacities, potentialities, etc.” Self-actualization is not a static state. It is an ongoing process in which one's capacities are fully, creatively, and joyfully utilized. "I think of the self-actualizing man not as an ordinary man with something added, but rather as the ordinary man with nothing taken away. The average man is a full human being with dampened and inhibited powers and capacities" Most commonly, self-actualizing people see life clearly. They are less emotional and more objective, less likely to allow hopes, fears, or ego defenses to distort their observations. Maslow found that all self-actualizing people are dedicated to a vocation or a cause. Two requirements for growth are commitment to something greater than oneself and success at one's chosen tasks. Major characteristics of self-actualizing people include creativity, spontaneity, courage, and hard work.

Maslow’s theory of self-actualization suggests a hierarchy of needs. According to him, the pattern of human behaviour is always governed by the satisfaction of our needs from the lower, base level to the upper, top level. We have to satisfy our biological needs for our survival and for our social and psychological needs, we have to strive for the satisfaction in the socio-psychological context. The satisfaction of these needs is, however, not the end of
man’s pursuit for excellence. His craving for the actualization of his inner potential continues till he reaches his ultimate goal for attaining fine humanistic values.

F. Theories Adopting the Learning Approach- Dollard and Miller’s learning theory and Bandura and Walter’s theory of social learning can be put into this category.

(i) Dollard and Miller’s Learning Theory - Two of the best examples of learning theorists are Neal Miller, an experimental psychologist, and sociologist John Dollard. They developed a theory of personality in the Institute of Human Relations at Yale University (1950). Their theory is called S-R learning or Reinforcement Theory of personality. The theory of Dollard and Miller tries to describe the development of personality from simple drives to a complex function from a learning theory angle. It emphasizes that what we consider as personality is learned. The child at birth is equipped with two types of basic faculties: reflexes and innate hierarchies of responses and a set of primary drives, which are internal stimuli of great strength and are linked with known physiological processes which impel him to action. Thus impelled by drives (both conditioned and unconditioned) one acquires responses to the extent that they reduce the drives. Drive reduction results in reinforcements or rewards which in turn may give birth to many other drives or motives and impel the individual to learn new responses and new behaviour patterns. Since our social environment is a major source of reinforcement, it plays a key role in creating new drives and motives, our learning new responses and consequently developing our personality. Dollard and Miller’s
theory stressed the development of a personality on the basis of the responses and
behaviour learnt through the process of motivation and reward.

Dollard and Miller’s aim was to engineer, if not a merger, at least a bridge
between the dynamic and learning perspectives on personality.

(ii) Bandura’s & Walter’s Social Learning Theory - “Most human
behaviour is learned observationally through modeling: from observing others, one
forms an idea of how new behaviours are performed, and on later occasions this
coded information serves as a guide for action.” (Bandura). Albert Bandura and
Richard Walters (1963) came out with an innovative approach to personality in the
form of their social learning theory. Their theory, no doubt, like other theories is
based on the premise that behaviour is learned and personality can be explained in
terms of the cumulative effects of a series of learning experiences. According to
Bandura and Walters, the most fundamental and significant principle of social
learning is the principle of reinforcement. Most of our behaviour in social
situations is acquired through the principle of reinforcement. They advanced the
view that what an individual presents to the world at large as his personality is
acquired through a continuous process of structuring and restructuring of
experiences, gathered by means of social learning and later imitated in
corresponding situations. Social learning may involve real as well as symbolic
models. From the very beginning of his life, the child learns a number of activities
through observation of other’s behaviour. Children, for example, pick up etiquette
and attitudes by watching their parents and elders: viewers garner traits and
mannerisms from popular actors and models whom they see on television or in
films. The imitation of the model’s behaviour is further reinforced in the viewer’s
mind by the recognition or reward the model receives as a result of his actions. An individual thus acquires numerous traits and modes of behaviour from many sources, and all these together contribute to the formation and development of his unique, distinctive personality.

1.3. **Personality Patterns**

Two elements form the personality pattern—concept of self and traits. The concept of self is the core or centre of gravity of the personality which Freud refers at the ego. The traits are the individual’s characteristic methods of adjustment to life situations. Both the self-concept and traits are interrelated, the self-concept influences the traits and the traits alter the self-concept. The personality pattern is a unified multidimensional structure in which the concept of self is the core or centre of gravity. Into this structure are integrated many patterns of response tendencies, known as “traits”, which are closely related to and influenced by the concept of self.

