INTRODUCTION

Introduction

It was formerly believed that the personality pattern was the product of heredity and that the child was a “Chip of the old block”. Today there is ample evidence that the personality pattern is a product of both heredity and environmental influences. As Thomas teal has said “Personality is shaped by the constant interplay of temperament and environment”. They explain further “If the two influences are harmonized one can expect healthy development of the child, if they are dissonant behavioral problems are almost sure to ensue.” Through learning, attitudes towards self and characteristic methods of responding to people and situations-the traits of personality are acquired through repetition and the satisfaction they give. The early learning experiences are mainly in the home, and later learning experiences are in the different environments, children come in contact with outside the home. (Hawkins et al, 2007)

Parenting is a very big responsibility and the parent - child interaction plays a vital role in the development of child. The behavior, mannerism ethics and level of confidence in a child is the total reflection of the style of parenting of a child. In other words, proper parenting prepares a child to face the word boldly and accept the challenges and opportunities in his life.

It is well known fact that in almost all societies whether in East or West child rearing is taken up by member of family, especially mother. Therefore role of mother is most significant for a child. Besides proper physical care and nourishment of a child, a mother is also a source of inspiration and motivation for evolving moral and ethical values in a child. Mother is the first school of a child. Family is the first institute for the early life development of the child. The Children; whose mothers are housewives, enjoy maximum attention in their upbringing and proper education. On the other hand if mother goes for service outside the home, she becomes unable to perform the duties of real and true mother. Due to her engagement outside the home and responsibility of the works, she is not in a position to cater to the needs of the child. That’s why it is said that children of working mothers suffer to a great extent. Though this is not true in all cases but sometimes absence of mother for longer period of time pushes child in bad company. (Hill et al; 2005)
A lot of experimental evidence is available which depicts that the parents-child relationship is very important in the personality growth.

Sometimes the mother becomes so exhausted that she is not in a position to attend the smaller needs of the child. Her behavior too, sometimes, grows irritable. Many working ladies, due to tension and worries become victim of depression and hypertension. From such mother we cannot expect very much affection and worm behavior for the family. Sometimes children are sent to crèche; sometimes, they are left on the mercy of the maids and such children develop a sense of insecurity. In their later life these children remain inefficient in many ways and remain dependent on others.

On the other hand, the children of non-working mothers get a lot of affection and care from their mothers. Most of their needs are satisfied by their mothers. Non-working mothers get ample time to attend their children. The chances of their deviant behavior are rare. These mothers if educated; help their children in their homework also. (Berger et al; 2008)

But while considering the other side of the coin, it has also been observed that the children of working mother have enough degree of self confidence, self assurance. They have wider knowledge and more career options in comparison of non-working mothers. The circumstances force them to take their own decisions and they are capable to do most of their work by themselves. They interact much with outer world. Their social circle is also wider. All these things shape the child as bold and more confident.

In this way we find that in some aspects of personality the children of working mothers are losers but in some other aspects they are the gainers, while the children of non-working mothers are gainers in some aspects of personality whereas in some aspects they are losers.

It is the fact that in this changing scenario mothers cannot sit at home just to rear their children but they have to act wisely, actively and smartly. In emergency the help of councilors can be sought.

Traits are a product of learning, though they are based on a hereditary foundation. They are molded mainly by child training in the home and school and by imitating a person with whom the child identifies. A child for example, who identifies with the mother, will imitate the
mother’s characteristics methods of reacting to people and situations to the point where it appears that the child has inherited these characteristics - that the child is, indeed a “chip off the old block”.

Studies of the development of the personality pattern have revealed that three factors are responsible for its development- hereditary endowment, early experiences within the family, and events in later life. The pattern is closely associated with the maturation of the physical and mental characteristics. These characteristics provide the foundations on which the structure of the personality pattern is built through learning experiences.

Through learning, attitude towards self and characteristics methods of responding to people and situations – these traits of the personality are acquired through repetition and the satisfaction they provide. The early learning experiences are in the different environments, children come in contact with outside the home.

Earlier studies have proved that the child needs to be guided for social, moral and recreational adjustments which he can get only in a good and healthy home environment and through parental love. Lack of proper care and adverse home conditions may lead to serious complications at subsequent stage and maladjustments. Proper care at home helps in better development of child physically, emotionally, mentally and socially.

