

Personality

MEANING AND NATURE

The term "personality" is derived from the Latin word *persona*, which was the name given to the masks that actors wore and the characters they portrayed. The meaning of the word personality has changed little since classical times and comments like what does he see in her? She has such a poor personality", or "look at that young man, what a fine personality he has" are quite common. Remarks like this make us believe that personality is a thing or quality that is possessed by all of us and we can paste labels such as fine, good or poor on it on the basis of the physical make-up, manner of walking, talking, dressing and a host of other similar characteristics of individuals. However, this is a very limited view and the psychological concept of personality goes further and deeper than mere appearance or outward behaviour. The question of how best to interpret or define personality has long exercised the minds of psychologists.

Watson (1930), the father of behaviourism, on the basis of his behavioural studies, concluded:

Personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information.

In this way he tried to make the word personality synonymous with the consistent behaviour patterns of an individual. This, however, reflected a very narrow meaning of the term personality.

During the same years, Morton Prince (1929) tried to give personality a broader base by accepting the role of both environmental and hereditary factors in constituting what is termed as personality. In his words:

Personality is the sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the dispositions and tendencies acquired by experience.

This definition of Morton Prince was criticised on the ground that it does not present an integrated and organizational view of personality. Personality cannot be described through merely summing up the various elements involved in it and if this definition is accepted, it would be like describing a house as a collection of bricks.

The inability of various existing definitions to describe personality in acceptable terms led Allport (1948) to engage in trying to discover some useful definition. After evaluating 49 such definitions, he concluded:

Personality is a dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment.

Although Allport tried to give a comprehensive definition of the term personality by recognizing its dynamic nature and organizational aspects and by emphasizing the role it can play in an individual's adjustment to his environment, his definition suffered from some serious defects. In emphasizing the dynamic organization within the individual he seems to view personality as somewhat different from the individual, residing within him, rather than as an integrated unity of mind and body. Personality to him is something put into the individual like water is put into a jug and it takes the shape of the jug. Contemporary psychologists like Cattell (1970), Eysenck (1971) are of the opinion that the true nature of personality cannot be understood by considering only the behavioural or dynamic aspects.

Cattell (1970):

Personality is that which permits a prediction of what a person will do in a given situation

Eysenck (1971):

Personality is the more or less stable and enduring organization of a person's character, temperament, intellect and physique, which determine his unique adjustment to the environment.

In Eysenck's definition character signified conative behaviour or will; physique meant bodily configuration and neuroendocrine endowments, temperament stood for affective behaviour based on emotions, and intellect implied the cognitive behaviour or intelligence.

The definition given by Eysenck has very strong points in its favour. *First*, it tries to provide personality with a physiological base and gives a balanced consideration to the role of heredity and environment in building the personality. *Secondly*, it gives a complete picture of human behaviour by involving all of its aspects—conative, cognitive and affective. *Thirdly*, it stresses the need of integration and organisation of the behavioural characteristics. *Finally*, it aims at making personality somewhat measurable and assessable, thus giving it a scientific base. However, on the other hand, it does have some weaknesses also in that human personality cannot be supposed to necessarily possess a physiological base and it cannot be considered to be as static and fixed as advocated by this definition. It is true that personality should be evaluated on the basis of generality of the behaviour but at the same time, changes cannot be denied. The person who is an extrovert may turn into an introvert depending upon so many intervening factors.

The following definition given by S.R. Maddi (1976), an American psychologist in his work, *Personality Theories—A Comparative Analysis*, views personality as an organized and integrated whole of definite characteristics and tendencies within the individual which make him correspond to the persons of his group, society, culture and nation and at the same time maintain the individuality and uniqueness of his personality:

Personality is the stable set of characteristics and tendencies that determine those commonalities and differences in the psychological behaviour (thoughts, feelings and actions) of people that have continuity in time and that may or may not be

easily understood in terms of the social and biological pressures of the immediate situation alone.