1.3.1. **Self-Concept**

Self-concept is a person’s total view of himself. It is not static and unchanging. It is shaped by experiences and how these experiences are interpreted. While experiences shape people’s self-concept, their self-concepts also determine the kinds of experience they have. According to Damon and Hant (1982), self-concept includes four aspects of the self: the physical self (bodily characteristics, name and material possessions), the active self (behaviour and abilities), the social self (group membership, social characteristics, and social relations), and the
psychological self (feelings, beliefs, honesty, etc.) These four aspects of the self are not equally important at all ages. The physical self is more predominant in young children, but as they develop, the emphasis of the self-concept shifts to the active self, the social self, and finally to the psychological self. According to Carl Rogers, the most important characteristics of the self-concept are the following:

- The person strives for a consistent self-concept.
- Behaviour is consistent with self-concept.
- Experiences that are inconsistent with the self-concept are viewed as threatening.
- The self-concept changes as a result of learning and maturation.

1.3.2. Personality Traits

In 1936, Allport and H.S.Odbert made a list of 17,953 English words that were used to describe personality. Though many of them were synonyms or were used to describe temporary rather than permanent trends in behaviour, yet it must be admitted that the number of adjectives to describe human personality is indeed very large. These words indicate patterns of response tendencies in individuals in different circumstances. Technically; these words are called “traits”. The centre of gravity of personality is the concept of self, the traits are closely related and influenced by it.

Allport gave a simple definition of trait as a generalised disposition in respect to which people can be profitably compared. According to Allport, eight criteria define a trait. These are:
i. A trait has more than nominal existence (habits of a complex order).

ii. A trait is more generalised than a habit (two or more habits which are organised and coherent).

iii. A trait is dynamic, or at least determinative (plays a motivating role in each act).

iv. The existence of a trait may be established empirically or statistically (evidence of repeated reactions or statistical treatment).

v. Traits are only relatively independent of each other (usually correlate positively to some degree with each other).

vi. A trait of personality, psychologically considered, is not the same as moral quality (may or may not coincide with conventional social concept).

vii. Acts and even habits that are inconsistent with a trait are not proof of the non-existence of the trait (may be contradictory traits in the same personality-neatness and carelessness-plus behaviour acts under stress which temporarily belie the trait).

viii. A trait may be viewed either in the light of the personality that contains it or in the light of its distribution in the population at large (traits are unique and traits are universal).
1.3.3. Characteristics of Traits

Traits have three distinctive characteristics.

I. Uniqueness

Uniqueness of traits means that a person has his own individual quality of a particular trait. There are some common qualities or traits that are found in most people within a cultural group. On the other hand, there are some traits which characterize a particular individual and may not be found in other people. These special traits are developed from unusual combinations of hereditary endowments, personal experiences, and cultural values of the social environment. The common traits are normally distributed among the people; people have varying amounts of the same traits.

II. Likeableness

We all grow up in different cultural settings and as a result of our social learning, we acquire various traits in different degrees. Some traits like honesty, generosity, trustworthiness etc. are liked by other fellow beings, while traits like rudeness, cruelty and aggressiveness are disliked by others. This likeableness of a trait depends upon its contribution to social harmony or disharmony on the one hand, and satisfaction or dissatisfaction experienced from being in the company of the person concerned, on the other.
III. **Consistency**

Consistency means whether or not a person can be expected to behave in approximately the same way in similar situations. Consistency of a trait is not something that is either present or absent, it is of varying degrees, from most consistent to most inconsistent.

The major function of traits is to integrate lesser habits, attitudes, and skills into larger thought-feeling-action patterns. The concept of self, in turn, integrates the psychological capacities of the person and initiates action. In this role, the concept of self is the true core or centre of gravity of the patterns.

Personality traits have been described and defined in many ways though most of the descriptions and definitions are similar in that they include certain common salient points. A trait has been described as an aspect or dimension of personality which consists of a group of related and consistent reactions characteristic of a person’s typical adjustment.

All descriptions and definitions of traits emphasize that traits are learned tendencies to evaluate situations in a predictable way and react in a manner which the person has found more or less successful in similar situations and when similarly motivated. Since the person’s characteristic ways of reacting are learned, each new reaction is influenced to some extent by the success the person has had in his previous adjustments to similar reactions. As a result, traits, while predictable, are not automatic acts which occur in exactly the same form every time they are aroused by the core of the personality pattern—the concept of self. Allport has
stressed the role of learning in bringing about slight variations in the predictable manner a person adjusts to situations.