Children, for example, who learn to think of themselves as inferior, owing to the treatment they receive in the home or outside the home, develop peculiar methods of adjusting. These methods differ markedly from those of children who develop more favorable concepts of themselves as a result of more favorable treatment from members of the family; especially parents.

Since times immortal mother has been the most active participant in the process of her child’s development. Since history bears witness that great personalities like Shivaji, Bhagat singh and many others could rise to such great heights on account of their mothers’ healthy contribution. No doubt heredity plays a vital role in such cases but simultaneously the importance of family environment is of paramount significance because it is a model of the whole cultural pattern, reflecting with great fidelity, the marital furniture, emotional values and moral laws of the society.
The child learns to face the world through strong confidence building, self respect and self-esteem taught by her mother in early years. A good child – parent, especially child-mother relation is the strongest foundation for all children for their overall development in life.

All these courses demand a lot of time and energy from a mother for stress-free and healthy home environment, the need to spend time with children. They need their parents especially their mother to take care of everything for them, share with them their happiness and sadness. This is actually possible only if their mothers are always there for them for all the times which are not the case in the present scenario.

Some of the changes in the roles as well as attitude stem from the gradual increase in women’s economic independence. The economic independence of the present era does serve to make a woman feel much more capable and secure. A lot of mothers, because of it, are ready to take her rightful place as a fully fledged member of the family, have started working as well. But this has not altered their role of child rearing rather their burden has increased. They have to manage both fronts – professional and personal with more perfection. With taking up of employment by mother outside the home sometimes fires them and this in turn creates unpleasant situation in family and the children are forced to live in a stressful environment. These things leave deep impact on children, especially adolescents.

The importance of early experience to personality development was first stressed by Freud, who found that many of his adult patients had unhappy childhood experiences. Rank claimed that ‘birth trauma’ or the ‘psychological shock’ that results when an infant is separated from the mother has a lasting effect on personality. By doing so the individual feels insecure throughout his/her life. The attitude and emotional reactions of parents, the total culture, contest of the environment in which the child grows up and other factors have great importance in determining the pattern of personality.

Nuclear family system has posed a great threat to our young generation. Children are left alone at home when both the parents go for work. There is nobody to look after them. The smaller the family, the more egocentric children grow than the children from larger families.
In nuclear families, there are no grandmothers, aunt or elders to protect them from the current environment of media exposure and drug-addiction. They are left free to do what – ever they want – watch anything on TV or internet which sometimes leads to greater problems.

Adolescents who already have a lot of stress due to peer pressure and other changes, this kind of situation at home where parental support is not always available, maternal care etc is lacking, leads to poor personality development.

Like everything, working mothers also have both prone and cons. On the positive side, wives have joined hands with their husbands in earning livelihood. On the other side, children are deprived of love, affection, care and guidance, which they need a lot and deserve. Money cannot fulfill the communicational gap between a child and mother. This has real implication on mother, due to her engagements outside the house because she is not in a position to devote time and properly take care of the needs of her children.

A mother who earlier played a role of housewife and mothers now are playing multiple roles. If she is a wife and mother at home and she is a director in a company or a political leader she is committed to both the roles. She is paid for her time and work devoted for the company but for that time of absence from home she is forced to overlook some of her responsibilities towards the home front which leads to unhealthy environment and lot of stress at home for which she is helpless.

With this, her difficulties have also become multidimensional. It is very important to weigh the additional income earned by the mother as against her cost of absence from her family and has adverse affects on attitude, behavior, personality of children especially the adolescent who are more prone to indulge in unwanted activities for various reasons which results in unpleasant atmosphere at times in the families.

It is said that children of working mothers suffer to a great extent. They remain emotionally starved and develop bad habits. Though this is not true in all cases, absence of mother for longer period of time pushes children in the company of bad friends/drug addiction. The financial conditions, status of family etc., no doubt improves but sometimes children lose a lot which in turn cannot be altered in the long run.
In our culture and as in most cultures too, parents and home conditions mould the child in his early formative years. A congenial home atmosphere with good relations with parents and between the parents; especially mother and child is essential for a well-adjusted personality to develop. On the other hand, disrupted homes often produce unstable and badly adjusted personalities. Burnt in his study found that 58% of the delinquents came from broken homes where families were split by death, divorce or absence of one parent.

