CHAPTER – I
INTRODUCTION

1.1 INTRODUCTION

Education is a purposefully designed process aiming at fostering the harmonious and healthy development of individuals as productive, successful and well adjusted persons in society. No aspects or component thereof can be left untouched by psychology. Almost all issues in education have psychological dimension even aims and objectives in their interpretation and their bearing on the development and functioning of individuals at one end and administration rather management, in respect of the style of functioning of personnel and the human relations involved at the other.

In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people on the quality and number of people passing out of our schools and colleges will depend on success in the great enterprise of national reconstruction whose principal objective is to raise standard of living of our people (Indian Education Commission 1964-66)

Indian Education Commission has lucidly explained the role and important of education and its expansion in the above words in the democratic country like India. In the age of science and technology we can not achieve our goal of national reconstruction without education because education is the foundation on which rests of edifice of society and democracy. Education is the single largest instruments by which we achieve change in all spheres of life without violent revolution.

In modern era, formal education and technology have acquired immense and prime position. Education helps to acquirer over all
personality development of the learner. Every student is a citizen of the country. Hence, it is the duty of the teacher and the educational process to help the students to acquire knowledge and understand their potentialities.

Education trains the minds of the people to cope with the change and it broadens the mental horizon enables the individuals to enjoy good thinks of life and raises his standard of living. It alters the attitude to work, economic rationality, adaptability attitude towards family size and various social attitudes relevant from the socio-economic point of view.

During the post independence period Indian Government made massive efforts for the spread of education with a view to bring in social and economic change. In the post independence period in education nation achieved much growth, expansion in the enrollment of students of various stages of education, social sciences, natural sciences and technology. India has today one of the largest educational systems in the world.

Significance of educational change in the post independence period is due to similar for reaching changes in other spheres. Social, economic, cultural, agricultural etc. The Social structure is also subject to new forces and to new stresses and strains. In our framework of values with different overtimes, in different social segments we have moved far away from the values of natural movement. Thus vast changes have overtaken in Indian society since independence and yet there is much continuity between the old and new.

Education refines sensitiveness and perception that contribute to national cohesion and scientific temper which are important to goal of education. It is considered to be one of the most powerful media and instrument of social change.

It has two roles to play:
i) Traditional and ii) Innovative

In a democratic country like India and elsewhere, education has very important role to play. Hence the national policy on education (NPE) 1986 revised in 1992 observes in our national perception education is essentially for all. This is fundamental to all round development, material and spiritual it may be defined as “the progressive function of education” which brings about desired changes in the socio-economic fabric of society and fulfils the aspiration and ambitions of people. If this change on a revolution then is only one instrument that can be used.

**Education**

Education occupies an important place in most of the plans for economic and social development. Education particularly primary and middle school education plays a very important role in building up a nation, and it is the pre requisite for the accomplishment of other development goals. The future need for trained manpower in any country essentially depend upon the present percentage of enrolment in primary and middle education.

**What is Education?**

Many scholars all over the world have studied and defined this concept; extensively e.g. Mahatma Gandhi, Dewey, Socrates, Ravindranath Tagore etc.

Pandit Jawaharlal Nehru has defined “Education is that process which makes the learner productive, creative and make him ideal citizen.”

According to Ravindranath Tagore, “The purpose of education is nothing less than the highest purpose of man. The fullest growth and freedom to enable to mind to find out that ultimate truth which
emancipate us from the bondage of dust and gives us wealth not of things but of inner light, not power but of love making this truth us own and giving expression to it.”

Gurudeo R. Tagore has defined “Education has that process which teaches the learner to eliminate error and make him to search the truth successfully.”

It suggests that concept and scope of education is very wide and it is continuous process in human life. Every student in the classroom situation gets knowledge from the teacher and the text books. It is a formal education where as family society; mass-media are the sources of the giving in formal education, teacher plays very important role in it.

**Post Independence Era and Education**

Post independence period in last more than fifty years. India has achieved lots of scientific and technological progress still rate of literacy is not decreasing all Educational facilities, health education, entertainment etc. has disparity in rural and urban area. 75% Indian population in rural area and educationally backward still after 1947, Indian Government has come out with many educational policies and has tried implementing the same in order to achieve progress. Their brief information is as follows.

**Secondary Education Commission (1952-53)**

Under the chairmanship of Dr. Mudaliyar in 1952 Indian Government appointed this commission. It has suggested reconsideration of the secondary education. It recommended total schooling years should be eleven and not twelve. In year 1947 the pattern of education in school and colleges was common. In some states the schooling period was ten
years and 11th year was of school ending year. The under graduation year was of two and post graduate period was of 2 years.

1.2 PERSONALITY

The word personality has been derived from the Latin word ‘Persona’ which was the mask which Greek actors wore while acting. This however is not the meaning taken in the modern word personality. Thus personality is not a fixed state but a dynamic totality which is continuously changing due to interaction with the environment. Personality is known by the conduct, behavior, activities, movements and every thing else concerning the individually adjusts with the external environment is personality. In the words of Munn. “Personality may be defined as the most characteristics integration of an individual’s structure modes of behavior interest, attitudes, capacities, abilities and aptitudes.” Behavior requires integration. Thus integration of various traits is found different in different persons. As a general rule every healthy individual has same sort of integration. The peculiar forms of integration in particular individual are his personality traits. Thus personality is the most characteristic integration of an individual. It is personality which makes distinction in one man and another. In the words of Gordon Allport, “Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment of his environment.” The personality is the organization of internal and external activities. It includes the external appearance, qualities, aptitudes and capacities etc. It is the results of the interaction of the individuals with the environment. It is not the collection of the traits but the particular organization of them. It is the total quality of the individual’s behavior. Individual affects other individuals through his personality. Thus personality is manifested in his various activities. In short personality is
the total quality of behavior, attitudes, interest, capacities, aptitudes and behavior patterns which are manifested in his relation with the environment.