Traits, unlike the “faculties” or “powers” of earlier psychology, are not “little men within the breast” who pull the strings of behaviour. Traits are looser tendencies, each expression of a trait being slightly different because it confronts other determining conditions. Furthermore, after an act takes place, there is “feedback” to the nervous system, and in the future a trait will never be precisely the same as it was previously. Thus continuous flow is the primary fact.

According to the Diagnostic and Statistical Manual of the 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.”

Allport (1897-1967) was the first theorist who by rejecting the notion of a relatively limited number of personality types adopted the trait approach for the description of highly individualized personalities. He was one of the most outstanding trait psychologists. He defined a trait, “as a generalized and focalized neuropsychic system with the capacity to render many stimuli functionally equivalent and to imitate and guide consistent forms of adaptive and expressive behaviour.” This definition given by Allport is a comprehensive one.
It emphasizes that traits are not linked with a small number of stimuli but they are general and enduring in nature. He classified all human traits into three broad categories as given below:

1) Cardinal traits-Traits which appear in most of the behaviour of the organism are called cardinal. They are the primary traits so dominant in one’s personal disposition that they colour virtually every aspect of one’s behaviour and attributes.

2) Central traits-These traits represent those few characteristic tendencies which can be ordinarily used to describe a person, e.g., honesty, kindness, submissiveness, etc.

3) Secondary traits-These traits are not as dominant as the cardinal or central traits. They appear in only a relatively small range of situations and are not considered strong enough to be regarded as integral parts of one’s personality.

Cattell’s (1965) research propagated a two-tiered personality structure with sixteen "primary factors" (16 Personality Factors) and five "secondary factors". Cattell is another ardent propounder of trait theory of personality. He defined a trait as a structure of the personality inferred from behaviour in different situations and described four types of traits:

1) Common traits: There are certain traits which are found widely distributed in general population or among all groups. Honesty, aggression and cooperation can be called common traits.
2) Unique traits: Traits unique to a person such as temperamental traits, emotional reactions.

3) Surface traits: Traits which can be easily recognized by overt manifestation of behaviour are called surface traits as curiosity, integrity, honesty, tactfulness and dependability.

4) Source traits: These are the underlying structures or sources that determine behaviour such as dominance, submission, emotionality, etc.

The theory propagated by Cattell attributes certain specific dimensions to personality so that the human behaviour related to a particular situation, can be predicted. Cattell has adopted factor analysis as a technique for this work. The 16 basic or source trait dimensions (arrived at through the process of factor analysis) were named as factors. Cattell regarded these factors as the building blocks of personality, that is, the characteristics in terms of which one’s personality can be described and measured.

Building on the work of Cattell and others, Lewis Goldberg (1990) proposed a five-dimension personality model, nicknamed the “Big Five”. This is the rational and statistical analysis of words related to personality as found in natural-language dictionaries. The traits are also referred to as the “Five Factor Model” (FFM). The model is considered to be the most comprehensive empirical or data-driven enquiry into personality.

The Big Five Factors and their constituent traits can be summarized as follows:

1. Openness-appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity, and variety of experience.
2. Conscientiousness—a tendency to show self-discipline, act dutifully and aim of achievement, planned rather than spontaneous behaviour.

3. Extroversion—energy, positive emotions, surgency, and the tendency to seek stimulation and the company of others.

4. Agreeableness—a tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others.

5. Neuroticism—a tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, or vulnerability, sometimes called emotional instability.

1.4. Educational Aspiration

How are aspirations formed? Why do some students have higher aspirations than others? Clearly, a full answer to this would involve a number of approaches, including at least Psychology and sociology as well as economics. Research evidence, including our own, suggests those students’ prior attainment matters: the more able have higher aspirations, and vice versa. More broadly, students’ perceptions of their talent matters: this is called ‘academic self-concept’. Some aspects of family circumstances matter too. For example, the qualifications of parents are correlated with their children’s aspirations, and some studies find that community or neighbourhood factors also matter. But the most important single factor is the aspirations of students’ parents. Parental aspirations are a very strong correlate: 89% of students whose parents want them to stay in school express the same wish. As children get older, time spent with their parents’ falls and is increasingly replaced by time spent with their friends. By adolescence, much
of daily life is transacted with friends and these are a major potential source of receiving (and giving) influence. Every student has educational aspirations. It is a decision which the individual makes about what he want to be come in life and what course he want to study.