A lot of experimental evidence is available which shows that the parent-child relationship is very important in the personality growth. Freud pointed out that parents behavior may bring about love anxiety or hate in the child. Excess parental tenderness he said “spoils” the child and often leads to neurosis. Symonds of Columbia University studied the personalities of 31 children “accepted” and loved by their parents. He compared them with 31 rejected and neglected children. In general, the accepted children proved emotionally stable, well socialized, calm and interested in things. The rejected children showed emotional instability, restlessness, indifference and antagonism.

An individual’s personality is the complex of mental characteristics that marks them unique from other people. It includes all the patterns thought and emotions that cause us to do and say things in particular ways. At a basic level, personality is expressed through our temperament or emotional tone. However, personality also colors our values, beliefs and expectations. There are many potential factors that are involved in shaping a personality. These factors are usually seen as coming from heredity and the environment. Research by psychologist over the last several decades has increasingly pointed to hereditary factors being more important, especially for basic personality traits such as emotional tone however the acquisition of values, beliefs and expectation seem to be due more to socialization and unique experiences, especially during childhood.

There are many potential environmental influences that help to shape personality. Child rearing practice is especially critical. In the dominant culture of North America, children are usually raised in ways that encourage them to become self-reliant and independent. Children are often allowed to act somewhat like equals to their parents. For instance they are included in making decisions about what type of food and entertainment the family will have on a night out. Children are given allowances and small jobs around the house to teach them how to be
responsible for themselves. In contrast, children in China are usually encouraged to think and act as a member of their family and to suppress their own wishes when they are in conflicts with the needs of the family. Independence and self-reliance are viewed as an indication of family failure and are discouraged. It is not surprising that Chinese children traditionally have not been allowed to act as equals to their parents.

Despite significant differences in child rearing practices around the world, there are some similarities. Boys & girls are socialized differently to some extent in all societies. They receive different message from their parents and other adults as to what is appropriate for them to do in life. They are encouraged to prepare for their future in jobs fitting their gender. Boys are more often allowed freedom to experiment and to participate in physically risky activities. Girls are encouraged to learn how to do domestic tasks and to participate in child rearing by babysitting. If children do not follow these traditional paths, they often labeled of marginal or even deviant. Girls may be called ‘tomboys’ and boys may be ridiculed for not being sufficiently masculine.

We often share personality traits with others, especially members of our family and community. This is probably largely due to being socialized in much the same way. It is normal for us to acquire personality traits as a result of enculturation. Most people adopt the traditions, rules, manners and biases of their culture. Given this fact, it is not surprising that some researchers have claimed that there are common national personality types, especially in the more culturally homogenous societies.

According to Benedict’s view culture rather than genes makes women nurturing towards children and passive in response to men. Likewise, culture makes men aggressive and domineering. If this is true, these stereotypical behaviors can be altered and even reversed. Mead carried out ethnographic field work among the Polynesian and Melanesian people of the south pacific to find examples of societies in which felinity and Masculinity have very different and even opposite characteristics from those found in the western world. She began her research in Samoa in 1925 where she discovered a relaxed adolescence in which sex is talked about freely by boys and girls rather than hidden or suppressed.

Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment. Later on All port changed the
last phrase adjustment to the environment to characteristic behaviors and thought. This dynamic organization of psycho-physical system of the individual is the result of many factors. So many inner environmental factors help in the development of the personality of the individual. An individual is what he has been made by his parents. Family and the social environment keep on influencing the personality of an individual. Of all the factors, the influence of mother is great on the personality development of the individual. Mother is the first school for the child. Family is the first institution for the early life development of the child. The children, whose mothers are housewives, get maximum care in the upbringing and proper education of the child. It is the mother who is fully responsible for the overall personality development of the child. On the other hand if the mother goes for service outside the home, she becomes unable to perform the duties of the real and true mother. Due to her engagement outsides the homes and responsibility of the works she is not in position to cater to the needs of the child.

The father is the bread earner mainly he thinks that if he has earned some money for the family, his job is over. He becomes so involved in his work that he has no time to look after the child in the family; this way there remains the role of the mother in the all round development of the personality of the child.