For sometime there was a discussion among the psychologists about the relation of heredity and environment in the development of personality. In this discussion arguments were given from both sides and much matter was gathered on the basis of observation and experimentation. It was found by this data that the development of personality depends upon both the heredity and environment. Hence the modern psychology includes both heredity and environment in the factor influencing personality.

According to Gordon Allport only the relativity stable aspects of behavior should be recognized as personality traits. In his book, “Personality: a psychological interpretation,” Allport writes “From the evidence now in hand four important conclusions may be drawn.

1) Personality defined as the destructive mode of adjustments adopted by each individual in his efforts to live, is not formed at birth but if may be said to have begun at birth.

2) The earliest distinctive adjustment in respect to which infants can be said to differ, are in the intensity and frequency of their spontaneous activity (mobility) and in their emotional expression (temperature) both these factors are primarily products of inheritance.

3) Probability not before the fourth month is there sufficient learning and maturation to form distinctive habits of adjustment or rudimentary traits. But by the second half of the first year adopted responses to the physical environment and behavior so marked distinctiveness.
4) Distinctive qualities noted early in life and to persist. The child seems pre disposed to learn certain modes of adjustment and reject others. Even before these adoptive forms are clearly defined an observer can often, by the method of ‘prophecy’ predict later traits. Irrespective of the method used in the study of the consistency of early development, the evidence is positive, virtually in every case. Thus, heredity influences the biological features of personality. As a matter of fact the heredity does not determine personality completely, nor is it ineffective in it.

(Sharma R.N. (1992), Educational psychology, Surjeet publication, Delhi)

“Psychologically personality is the integrated and dynamic organization of the physical, mental, moral and social qualities of the individual as that manifests itself to others in social life.” Thus it is a constellation of physical, mental, moral, social, emotional and attitudinal traits, well integrated in man. So it is the total being of man. It refers to ones total make up i.e biological as well as sociological. His physique and chemique; his emotionality, his intelligence, his character, his sociability all make up his personality. A few definitions are –

Morton Prince (1924) – “Personality is the sum of total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the acquired dispositions and tendencies.

Symonds (1928) – has defined personality “The portrait or landscape of the organism working together in all its phases.”
Kimble Young – “Personality refers to the more or less organized body of ideas, attitudes, traits, values and habits which an individual has built into roles and status for dealing with others and himself.”

Woodworth and Marquis – Define personality as the total quality of an individual’s behavior as it is revealed in his characteristics habits of thought and expression his attitudes, interests, his manner of acting and his own of philosophy of life.”

Indian Views – While discussing personality Indian philosophers have gone deeper than the psychological level and probed into the relations of spirit. They have explained following five sheaths enveloping he spirit (soul)

- The Physical self the body with its various systems etc. i.e. the five senses and five organs of actions the physical features the health and vitality.

- The vital air – The respiratory system, the control of vital air over the working of the body.

- The mental self – the so called mind with its dispositions, behavior patterns acquired and innate, aptitudes, thoughts and habits, the tendencies and qualities.

- The blissful self the state in which the whole personality merges finally a state of trance and ecstacy.

- The last state concerns super normal human beings, Yogis and spiritually advanced people. But in our daily behavior we are concerned with only the first four aspects (called sheaths) of personality.
1.2.1 Personality and Character

Character is sometimes treated as a special phase of personality and in so far as personality is described as an additive phenomenon it is said to consist of intelligence and character or of character temperament and intelligence. But what do we mean by character? What relation has it to personality.

To Lombroso and Kretschmer physique determined character. To Watson character was only a term generally used when viewing the individual from the stand point of his responses to the more conventionalized and standardized situations (connected by the work morals). Stand in his foundation of character (1915), argues that every sentiment or emotional reaction towards ideas or objects formed by a type of character.

McDougal believed that character consisted in sentiments formed by the combination of native propensities or instincts with ideas in various ways. According to his this organization of sentiments expressed itself in volition, in the higher forms of action and in that control of action which is one’s character personality to his was a bigger concept a synthetic unity of all features and functions in their intimate interplay.

According to Gordon, personality is a more comprehensive term and it includes character which is a special aspect of a developed personality. In the Ogden where as “Personality is the expression of mans inner life. Character is the expression of what he does or achieves.”

However the word personality seems to represents to most people the degree of richness and fullness of mans individuality where as character consists in strength of will persistence the general moral being; It seems unnecessary to push the difference
any further one clear indication is that personality includes character and that personality includes character and that character is the volitional and ethical side of personality and we can understand it by defining as the however organized system of ethical values like consistency, dependability, honesty, co-operativeness, self control etc. Character is strong or weak in so far as the organization of these values is strong or weak.

Thus character is an ethical concept as Allport calls it stand in support of it he quotes sir John Adams saying that character is the moral estimate of the individual or an evaluation of personality. Murphy calls character, “A set of standards and a inner technique of the will for holding to these standards.”

1.2.2 Personality and Ego

Personality is different from ego or the individual self. The word Ego may be used for that united part of one’s personality which in ordinary language we call I warren defined ego as the individual’s conception of himself. Thus ‘I’ or ‘ego’ makes one distinguish himself from external objects or other personalities and it is distinct as a restricted unity in comparison with other elements of personality. An impulse may, for example, be left coming from the outside the system of the ego as when we say “I felt an impulse to hit him but I resisted it.”