Education is an important variable in forming student aspirations in that it serves to help students become more knowledgeable about the world, more sensitive and understanding of their relationship to it, and more eager to contribute to the community. Educational aspiration is one of the most important factors influencing an individual's educational attainment.

The word ‘aspiration’, is not a new one. It is used by the common man and by philosophers, by thinkers and by workers in all fields. The term ‘aspiration’ is used most of the time when a decision or desire is usually out of context with reality and it is appropriately determined by fantasy level which has minimum experiential component attached to it. But when we begin to talk in terms of ‘level of aspiration’, we restrain the meaning and use it reservedly to convey a sense which is purely psychological. The term ‘level of aspiration’, in a psychological context, means the standard that an individual expects to reach in a field of which he has had some previous experience.

Cronbach (1954) defines the level of aspiration as the ‘standard a person expects to reach in particular performance ’. Frank defines it as ‘the level of future performance in a familiar task which an individual, knowing his level of past performance in that task, explicitly undertakes to reach’.
As Strang (1957), has explained: “Although level of aspiration is an individual matter, people tend to set their level of aspiration relatively higher when they are dissatisfied with their present status, or when they are confident and successful. They tend to set their level of aspiration relatively low when others think motivation is poor, when they fear failure and do not face it frankly, or the situation realistically, when others think poorly of them, and when they feel insecure or have other personality problems.”

Education is a human enterprise. It is a process and kind of activity in relation to human beings. It is a continuous effort to develop all capacities of the students to control their neighbouring environment and to fulfill their needs. Though education is a part of human life, it cannot help the pursuers unless they have the required amount of educational aspirations.

Individuals will have aspirations, all stages of life people try for self enhancement. The aspirations during student’s period influence their behaviour. An individual’s aspiration level represents him not only as he is at any particular moment, but also as he would like to be at same problem in the future. The term educational aspiration or vocational choice is based on knowledge of traits. The aspiration level of individual is an important motivating factor. It is a frame, a reference involving self esteem or alternatively experiences that is the feeling of failure or success.

Every student has educational aspirations. It is a decision which the individual makes about what he want to be come in life and what course he want to study. In well developed countries the school system is so organized that the
student can make some anticipating or actual vocational decisions at the end of each stage of education. The student has the freedom to choose from different curricular, these educational decisions influence the career. But in the Indian context the secondary school students has no freedom to choose the curriculum, that suits him and curricular choices are made only at the beginning of the higher secondary stages, that too mainly on the basis of his academic achievement.

Aspiration level involves both the difficulty of the learning tasks a person is willing to undertake and the amount of work he is willing to try to do on them in a given time. In short, aspiration level defines the specific learning goals a person sets for himself. Aspiration level itself is defined fairly consistently by capacity and ability and relatedly, by previous success of failure. In general, there is a tendency to select work that by these standards is appropriately hard—not too easy, not too difficult.

Success or failure is the more dynamic element here because of strong ego involvement, success being accompanied by the glow of a sense of personal worth and failure causing feelings of inadequacy.

Aspirations are strong desires to reach something high or great. Young people's aspirations guide what students learn in school, how they prepare for adult life, and what they eventually do (Walberg, 1989).

Aspirations reflect individuals' ideas of their "possible selves," what they would like to become, what they might become, and what they do not wish to become (Markus & Nurius, 1986).

With regards to Aspiration, Webster's Dictionary (1976) defines it as a strong desire for realization (as of ambition, idea, or accomplishment) whereas
Oxford Dictionary defines it as “pure upward desire for excellence, the steadfast desire or longing for something above one”. To quote the definition of Aspiration by Hurlock, ‘Aspiration’ means a longing for ‘what is above one’, with advancement as its end”. Hurlock further describes aspiration as the goal the individual sets for himself/ herself in a task which has intense personal significance for him or in which he is ego- involved. Because aspirations are ego- involved, success leads to self- esteem, while failure brings embarrassment, remorse and feelings of personal inadequacy and inferiority.