These characteristics and tendencies (inherited as well as acquired) although stable to a large extent are subject to change and modification according to the needs of the time and the environmental situation for making one adjusted to one's self as well as to the environment. The causes of such modification and changes are not necessarily linked with present physical, biological and social situations, and may be connected with the earlier childhood experiences, genetic code and many other unknown factors. Thus, what a person presents in his totality is his personality.

Although this seems to be quite a comprehensive definition, the evolution of an ideal definition capable of explaining the meaning and nature of the term personality in all its aspects calls for further extensive research. In fact, concepts like personality are difficult to explain as they have the identity like sound and electricity etc., the impact of which can be felt but their real nature is always something of a mystery. Something can be known about them by their utility or the description of some of their characteristics and distinguishing features. Let us seek the meaning of the term personality along similar lines.

Distinguishing Features and Characteristics of Personality

The results of various experimental studies and observations have led to the identification of the following characteristics of personality.

1. Personality is something unique and specific. Every one of us is a unique person in oneself. Every one of us has specific characteristics for making adjustments. However, the uniqueness of an individual's personality does not mean that he has nothing to share with others in terms of traits and characteristics of personality. He may have certain characteristics which he may share with others and at the same time many others which are unique to him.
2. Personality exhibits self consciousness as one of its main characteristics. Man is described as a person or as having a personality when the idea of 'self' enters into his consciousness. In this connection Bhatia (1968) writes:

We do not attribute personality to a dog and even a child cannot be described as a personality because it has only a vague sense of personal identity.

3. "Personality", as stated by Allport (1948):

It is not only the assumed, the external and the non-essential but also the vital, the internal and the essential.

It includes everything about a person. It is all what a person has about him. Therefore, it includes all the behaviour patterns, i.e. conative, cognitive and affective and covers not only the conscious activities but goes deeper to the semi-conscious and unconscious also.

4. Personality is not just a collection of so many traits or characteristics. For instance, by only counting the bricks, how can we describe the wall

4

of a house? Actually, personality is more than this: it is an organization of psychophysical systems or some behaviour characteristics and functions as a unified whole. Just as an elephant cannot be described as a pillar only by examining its legs, an individual's personality cannot be judged by only looking at his physical appearance or his sociability. The personality of an individual can be assessed only by going into all the aspects that comprise his totality.

5. Although the personality of an individual remains stable to a large extent, it cannot be said to be static, it is dynamic and continuously in the process of change and modification. As we have said earlier, personality is the 'everything' that a person has about him. It gives him all that is needed for his unique adjustment to his environment. The process of making adjustment is continuous. One has to struggle with the environmental as well as the inner forces throughout one's life. As a result, one has to modify and change one's personality patterns and this makes the nature of personality dynamic.
6. Personality is sometimes subjected to disorganisation and disintegration, leading to severe personality disorders on account of factors and conditions like severe anxiety, stress, traumatic experiences, prolonged illness, infections, and damage to the brain and nervous system.
7. Every personality is the product of heredity and environment. Both these contribute significantly towards the development of the child's personality. A child is not born with a personality but develops one as a result of continuous interaction with his environment. Therefore, not only heredity but also factors like constitutional make-up, social and cultural influences as well as experience and training etc. all affect one's personality.
8. Learning and acquisition of experiences contribute towards growth and development of personality. Every personality is the end-product of this process of learning and acquisition.
9. The personality of an individual can be described as well as measured.
10. Personality should not be taken as synonymous with one's character. Character is an ethical concept. It represents a moral estimate of the individual, while personality as a psychological concept is a more comprehensive term which includes character as one of its constituents.
11. Personality may be further distinguished from temperament which can be termed a system of emotional disposition. This system of emotional disposition represents only the affective side of one's personality and so personality must be taken as being much beyond one's temperament.
12. Personality should also be viewed differently from the ego or the individual self. The word ego is generally used for that unified part of one's personality which in ordinary language we call "I". However, as the psychoanalytic view of personality advocated by Freud explains, it is only a small aspect of one's total personality. Personality, therefore, stands for more than what the ego carries.
13. Every person's personality has one more distinguishing feature, that is,

aiming to an end or towards some specific goals. Adler clearly asserts this view and is of the opinion that a man's personality can be judged through a study and interpretation of the goals which he has set for himself and the approaches he makes to the problems he faces in his life.