Thus, it is evident that a mother plays role of a great significance and influence in shaping the personality of her child. It can also be considered that the status of mother i.e. whether she is working or non-working has got ample influence on the personality development of child in the present era of swift lifestyle too. It is observed that the working status of mother brings both positive & negative impacts on the 360 degree personality development of the child. Almost similar facts can be observed in examining the personality development of children of non-working mothers too.

Definition, Meaning and Concept of Personality

1. Personality

The term "personality" is derived from the Latin word "persona" which means “mask worn by an actor while he plays a particular character on the stage.” Significantly, in the theatre of
The ancient Latin-speaking world, the mask was not used as a plot device to disguise the identity of a character, but rather was a convention employed to represent or typify that character. Personality may also refer to the patterns of thoughts, feelings and behaviors consistently exhibited by an individual over time that strongly influence our expectations, self-perceptions, values and attitudes, and predicts our reactions to people, problems and stress. In a phrase, personality is not just who we are, it is also how we are.

The word “persona” suggests that the personality should mean the characteristic pattern or style of behavior of the person as is revealed through his external and internal properties. The external properties of a person include his dress, speech, bodily actions, postures, habits and expressions. The internal properties are his motives, emotions, precepts, intentions, etc.

Personality is an all-inclusive concept. It is the sum total of an individual's properties as a distinct and unique human being. The external properties are directly observed while the internal are only inferred from the pattern of overt responses. Thus, the image of an individual’s personality is only created from observations and/or inferences regarding his response patterns.

Personality is the sum total of ways in which an individual reacts and interact with others. The total personality or 'psyche' as it is called by Jung consists of a number of differentiated but interacting systems. The principle ones are:-

1. Ego
2. Personal Unconscious

In addition to these interdependent systems, there are attitudes of Introversion and extroversion, as well as the functions of thinking, feeling, sensing and intuition. Finally, there is the "self" which is the center of the whole personality.

**Systems**

**Ego:** The ego is the conscious mind. It is made up of conscious perceptions, memories, thoughts and feelings. The ego is responsible for one's feeling of identity and continuity being at the center of consciousness.
**Personal Unconscious**: It consists of experience that were once conscious but which have been forgotten, suppressed, repressed or ignored, and of experiences that were too weak in the first place to make a conscious impression upon the person.

**Collective Experience**: The collective conscious is the storehouse of latent memory traces inherited from man's ancestral past. It is almost entirely detached from anything personal in the life of an individual and is seemingly universal. What a person learns as a result of his experience is substantially influenced by the collective unconscious which exercises a guiding or selective influence over the behavior of the person, from the very beginning of life.

An archetype is a universal thought form which contains a large element of emotion. Archetype itself is a product of racial experience. There are presumed to be numerous archetypes in the collective unconscious.

**Attitudes**

Jung distinguishes two major attitudes or orientations of personality; the attitude of extroversion and the attitude of introversion. The extraverted attitude orients the person towards the external, objective world; the introverted attitude orients the person towards the inner, subjective world. These two opposing attitudes are both present in the personality, but ordinarily one of them is dominant and conscious while the other is subordinate and unconscious.

**Functions**

There are four fundamental psychological functions: thinking, feeling, sensing and intuiting. Thinking is ideational and intellectual. Feeling is the evaluation function; it is the value of things, whether positive or negative, with reference to the subject. The feeling function gives man his subjective experiences of pleasure and pain, of anger, fear, sorrow, joy and love. Sensing is the perceptual or reality function. It yields concrete facts or representations of the world. Intuition is perception by way of unconscious processes and subliminal contents. The intuitive man goes beyond facts, feelings and ideas in his search for the essence of reality.

**Self**
The self is the mid-point of personality, around which all of the other systems are constellated. It holds these systems together and provides the personality unity, equilibrium and stability. The self is life's goal, a goal that people constantly strive for but rarely reach. Before the self can emerge it is necessary for the various components of the personality to become fully developed and individuated.

2. Concept of Personality

The concept of personality is derived from the pattern of response characteristic of the individual.

The derivation is possible in three ways:

The first is subjective, popular derivation based on subjective impressions formed by the individual's response pattern. It results in popular evaluative expressions like charming, Dominating, weak or bold personality.