Aspiration may be negative – desire to avoid failure. Positive- oriented toward the goal of achieving success; immediate goals set for immediate future; remote – goals set for the future. Immediate aspiration and goal are more realistic than the remote ones like aspiration of a pupil for a vocation like doctor. The word ‘aspiration’, is not a new one. It is used by the common man and by philosophers, by thinkers and by workers in all fields. But when we begin to talk in terms of ‘level of aspiration’, we restrain the meaning and use it reservedly to convey a sense which is purely psychological. The term ‘level of aspiration’, in a psychological context, means the standard that an individual expects to reach in a field of performance of which he has had some previous experience. The term ‘aspiration’ is used most of the time when a decision or desire is usually out of context with reality and it is appropriately determined by fantasy level which has minimum experiential component attached to it.

Psychologists agree on the point that when a person is actively involved in a task, he sets himself a new standard to conquer or a new goal to achieve. The
individual involved in a task tries to gain more and more excellence and attempts to do better than he did previously. He therefore raises his ‘level of aspiration.’ This experience of success is not only satisfying to him, but also serves as a motivating force. The level of aspiration has direct relation with an individual’s personality; Sear’s studies confirmed this relationship. Those who set their level of aspiration realistically in the positive direction are, according to Sears, confident, practical, well- mannered and strongly involved in the task. There are others like Gould, Gardener, Rotter and Sears, who explain the level of aspiration in terms of a process having to do with self esteem and emphasize that a normal human being, who has a natural wish to be admired by others, not only has high expectations of himself but also tries to achieve high. In the words of Symmonds (1951) “Level of Aspiration is important, because it serves as an incentive and carries one in normal circumstances to higher levels of performance”.

In the light of experience and advice, we all set ourselves standards of achievement. These can be referred to as levels of aspiration. Children without a challenge are less likely to improve their skills than those who are encouraged to strive for better performance. Aspiration level involves both the difficulty of the learning tasks a person is willing to undertake and the amount of work he is willing to try to do on them in a given time. In short, aspiration level defines the specific learning goals a person sets for himself. Aspiration level itself is defined fairly consistently by capacity and ability and, relatedly by previous success or failure. In general, there is a tendency to select work that by these standards is appropriately hard- not too easy, not too difficult. Success or failure is the more dynamic element
here because of strong ego involvement, success being accompanied by the glow of a sense of personal worth and failure causing feelings of inadequacy.

The term ‘Educational Aspiration’ as given by Sharma and Gupta (1980) is a concept referring orientation towards educational goal, spaced in continuum of difficulty and social prestige, and arranged in educational hierarchy. Educational aspiration may be defined as an expression of the level of academic qualification an individual wants to attain. A young individual’s future in today’s technological society depends entirely on his education and job skills. Therefore, in order to attain and achieve success in life one should have realistic Educational Aspiration. Thus Educational Aspiration plays an important role in preparing the individuals for better future.

1.5 Rationale of the Study

School plays an important role in moulding the personality of children because a significant part of a child’s life is spent in school between the ages of 6 and 20 years. Here he continues the process of liking and disliking, conforming and rebelling, acquiring a conception of the world and himself. The teacher is an important constituent in the instructional process who can play a very important role in shaping the personality of students. The way he teaches and handles the students has an effect on the future personality of children. The children’s parents and teachers play an important part in their lives. A teacher has to deal with at least fifty students in a class, none of whom are identical in their behaviour, attitude and disposition towards their classmates and to their learning. There may be problem kids who need special attention and sensitive handling. One of the most fascinating
things about our dealings with other people is the endless variety of human personality. Some people are nearly always cheerful and friendly, others are unfriendly, and depressed, and still others are aggressive and hostile. The way that we interact with ourselves and with others, what we attract into our lives, and how balanced and happy we feel are affected by our personality patterns. Each of us carries many personality patterns which we have either brought with us through heredity or to be worked with or ones that we have developed through our exposure to the environment. These personality patterns can sometimes be ones that we are very aware of and are familiar with, sometimes they can be patterns that we don't consciously know that we carry, yet at a deep level help to make up our personality. It is only when we become conscious of each layer of our personality, and are able to release the patterns that are not in balance and harmony, that we become free in each moment to make the choice about who and what we want to be. The personality patterns as exhibited by the individuals provide ample information for the person to describe every aspect of behaviour fragmentally and organize them in an integrated whole and also is able to predict the future behaviour.