To psychoanalysis ego is the superficial part of the ‘Id’ (the whole body of impulses or techniques) which as been modified by the direct influence of the external world through the senses which has become imbued with consciousness whole functions are the testing of reality and the acceptance in the part of demands or wishes made by the impulses emanating from the ‘Id’ There has
always been fierce metaphysical controversy regarding the nature of the ego or the self. Sometimes it is identified with the “Pure spirit” and sometimes with what Warren calls, “an individual regarded as conscious of his continuing identity and of his relation to the environment.” The self is sometimes understood as the core of personality. According to Healy the social and private behavior which manifests the specific texture and color of one’s personality is only the external and observable side of the fabric which is woven upon a more abiding and sustaining structure as the internal core and which defies the empirical or introspective approach. This internal and supporting structure of personality is the self, according to Healy, and this has formed the central problem in recorded philosophic thought for three thousand years. It is difficult to discuss the nature of this thread which all growths and experiences physical or mental are said to be strung as beads are strung in a string, since it is the out of the scope of this study to go into metaphysical discussion. Suffice to say that the personality is more than the ego or that the ego is the pivot of personality and personality is weak or strong as the ego is weak or strong but a heightened sense of the ego does not mean a whole some or well developed personality since a strong personality is not necessarily a healthy personality.

1.2.3 Personality and Temperament

Personality may further be differentiated from temperament which can be called a system of emotional disposition. “There is a certain amount of consistency in the emotional of any individual which is called this temperament.”
Temperamental differences are sometimes accounted for in terms of the inborn physiological constitution determined by endocrine nervous system. According to Warren, temperament is, “the general affective nature of an individual as determined by his inheritance and life history.” Quoting McDougal Warren Says that to him temperament is the sum of the effects upon one’s mental life of the metabolism or chemical changes that are constantly going on in all the tissues of one’s body. The classical doctrine according to which temperaments change due to humorous of the body has persisted long enough and claims are made by some modern writers that biochemical constitution determines the foundation of personality as in the exaggerated labels “Glands Regulating Personality.” Physique and character. “However, it is different to deny the importance of which gives and specific tone to one’s personality. But the system or emotional dispositions by which we understand temperament is only the effective side of personality and as Allport Suggest it would be better for the biologists and endocrinologists to drop the term personality in their inthusiasm to explain all human nature in terms of harmones or physiological factors and only talk about temperament in so far as they deal with constitutional changes.

(Ref. Bhatiya B.D. and Safaya R.N. : Educational Psychology and Guidance, Dhanpat Rai publishing company (P) LTD)
Methods of Personality Assessment

Subjective
- Autobiography
- Case History
- Interview
- Questionnaire

Objective
- Miniature life
- Situation test
- Observation
- Psychological measures
- Rating scale

Projective
- Apperception Test
- Thematic Apperception Test and C.A.T
- Tantophone Play Technique
- Word associations Test
- Picture Association Test
- Incomplete Sentence Technique
1.2.4 Personality and Education

Healthy development of the individual and his personality may be regarded as one of the aims of education. Education, if it is to achieve this aim has to be well rounded and not just concerned with subject matter. Education has to be so arranged that is helps the processes of personality development that we have discussed.

Personality enters into at least three aspects of education namely administration, instruction and achievement. Administration involves relationship among the persons and relationships are not only within one level but between different levels in hierarchy of school organization. Dominance of one over another and rivalry to win the praise of the boss or of students frequently bring about stressful situation in the administration. How individuals handle such stress depends partly on their personalities. The way they cope with the anxiety has already been referred to. But this affects the teachers behavior in relation to other teacher and what is his behavior towards students. The teacher may lose temper or may not respond with his usual warm feeling to his students, there by disrupting the educational climate of the class room conductive to effective learning.

Instruction involves the social situation of a class room in which the teacher occupies the leader’s position. A role is thus expected from the teacher which requires certain personality traits. During the course of teaching certain kinds of events take place involving give and take between the teacher and student sometimes it involves emotions and impulses in young students which the teacher may not be able to handle. This is likely to provoke anxiety in the teacher who will then use the coping mechanism which have been developed.
It is well known that achievement is influenced by personality factors in students. The fear before examination is crippling the subject of examination may be uninteresting due to dislike of teacher and hence failures to recall such events happen frequently with students. Through they have the ability they are unable to achieve according to ability due to lack of application. In order to be able to do as well as one’s abilities will allow it is necessary that the individual has all the energies at his or her disposal. Whether this is so or not depends on the nature and amount conflicts in the personality of individual. Achievement may have certain symbolic meaning for the individual which arouse anxiety and inhibition following it, so that the individual avoids achievement itself.

The teacher is a parent surrogate that is the attitudes of pupils towards their parents are easily transferred to the teacher. Thus the teacher becomes a screen on which is projected the love and hate of pupils for their parents. But the situation get more complicated by the fact that the teacher as a person is different from the parents and can not therefore be just a screen. It is as if the screen itself has certain form, color and contour on which the superimposed the projected image. Thus reality and phentasy get mixed up in the image of teacher in the students mind. What the students do in reaction to the teacher is, therefore in reaction to the teacher in the reality as much as to the teacher in phentasy.

1.2.5 Factors in Personality Development

Personality development emphasizes that personality is only gradually achieved and the individual is building up the pattern of his personality through constant interaction within himself and environment outside. We now turn to the general factors which affect the process of personality development.

1) **Inheritance** – As has already been pointed out our inheritance prescribes the limits beyond which it may not be possible for any individual to develop however wholesome and stimulating his environment may be. It would be very helpful if teacher were to recognize that there are such limits whatever they may be. Such a recognition will care them of overweening optimism that with hard work and perseverance almost anything can be achieved. Nor Should it lead us to despair that the future of children is once for all laid down by heridity nobody can do anything about it. In fact in every facet and phase of human development heridity and environment interact so closely as make it difficult to indicate their separate contribution.

2) **Glands** – The several endocrine glands in close harmony and any disturbance of this balance has a marked effect on personality trait. Each of these glands secrets harmonies into the blood strum and unless these secretions are made in a balanced proportion the entire physical system is upset. Thus over activity of thyroid may cause nervousness and insomnia and under activity may cause under development of the body. If the pituitary glands is over active it may produce giants and if it is under active it may produce awards. The function of glands is beyond the knowledge of teachers and wherever there is an imbalance of glands needing treatment it is for the medical man
to diagnose and treat, but teacher should beware that glands make a difference to personality development.