The second kind of conceptualizations of personality is based on an objective description of the overt response of the individual. This view is held by behavioral psychologists and is best amenable to empirical research. However, it poses the difficulty that an overt response may occur in different individuals for different meanings. It seems to evade in-depth interpretations.

The third way is the organism view which conceives personality as the inner pattern of a person's characteristics. An off-quoted definition of personality calls it "dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment" (Allport, 1961). It means that the personality "resides" within the individual. These systems are woven into an organization. The organization of personality is not static but dynamic. The organizational pattern determines the kind and degree of adjustment of the individual to his environment, and this adjustment-pattern is unique to the individual person. Comprehensively conceived, Allport's definition of personality is therefore widely accepted.

3. Nature of Personality
Four fundamental qualities of personality have been identified from the organism concept. These are consistency, the development of personality structure, potentiality for change and integration. Let us discuss each quality in brief…

**Consistency**: Consistency or stability is the hallmark of personality. A person is recognizable from situation to situation by the consistent characteristics that are reflected in his behavior.

Not that he behaves exactly the same way in every situation but his styles of action can be identified certainly.

**Development of personality structure**: Personality development is a natural quality of a growing organism. The path is from simple to increasingly complex. According to Heniz Werner, at birth the mental organization of the infant spreads slowly. Through his interactions with the environment, the parts of the mental structure become progressively crystallized and differentiated from each other. The analytical stage is followed synthesis or integration when the differentiated parts become functionally organized. From a diffused mass through progressive differentiation to an integrated whole is, then the course of development of Personality structure.

**Potentiality for change**: Potentiality for change is another characteristic of personality. The earlier psychoanalytical view did hold personality as a rigid structure. However, modern Factors influencing Personality development of Psychological, humanistic theories have demonstrated not only the human capacity for reorganization but also the conditions that foster change. Integration or organization is the quality of the human personality, i.e., it occurs to human beings naturally and normally. It is the normal development outcome of personality structure. Disorganization, i.e. the isolation of the functions of the individual parts from the total system is a pathological condition (Goldstein) of a psychological disorder.

"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."
Factors Influencing Development Of Personality

Physique and Personality: Physical differences i.e. differences in height, weight, complexion, bodily form or defects influence personality of the individual.

Height: The child who is short stature may develop a feeling of inferiority if other persons tease him.

Weight: Similarly if the person is overweight his playmates, class fellows and friends tease him and he will develop inferiority feelings.

Physical defects: Physically handicapped children have no well developed personalities as compared to normal children. For example, blindness or weak eyesight, deafness or dull hearing directly influences the development of personality.

Health and Strength: A person who has good health, strength, energy and vigor generally develops emotionally balanced attitude towards life and takes part in various types of competition. On the other hand, the person who is physically inferior develops an unbalanced personality and generally cannot take part in various competitions.

Intelligence: There is definitely some relationship between intelligence and personality. Intelligence is mainly hereditary. Persons who are very intelligent can make better adjustment in home, school and society than those persons who are less intelligent.

Sex differences: Boys are generally more assertive, tough minded and vigorous. They have better need to succeed with regard to interest and aptitudes. Boys show interest in machinery and outdoor activities. They prefer adventures. But girls are less vigorous games. They are quieter, and interested in personal appearance. They have better sense of fine art. They are more injured by personal, emotional and social problems. Thus sex differences play a vital role in the development of personality of individual.

Nervous System: Nervous system plays a vital role in the development of personality. Man’s intellectual ability, motor ability, physical strength and ability to adjust upon the structure and modification of nervous system. Any injury to nervous system will affect the personality of the
individual. Nervous system limits one’s learning capacity. So it is evident that the development of personality is influenced by the nature of nervous system.

**Chemical organization:** Endocrine glands play an important role in the development of personality of individual. Their malfunctioning leads to various physical and mental defects.

**Adrenal glands:** The malfunctioning of adrenal glands causes Addison Disease which causes the impairing of judgment, loss of sleep, sex, interest and weakness. The over activity of this gland makes individual energetic, persistent and vigorous. If this gland is under active the individual becomes indecisive, irritable and neurasthenic.