Educational aspiration may be defined as an expression of the level of academic qualification an individual wants to attain. A young individual’s future in today’s technological society depends entirely on his education and job skills. Therefore, in order to attain and achieve success in life one should have realistic Educational Aspiration. Thus Educational Aspiration plays an important role in preparing the individuals for better future. Man has attempted from times immemorial to understand himself. Likewise, psychologists and teachers alike
have always been interested in the study of personality. Every school learner, from his beginning days in first grade until high school graduation twelve years later, makes a long series of adjustments between the whole unique personality he is and the educational programmes of the school. Each girl and boy is seeking to become an individual person having a healthy physique, a growing intellectual ability, a greater degree of emotional poise, an increased participation in social groups and such other characteristics as enhance personality. As teachers when we observe students over a period of time, we notice how their temperament, interests and attitudes are developing, and how this behaviour tends to take a more or less consistent direction. Youngsters always bring along to school their physical bodies, their many anxieties and joys, their friendships and their frustrations, not to mention their methods of dealing forthrightly or evasively with people and things. All these are inseparable aspects of their lives and personalities. It is in this regard that we need to study the different personality patterns and the educational aspirations of an individual child.

1.6 Statement of the Problem

Students discipline is a psychological problem as far as the personality of the present day youth is concerned. The students feel stress and strain, frustration, insecurity and tension all of which psychologically disturb today’s youth. In the present day scenario, the school plays an important role in moulding the personality and improving the educational aspiration of children because a significant part of a child’s life is spent in school. The school poses new problems to be solved, new taboos to be accepted into the superego and new models of
imitation and identification, all of which contribute their share in moulding personality and orienting them to an educational goal. Personality is what makes individuals unique, it is only through the study of personality that the relevant differences among individuals can be made clear. The investigator will make an attempt to find out the personality patterns and educational aspirations of students coming from different backgrounds. Many researchers have been undertaken on personality and personality traits of pupils, but studies on personality patterns and educational aspirations of Secondary School Students have not been carried out. Therefore this study will find out the personality patterns and the educational aspirations which secondary school students have set for themselves and strive to achieve.

1.7 Title of the Study

The title of the problem under investigation has been entitled as follows:

A Study of Personality Patterns and Educational Aspirations of Secondary School Students in East Khasi Hills District of Meghalaya.

1.8 Operational Definition of the Terms Used

The following definitions of the terms are used in the present study.

1. **Personality Patterns**: Personality Patterns refers to the characteristic patterns of behaviour and modes of thinking that determine a person’s adjustment to the environment.
2. *Educational Aspirations*: Educational aspiration is an expression of the level of academic qualification an individual wants to attain.

1.9 **Objectives of the Study**

The objectives of the present study are stated as follows:

1. To study the Personality Patterns of Secondary School Students.
2. To study the Educational Aspirations of Secondary School Students.
3. To find out the differences between the Personality Patterns of the following groups:
   (i) Male and Female Secondary School Students.
   (ii) Tribal and Non-Tribal Secondary School Students.
   (iii) Rural and Urban Secondary School Students.
4. To find out the differences between the Educational Aspirations of the following groups:
   (i) Male and Female Secondary School Students.
   (ii) Tribal and Non-Tribal Secondary School Students.
   (iii) Rural and Urban Secondary School Students.
5. To study the relationship between Personality Patterns and Educational Aspirations:
   (i) Male and Female Secondary School Students.
   (ii) Tribal and Non-Tribal Secondary School Students.
   (iii) Rural and Urban Secondary School Students.
1.10 Null Hypotheses of the Study

The following null hypotheses will be tested and analysed through this study:

1. There is no significant difference in the Personality Patterns of:
   (i) Male and Female Secondary School Students.
   (ii) Tribal and Non-Tribal Secondary School Students.
   (iii) Rural and Urban Secondary School Students.

2. There is no significant difference in the Educational Aspirations of:
   (i) Male and Female Secondary School Students.
   (ii) Tribal and Non-Tribal Secondary School Students.
   (iii) Rural and Urban Secondary School Students.

3. There is no significant relationship between Personality Patterns and Educational Aspirations of:
   (i) Male Secondary School Students.
   (ii) Female Secondary School Students.
   (iii) Tribal Secondary School Students.
   (iv) Nontribal Secondary School Students.
   (v) Rural Secondary School Students.

1.11 Delimitation of the Study

The study is delimited to the Class: VIII students studying in the Secondary Schools of East Khasi Hills District, Meghalaya.
"Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed."

- Booker T. Washington