3) **Physique** – The influence of physical development on mental and social development has already been discussed in this chapter. Kretschmer’s and Scheldons theory have been discussed and teacher may take warning that typing of pupils on the basis of observation of their physical structure and characteristics is not quite justified. Stress has already been laid on the effect of physical size, shape and strength on social roles and development of an individual.

4) **Environment** – The influence of environment on the several phases of development has already been indicated. Nutrition. Play opportunities, socio-economic status of the family, community, government, customs and manners, religious institutions and the like are some of the general environment influence on the development of personality of these the most potent and important influence are those of the name and the school which are explained separately.

5) **Personal Factors** – As a result of the interaction between heredity and environment each individual has developed a personal approach to the problems of life and society this ambitions and aspirations his self-concept, his attitudes and values, his interests and habits determine what use he will make of the opportunities he has and talents he possesses. Two students may have the same level of intelligence and the same opportunities for learning but they have different reactions because each has his own ideas of realizing his talents and capabilities.
1.2.6 Personality and the Home

Of all the forces in the process of development the family or whoever cares for the child is the most instrumental in molding the infant’s personality. In all evolution no creature is so dependent on others as is the infant. The parents induct him into the rhythm of the demands of the adult world and more particularly into the world of the immediate family with its particularly attitudes habits and needs.

The most powerful factor in the personality development of the child is the peace, happiness and the stability of home in which he spends his early years. Such a home may not necessarily have highly educated parents with a high standard of living affluent and well placed. A happy and stable home implies that parents accept the child that members of family have affection and consideration of each other that there is no disagreement and discord among parents particularly in the presence of the child that they themselves are emotionally secure and in good mental health that the family is economically secure and that members are socially accepted by others.

Detailed investigations by number of psychologists have revealed that a large percentage of disturbed children or emotionally unstable children come from home which are unfavorable, where parents quarrel and abuse each other or have separated from each other. Where there is serious neglect and deprivation of the child dealing with the several phases of growth and development have been made to home environment in influencing the child and to the deleterious effects of broken or unhappy homes.

If the discipline in the home is over strict and children are resulted and even punished for every slight misdemeanor or fault, children may become submissive and cowardly then may lose all initiative and develop into the habit of allowing others to decide for them or they may react
against such treatment become hostile and aggressive and develop anti social behavior.

In the initial stages children are solely dependent on their parents for the satisfaction of their basic needs. This gives mutual pleasure and is helpful in development affectionate relations. The parents enjoy it. But with increasing age the child must also develop independence and try to be free from the parental strings. Some wise parents encourage this trend but a majority of them used to rewarding dependency behavior are unable to accept this challenge to their suzerainty and complication arise leading to frustration and tension. The parent child relationship is such that children wok up to their parents for advice and help even when they are grown up. Some parents resent this psychological studies reveal that aggressive boys do not identify with their fathers then is no affectionate relation between fathers and sons. The former do not spent any time with the latter, show no warmth for them and an more inclined to find fault and punish them. Affectionate relationship is more effective in achieving social control than punishment. Thus intimate and spontaneous relationship between parents and children contributes largely to the early development of personality.

The brothers and sisters of the child play an important part in influencing the personality pattern. The important of number of children in the home is also significant. The only child is generally pampered, selfish and domineering. He is less co-operative, tolerant and understanding the suffers from all the ill effects of ever protection. A number of studies have been made of “only” children, and some of them show that such children on growing up are not able to make successful marriage and the incidence of divorce among them is much larger than among others. Another study reports that “only” children, are more intelligent than other children have better health, habits and do better in
academic studies. An only son among a number of daughters and a only daughter among a number of sons are made much of an Indian families and receive undue attention and care. Their development is not very much different from that of an only child among Hindus sisters make much of their brothers and an only brother is prizes much more with similar effects.

In a large family children learn to compact co-operative to live together and share things to love and help one another and they may carry these attitudes into life or they be constantly quarrelling among themselves, fighting and feeling jealous. These experiences produce attitudes which may affect adjustment outside the home and later life.

1.2.7 Personality and the School

The influence of the school on a child’s personality is more powerful than is generally recognized by teachers and parents. School experiences with the curriculum with the content and methods of tracing several types of relations between teacher and children on the one hand and between children themselves on the other all are important in shaping and developing the child’s personality.

When children join to school they bring with them well established attitude and learning’s and even though time they spend daily in the school is very much limited the influence of the school, goes far in the development of the child’s personality and his experiences continue to be stimulated by format and informal activities of the school, teacher and other children and to bear on his personality.

Some progressive school have developed or accepted a certain value system and through their teachers are able to reinforce the general value standards of the school and society the teachers relation to his pupil is that of parent. Many wise parents cultivate among their children a
respect for their teacher and many parents in India have begun to disparage teachers as a class. Many of the ills in Indian education may be attributed to teacher’s disparagement by the parents. Recertification with teachers and their attitudes and values is facilities if the relation between teachers and students is built on the same patterns as that between parents and their children. But the children’s identification with teacher will depend on similarities between teacher and parents. If the teacher treats a child in the same manner as does a parent and if the attitudes and the values of the teacher resemble those of the parent the school will strengthen and reinforce the influence of home on the personality of the child.

Lastly the personality of his friend and classmates has very powerful effect of the school he comes in closer contact with same. In work and play he has favorites whose companionship he enjoys he co-operates with some and complete with others our school emphasize rivalry and completion at the cost of group work and achievement. Both seem to be essential. The pupil must compete with his peers and he must complete with his own previous achievement and yet he must learn to work with others in spirit of mutual helpfulness and goodwill such attitudes acquired in the school endure and effect on individual’s approach to life and society. They become integrated into his personality.