**Thyroid glands:** The over activity of thyroid glands makes the individual restless, irritable, worried and unstable. The under activity of this gland causes a disease known as cretinism. It makes the individual dull, sluggish, and lethargic.

**Pituitary glands:** Pituitary glands which are sometimes called master glands have their effect on personality and intelligences. They help in the growth of the body. Their under activity causes dwarfness and over activity causes giantess in size; physical and mental activities are impeded.

**Sex glands or gonads:** They exert great influence on the sex life of the individual. If they are over active they will make the individual over sexed. On the other hand if they are under active the sex urge becomes weak.

In the words of Ogburn and Nimkof “Biological heredity ushers infant actors on the stage of which the physical environment, the group and culture have set. The dramatic actor now begins and new born baby transforms into social person.” They further said, “Birth is the signal of experience to begin its work of converting the biological individual into social person.

**Geographical environment and personality:** Physical or geographical conditions influence the personality of the individual. People of cold countries are industrious and hard working.

**Family Environment:** Family atmosphere if disruptive will produce disrupted, delinquent, backward and maladjusted personalities. The number of members in the family, birth order of the child, emotional climate of the family, outlook of parents, cultural and economic conditions of the family has an important bearing in personality formation.
**Family life pattern:** Family life, aims ambitions, aspirations and attitudes of parents; their emotional stability or instability; their overprotection or under protection of children- all these factors are important in personality development of the individual.

**Early childhood experiences and personality:** Childhood experiences play a very important role in the development of the individual. Tensions and emotional upsetting of early life influence personality development. Methods of breast feeding and toilet training do play a significant role in the personality development.

**Neighborhood:** If the people in the neighborhood are cultured and educated then the child may also grow into a good person.

**Friends and companions:** Psychologists like Burt and Kretschmer are of the view that friends and companions greatly affect the personality of the child. Children of laborers go to third rate school and play with half naked children in dirty streets or slums. They live amidst hunger and poverty. This may lead to delinquency. Children of upper class may go to first rate school and their companions also belong to upper class. This may develop in them a superiority feeling for higher social status.

**School:** School plays a vital role in the development of personality:

**Teacher’s personality** i.e. his attitudes, beliefs, ideas, habits, ambitions, aspirations, sentiments and emotional maturity affect the personality development of the child.

**Curriculum of school** i.e. richness or drabness of curriculum also affects the personality of an individual.

**Methods of teaching and co-curricular activities** also influence personality development.

**General atmosphere in school:** congenial or uncongenial atmosphere influence personality development.

**Radio, clubs, cinemas** have a significant role to play in the personality development. Children can learn a lot from these agencies of education.

**Temples and gurudwaras** also influence personality development.
Names and personality: impressive names may give us an air of superiority and poor or undesirable names like ‘Mota’, ‘Ganda Ram’, ‘Pokora Mal’ are source of resentment. These names shape our ideas of ourselves and hence influence personality development.

Clothes and personality: if we wear funny clothes people will laugh at us and as a result we may develop inferiority complex. Our clothes should resemble with great persons whom we admire.

Culture and personality: Personality is said to be the image or mirror of culture. Both material and non-material culture play important role in shaping the personality of the individual. Material culture brings about the development of various material needs and goods. Non-material culture brings about the development of various social traditions and culture. Studies have been conducted by Mead, Ruth Benedict, Malinowski, Baldwin, Cooley and many others. Mead found that in the “Samoa” culture, girls are free from the stress and strain of modern society because early sexual relations are allowed. Similarly Malinowski has reported that adolescent period among Trobrianders also does not involve stress and strain because of the absence of sex taboos. In ‘Mundudumor’ culture persons are violent and aggressive, while in ‘Arapesh’, they are responsive and mild. In ‘Tchambuli’ women are aggressive and sexually dominant, while men are submissive.

Psychological factors: play a big role in the functioning of the human behavior and development of one’s personality. Motives, Acquired interests, Attitudes, Character, Intellectual Capacities.

Conclusion

To conclude we can say that psychological factors are affected by hereditary and environment. Hereditary supplies the raw material, culture supplies the design, while family is the craftsman because it is the parents who carry the culture of the society to the child. Thus hereditary and environment both play very important role in the development of the personality of the individual.