1.3 THE SELF-CONCEPT

The idea of the self concept has received great emphasis in modern psychology through Lecky and Rogers though it has not yet been given equal importance in the field of education since the personal aspects of behavior like drives, goals, motives, the purpose and adjustments are basic to success or failure in and out of the school and since they are largely influenced by the self concept.
We have spoken of hierarchy of values of their organization into a system according to Lecky the care of this organization is the individual’s valuation of himself, his attitudes towards himself new experiences and new values are accepted or rejected according as they agree or disagree with his present evaluation of himself. In this way he maintains his individuality and avoids conflicts. Thus his supreme need to which all other needs are subordinate is that of developing and maintaining a united mental system or organization of values. Thus it an individual’s considers himself a man of strong will and strict principles, efficient and successful he will not admit his mistakes, he will not bend and make compromises, he will not retract from his position and regard for others will not deter him from his ambition or self planned course of action. Just as experience of things results in attitudes towards him. The self concept is more powerful than interests, attitudes and values in determining and controlling behavior and may be regarded as the supreme commander of them all. This is another version of Mc Dougall’s sentiment of self regard the master sentiment that holds away over all out desires, passions and sentiments and organizes them into a systematic unity Both develop in very much the same way through experiences and reactions of parents and others to the child’s early behavior and need success, approval and recognition to build up slowly and gradually. The individual is constantly trying to enhance his self esteem and it parents in the home and teachers in the school help the child through satisfying experiences providing his a sense of success, achievement and worth wholeness his self concept or sentiment of self regard will be build up for his own good as well as that of society. How young people are treated, what our reactions to their behavior our are and what we for them and other about them is a factor in building their self concept and this has been used as strong plea for treating children better.
On the other hand several psychologists plead that all behavior is specific and lacks any basic force which may reflects consistency of organization. People are honest in one field an dishonest in another human beings are unpredictable in behavior, they may return extra cash received at the railway booking office and yet he on eating the government in taxes or pocketing a pencil in a committee meeting and from this it may be argued that there is no such things as self concept or sentiment of self regard responsible for consistency or stability in human behavior. But it only shows that human behavior is two complexes to be understood in terms of superficial traits or organization and an individual’s responses are too often the result of multiple causation. The self concept stands for all those experiences which results in increased awareness on the part of any person of his attribute and resources and his success and failures define his capabilities and limitations. A child who is always applauded in the home, who is compared favorably with the other children, whose every desire and whom is satisfied and who has full freedom to try things or express himself considers himself a very adequate person and has exaggerated notions about himself. His self concepts represent his experiences. Similarly a child who is always rebuked and condemned whose movements and actions are restricted who is compared unfavorably with other children. Who is told that he is stupid and bad, will have a very poor evaluation of himself and will be handicapped in his adjustments different experiences have led to different self concept.

Young people seek models consistent with their needs and self concept. A boy who bases his self respect an academic attainments and intellectual interests finds identifying figures in his own fields of literature or science, but a boy who considers himself a physical tough will seek identify himself with some athlete or boxer. A youth who has
been repeatedly told by his parents that he is cut out for the medical profession can be easily stimulated in that direction and will seek every opportunity to know and do more towards that end. The choice of models for identifications is made consistently with the self concept. It is thus that long interests are built.

Obviously the self concept has tremendous implications for growth and development because it is pivot of which the life and behavior of an individual turns. All that he does and achieves and all that he hopes to do and achieve is largely influenced by the self concept by his own estimation of what his capabilities and limitations are. Many people indulge in a lot of useless, unnecessary and even dangerous activity only to maintain the organization of their mental functions as represented of their mental functions as represented by their self concepts. One who considers himself a crook, a cleaver, pick, pocket, a successful teacher or a good speaker honestly tries to live up to that and would be victim of serious conflicts it the fails to do that such consistency is that such consistency is not deliberate and calculated but compulsive and often unconscious.

There are pupils who over valuate themselves and indulge in bullying and boasting. They set high goals speak disparagingly of others and put on superior airs even though their achievements are very poor and there are pupils who under value themselves. They set themselves low goals to avoid failure and thus obtain feelings of success. They are the incompetent and inadequate type staying away from the limeligh and avoiding adventure for fear of failure. Against these two types there are pupils who accept themselves for what they are worth. They have their limitations but they recognize and accept them and will try to do their best such people do not worry about failure and have to guilty feelings. They get well with others.
1.3.1 Self-Concept

Self concept is important attribute of understanding and predicting human behavior. Self concept theory and research indicates that attitudes to self influence behavior and provides insight into the individuals percentage need and goal popular hypothesis is that human behavior in any particular context is largely determined by one’s perception of himself and his situation Cown (1954) Gale (1969) states that man creates his world from the experiences around him. Becoming a self is inherently a social product only by self can man achieve his distinctly human attributes Galnz and Watson (1958) opine that what person does or how he behaves is determines by his self concept.

Not only do the behavior and self concept go together and have mutual interaction but all behavior is motivated and caused personality theorists state that self refers to the motivation, learning and perception to this shygg and combs (1949) add that in the motivation of all behavior is that part of perceptual field to be most characteristic of himself his self concept that is important for understanding one’s self and directing behavior.

It is clear that the person is not born with self concept but terms one as a result of his experience and his reactions to the environment as a child grows and develops, he learns not only about the world around him but also about himself. The sense of self built up so libelously in infancy is shunned and strengthened especially during the period of negativism. It continues to expand with experience with emotional involvement, frustration, disc rim in alive adjustment and insight. The nature of self
concept is dynamic. This change can be either constructive or destructive. It depends upon one's perception of himself and the situation. It may be observed that the self concept and behavior mutually go on influencing each other.

Adolescence has been an important area of study for psychologists and educationists; “Adolescence” is an age of transition leading to growth and maturity in all important aspects of one’s personality. Hurlock (1967) describing the characteristics of personality patterns of adolescents throws light on uniqueness, consistency and stability that exists in the concept of self and the dominance of self concept in personality pattern. By the time of adolescence as Hershey and Lygo (1970) write the person’s self concept is almost fully developed. An adolescent’s behavior is most fully understood in the light at his concept of himself. Adolescent’s goals are many. One of the important goals is achieving the scholastic success. A Student progress or failure in the classroom depends on several factors; self concept is one of them. The way in which an individual perceives himself in relation to his scholastic environment will have a good deal to do with his subsequent success or failure as a student. Many students have difficulty in school but not because of low intelligence poverty, poor eyes or whatever, but because they have learned to see themselves as incapable of handling academic work or to see the work as irrelevant to their perceptual field.

That means self-concept refers to a person’s attitude and feelings about himself and secondary it is regarded as a group of psychological processes which governs behavior and adjustment. A student carries with him certain attitudes toward, himself of his abilities which play a primary role in how he performs in school and college. In turn academic performance has a heavy impact on the self concept.
What is self-concept?

The motivation of the term self can be traced as early as our ancient Vedic literature and also as early as when the human personality found the place in literature. But it gained imports in 1937 with the study of Allports. Since then there have been many approaches to explain the term ‘Self’ with different perspective and points of news.

Zirkal (1971) counted is definition of the self concept. Cooper Smith (1967) in his research on attitudinal studies regarding self attempts to define self as an abstraction that an individual develops about the attributes capacities obesity and activities when he possesses and pursues. The abstraction is represented by the symbol ‘me’ which is a persons idea of himself.

Smith (1961) idea of the self is a person as perceived, feat a thought by himself as he can perceive himself but just as his perceptions of others are never entirely accurate. So his perception of himself and never entirely complete or accrue.

Another formal definition presented by La Benne and Guene (1969) of self concept is “The persons total appraisal of his appearance, background of origins, abilities and resources, attitudes and feelings which cultivate as directing force in behavior.

Mehta (1968) defined self concept as organized configuration of perceptions of the self which are admissible to awareness. According to Pandit (1969) “Self concept is nucleus around which the entire personality structure revolves in its home static process of maintaining consistency and stability with the individual’s personality.”

In Desai’s Study (1979) self concept was so defined as to include perceptions of self perceptions of college and the perceptions of the social milieu.
Roger’s (1958) conceived the self concept as developed at of the organism’s interaction with the environmental i.e. a person discovered who he is through his experience of things and persons. Values of other persons can be interjected into the self or they can be perceived by the self in a distorted fashion. As a result of maturation and learning the self concept changes.

To conclude with James (1950) a man’s self is sum total of all that can be called his not only his body and the psychic powers but clothes and his house, his wife, children, his ancestors and friends, his reputation and works, his land and horses and yacht and bank account

The self concept is a composite image of what we think are what we thank we can achieve, what we think others think of us and what were like to be. The self is the person’s known and since his existence that is to him. It includes the structure of his being.

1.3.2 Changing the self-concept

Through every individual tries to maintain his self image by selecting experiences, companions and models which are compatible with his self concept yet an individuals ideas about himself to undergo revision and the hierarchy of his values is often organized. There are some experiences with things and persons which are too radical and strong to be ignored or rejected and they shake the existing mental and moral makeup of the individual with some people this change is gradual and harmonious and with others it is sudden and upsetting. Personal contant with Saint and Prophets his completely changed the mental and moral outlook of people given to pleasure seeking such contacts have awakened their setter or higher self and mode them see that they are capable to better things that is they have changed their self-concept.
In school much of the failure and wastage and therefore unhappiness is due to the development of negative self concepts among pupils. A pupil may be quite intelligent but if his understanding of arithmetic is inadequate he is made to feel and think he has no head for the subject. This self concept perpetuates his difficulty and handicaps in arithmetic. It is for the teacher diagnoses the pupil’s backwardness in the subject but among the other factors which influence the pupils achievement in the subject his self-concept is also very important and relevant. The pupils information about himself and his estimate of his own merit are gathered from the teacher and it is very desirable that the teacher should provide correct self understanding and helpful guidance to infuse self confidence and courage to try. It is not impossible for teacher to help the child to see that he is capable of doing good work in arithmetic. He can arrange experience with arithmetic in such a manner that the child is successful and begins to see him self differently.

Secondary teacher should help children to cultivate self acceptance on the basis of correct self understanding. But too often self acceptance in the hands of inexperienced teachers is toned down to self abnegation what is important is that young people should be made aware of their intrinsic worth and helped to satisfy their needs and achieve their goal in socially acceptable ways. Life is a process of progressive adjustment and children should be taught to accept while still striving higher and better healthy interests. Sound attitudes and balanced hierarchy of values will give the young pupil correct self understanding and this together with self concept will pave the way for the health and happiness, efficiency and success.
Aspects of self

Often in literature we come across terms such as ‘Characteristics of self’, ‘dimensions of self’, ‘aspects of self’, ‘constituents of self’, conscious and unconscious aspects of self are also noted.

Smith (1961) takes of the ideal the perceived and the real self. James (1950) describing the “Construction of the self” makes mention of

a) Material self       b) The social self

c) The spiritual self   d) The pure ego

The self at least has 4 popular aspects and are

1) The Perceived Self

This is an individual’s concept of the kind of person he is. According to Stain (1961), Gale (1969) Perceived self is the way of perceives and describes one self or one may think about one self. Strange (1957) defines it as individuals perception of his abilities and his status and roles in outer world

2) The Real Self

By the real self is meant one’s nature with all its potentialities. Real self is what one actual is. A person is aware of some aspects but unaware of other aspects his own self. The real self include what he is aware of and he is not aware of. It is the perceived self plus the unconscious self.

3) The Social Self

This is the self as the person thinks others see it. For James man’s social self is the recognition he gates from his mates.

4) The Ideal Self

Butler and Haigh define that the ideal self is the organized conceptual patterns of characteristics and emotional study which an individual consciously holds desirable for undesirables for him. Gale (1969) Says that the ideal self is the image of person has of the kind of person he would like to be. Strang (1957) regards this self as a king of
person the individual hopes to be. The assumption is that the individual is able to order his self perception along the continuum of values from “what I like to be,” to “what I would least like to be.”

The material or bodily self the transitory self and the spiritual self are also some aspects of self discussed in literature.

1.3.3 Different views of self-concept

Phenomenal Self –

Lombs and Snygg (1959) believes that are behavior without exception is completely determined by the pertinent to the phenomenal field ot the total organism. They used the forms “Perceived Self” and “Phenomenal Self” For them the phenomenal self is the individuals won unique organizations of ways of required self. It is Gestalt of his concept of self. Where as the concept of self described isolated aspect of the person the phenomenal self is the organization of pattern of all that which the individual experiences as part of characteristic of himself. On first glance it would seen that snygg and combs phenomenal self is a variety of the self as object concept but closer scrutiny reveal that the phenomenal self is both an object an a doer. It is a doer because it is an aspect of phenomenal filed which determine all behavior. Yet it is alo an object because it consists of self experiences. Apparently then Snygg and Combs self is both an object and a process at one and the same time.

Kelley’s Fully Functioning Self

Kelley’s (as reported by Galc 1969) sees self an unique to each individual. It consist of an organism of accumulated experiences over a whole life time within a becoming but never arriving world. He sees the fully functioning self as ever aspiring becoming with certain distinct
characteristics facilitated by selective perception of the individual who chooses than upon which the self needs.

**Maslow’s actualized self**

Quits close to Kelley’s theory of ‘Fully functioning self’ is Maslow’s Actualizing Self. His theory of motivated behavior is based upon human needs with hierarchy ranging from psychological needs to left actualization. Maslow’s believes that every person has an essential inner core, the self, that is intrinsic, give and natural and consist of many biological and psychological health is not possible unless this essential core of the person is fundamentally accepted loved and respected by others and by himself. He defines healthy psychological growth as “growth towards self actualization”

**Roger’s Congruent Self**

Roger’s sees self as the organized, consistent, conceptual Gestalt composed of perception of the characteristics of the ‘I’ or ‘Me’ of others and various aspects of life, together with value attached to those perceptions. Thus the self takes on various subjective attributes in the process of being and becoming in the form of “I am” (his nature) ‘I can’ (his capacities) ‘I should or should not’ (his values) and ‘I want to be’ (his aspiration). When the individual perceives himself as behaving in manner consistent with his own picture of himself, he is congruent self who generally experiences feelings of adequate, security and worth.

In summary, self is considered as perceived and conceived object also both as object and process individual is seen to behave according to how he perceives the situation and himself at the time of action. As gale (1969) puts it, the self is essentially a learned social product arising out of the experiences with people, parents, siblings, relatives, peers and the
general community within the setting of socio cultural milieu. Self awareness does not happen all at once, but is a dynamic ongoing developmental process that begins during infancy and early childhood and continuous until death. Besides, Gale view self as mulct facet self. Viz. the motivated self emotional and feeling self physical and psychosexual, self intellectual and the learning self.

Self concept may be defined as the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. Self concept is different from self esteem (feelings of personal worth and level of satisfaction regarding one’s self) or self support (what a person is willing and able to disclose). Fromm (1956) was beautiful clear as anyone when he described self concept as “Life being aware of itself”

1.3.4 Brief History of self-concept Theory

A milestone in human reflection about the non-physical inner self came in 1644, when Rene Descartes a wrote Principles of Philosophy. Descartes proposed that doubt was a principal tool of disciplined inquiry, yet he could not doubt that he doubted. He reasoned that if he doubted, he was thinking and therefore he must exit. Thus existence depended upon perception.

A second milestone in the development of self concept theory was he writing of Sigmund Freud (1900) who gave us new understandings of the importance of internal mental processes. While Freud and many of his followers hesitated to make self concept a primary psychological unit in their theories, Freud’s daughter Anna (1946) gave central importance to ego development and self interpretation.

Self concept theory has always had a strong influence on the emerging profession of counseling. Prescott Lecky (1945) contributed the
notion that self-consistency is a primary motivating force in human behavior. Ramy (1948) introduced measures of self concept in counseling interviews and argued that psychotherapy is basically a process of altering the ways that individuals see themselves.

By far the most influential and eloquent voice in self concept theory was that of Carl Rogers (1947) who introduced an entire system of helping built around the importance of the self. In Roger’s view, the self is the central ingredient in human personality and personal adjustment. Rogers described the self as a social product, developing out of interpersonal relationship and striving for consistency. He maintained that there is a basic human need for positive regard both from others and from oneself. He also believed that in every person there is a tendency towards self actualization and development so long as this is permitted and encouraged by an inviting environment (Purkey and Schmidt, 1987)

While most self concept theorists continued to write and conduct research during the 1970’s and 1980’s, general interest in self concept declined. In a recent article explaining the likely causes for the decline of “humanistic” education. Patterson (1987) presents reasons for the decline of interest in self concept as well. He offers four likely causes.

1. A cornucopia of contrived games, gimmicks, and techniques that were introduced and controlled by unprepared professional.

2. A national mood of “back to basics” in education prevailed where concern for the emotional needs of students was viewed as inimical to academic excellence.

3. Poor judgment by counselors and teachers in selecting suitable materials for values clarification programs resulted in public opposition to any attempt to introduce values in school.
4. Strong opposition by those who objected to any consideration of personal development of students because they believed it to be secular humanism and, therefore, an effort to undermine religion.

Fortunately, there is a new awareness on the part of both the public and professional that self concept cannot be ignored if we are to successfully address such nagging problems as drug and alcohol abuse, drop-out rates, dysfunctional families and other concerns. In addition to this growing awareness, new ways are being developed to strengthen self concepts. For example, research by cognitive theorists (McAdam, 1986; Ryan, short and Weed 1986) are demonstrating that negative self talk leads to irrational thinking regarding oneself and the world.

1.4 ABOUT THE STUDY

As no study of this nature has been undertaken earlier specially in a geographical area like Kolhapur city. Research in personality and self concept of the school and college going students in the age group is above 15 years. Those who are studying in the XI and XII standard under the faculty of Arts, Science and Commerce has been taken and is useful for the cities like Kolhapur. This research is useful for the students (Adolescents) for understanding their own personality and the self concept. This research is also useful to the teachers and the principals for understanding the personalities and the self-concepts of the adolescents for the proper teaching and the guidance.

This study is useful for the parents also, for understanding the personality and the self-concept of their childs. It is hoped that the findings made under this study would help in the field of education and outside of the field of education.

Hence a problem was chosen to study the personality and the self concept of the adolescents.
1.4.1 STATEMENT OF THE PROBLEM

“A STUDY OF ADOLESCENTS WITH RESPECT TO THEIR PERSONALITY AND SELF-CONCEPT.”

DEFINITIONS OF THE TERMS USED

Personality

Dutl, N.K. expressed that the word ‘personality’ has been derived from Latin word persona which means to ‘found through’ this term was used to describe the voice of and actor speaking through a mask. This term slowly began to apply to the actors themselves. About the century before Christ, this term became common in connection with the actors participating in plays.

Muralidhar Das in his book ‘Educational Psychology’ told that, “Ordinarily the term personality refers to impressions which on individuals make an others.”

“As the entire mental organization of a human being at any stage of his development.”

Warren.

Self-Concept

The self as it finally evolves is making up of his individual existence. It is a persons “Inner World” It is a complete of a persons thoughts and feelings, strivings and hopes, fears and fantasies, his view of what he is?, what he has been, what he might become, and his attitude pertaining to his worth (Jersild 1965)


Adolescent

It is the development transition between childhood and adulthood. It is generally considered to begin about 13 or 14 and at the end up to early twenties.

OPERATIONAL DEFINITIONS

Personality :

The personality of Adolescents from Standard 11\textsuperscript{th} and 12\textsuperscript{th} is what the 16 P.F. Questionnaire by S.D. Kapoor Measure.

Self – Concept :

Self - Concept of the Adolescents from Standard 11\textsuperscript{th} and 12\textsuperscript{th} is what the Self – Concept Questionnaire by R.K. Saraswat Measure.

Study

It is mean that the study of the problem of personality and self concept in relation to the psychological characteristic of the students.

Adolescents

Here the Adolescents under the age of 15 to 20 years and studying in 11\textsuperscript{th} and 12\textsuperscript{th} Standard.

1.4.2 Objectives of the study (Major)

1. To study the personality factors of male adolescent.
2. To Study the personality factors of the female adolescent.
3. To study the self-concept of the male adolescents.
4. To study the self concept of the female adolescents.
5. To give the suggestions for the development of personality and the self-concept among the adolescents.

**Minor objectives**

a. To Study the personality factors of male adolescents in Science faculty of the age group 15 to 17 years and 18+ years.

b. To Study the personality factors of male adolescents in Arts faculty of the age group 15 to 17 years and 18+ years.

c. To Study the personality factors of male adolescents in Commerce faculty of the age group 15 to 17 years and 18+ years.

d. To Study the personality factors of female adolescents in Science faculty of the age group 15 to 17 years and 18+ years.

e. To Study the personality factors of female adolescents in Arts faculty of the age group 15 to 17 years and 18+ years.

f. To Study the personality factors of female adolescents in Commerce faculty of the age group 15 to 17 years and 18+ years.

**1.4.3 Significance of the Study**

No study of this nature has been taken in this geographical area.

This research is useful to the students for understanding their own personality and the self concept.

This research is useful to teachers and the principals for understanding the personality and the self-concept of the students for the proper teaching.

This study is useful for the parents also for understanding the personality and the self-concept of their childs.

It is hope that the findings made under this study would help in the filed of education and outside the field of education.
Scope of the Study:

Now a days the development of personality is essential. Each and every individual tries to develop in different ways. Self – Concept is one of the important factor for the personality development. It also useful in creating the positive attitude in students. Present study will be useful to develop the Self-Concept which leads to the personality. The results of the study may be generalized for the personality and Self-Concept of Students studying in 11\textsuperscript{th} and 12\textsuperscript{th} standard.

Geographical Area

The geographical area of this study is Kolhapur city. Junior college/Higher Secondary students in Kolhapur city will be covered in this study.

The personality factors and self-concept of the higher secondary students was covered in this study.

1.4.4 Limitations of the Study

This Study is limited about only to the adolescents studying in XI and XII students in different schools and collages in Kolhapur city. Researcher has select only 6 (25\%) at random for this study. Researcher selects only 1000 adolescents (35\%) randomly from the colleges for the study.

This study does not include the physically challenged students.

Researcher has collected opinion from 1000 adolescents (Male and female only, not from all)
1.4.5 About the Research Report

The investigation carried out and the outcomes of this research are reported and presented in five chapters in this thesis.

**Chapter I** - Deals with definition of the problem, Objectives, Significance, limitations and the background of the study.

**Chapter II** – Deals with the review of literature when and research which is directly and indirectly related to present study.

**Chapter III** – Deals with the plan and producer of the study. It contains method of research, data gathering tools, procedure and scorings of the tools used for the present study.

**Chapter IV** – Deals with the analysis and interpretation of the collected data and results of the study.

**Chapter V** – Deals with the summary and conclusions recommendation and suggestions for further research.

Lastly the References are given and appendices are attached to complete the body of the thesis.

Thus the present chapter is devoted to introduce the research background, its significance, objectives, limitations etc, and next chapter is devoted to the reviews of related literature.