In view of the foregoing discussion regarding its characteristics and scope, as a practical definition, it may be said that, *personality is a complex blend of a constantly evolving and changing pattern of one's unique behaviour, emerged as a result of one's interaction with one's environment and directed towards some specific ends.*

THEORIES OF PERSONALITY

The search for understanding the meaning and nature of personality would be incomplete if we do not discuss some important theories of personality. These theories in one way or another, try to describe the basic structure and underlying entities or constructs involved in personality along with the processes by which these entities interact. The theories of personality in general can be classified into the following broad categories:

Theories adopting the type approach. The viewpoint of Hippocrates, Kretschmer, Sheldon and Jung belong to this category.

Theories adopting the trait approach. Theories like Allport's theory and Cattell's theory of personality are based on the trait approach.

Theories adopting the type-cum-trait approach. Theories like Eysenck's theory of personality can be put under this category.

Theories adopting the psycho-analytical approach. Theories like psycho-analytic theory of Freud, theory of individual psychology by Adler, analytical psychology of Jung, social relationship theory of Horney and Erickson's theory of psychosocial development may be included in this category.

Theories adopting the humanistic approach. Theories like Carl Roger's self theory and Maslow's self-actualization theory belong to this category.

Theories adopting the learning approach. Dollard and Miller's learning theory and Bandura and Walter's theory of social learning can be put into this category.

Let us now briefly discuss the viewpoints propounded in these theories.

Type Approach

Theories adopting the type approach advocate that human personalities can be classified into a few clearly defined types and each person, depending upon his behavioural characteristics, somatic structure, blood types, fluids in the body, or personality traits can be described as belonging to a certain type. Based on such an approach, the physician of ancient India broadly categorized all human beings into three types. This classification was based on the three basic elements of the body, namely *pitt* (bile), *vat* (wind), and *kuf* (mucus). An almost similar approach was followed by the Greek physicians like Hippocrates, one of the disciples of the

Determinants of Personality

CHAPTER COMPOSITION

- Introduction
- Classification of the Determinants of Personality
- Summary
- References and Suggested Readings

INTRODUCTION

The personality of an individual is all about what a person is in his totality. It includes everything about a person, his internal body system and outward appearance, his covert as well as overt behaviour, his conative, cognitive and unconscious layers of behaviour. What we are today as a person are the result of a constant process of growth and development. The forces of heredity and environment play their interactive roles in pushing us up at our present personality make-up. Our lives start with the conception in the mother's womb and right then, the process of our personality formation begins covertly as well as overtly by so many forces, the key of which lies in heredity contributions, biological factors, our psychological make-up and the various social and cultural factors present in our environment. All these and other factors that try to shape our personality make-up from the conception till death are termed as determinants of our personality. These factors determine the course of our personality make-up and influence the personality's development in so many ways. A personality characterized as good or bad, poor or magnificent, weak or strong, extrovert or introvert, social or unsocial, normal or abnormal is the result and outcome of these determinants.

CLASSIFICATION OF DETERMINANTS OF PERSONALITY

The things and factors that are said to play a determining and decisive role in the development of personality can be categorized in two different ways as outlined below:

1. One way of categorizing the determinants of personality is to divide them into two broad categories—internal or personal and external or environmental.

Internal or personal factors include the factors or things that lie internally within an individual and not externally in the environment. These may include factors like physical structure of the individual, (his physique, sex, nervous system and glands etc.); his intelligence, motivation, emotional reactions, attitudes, interests, temperament and sentiments, etc.

External or environmental factors are associated with the forces of the environment lying outside the individual. The influence of physical environment like climate and other physical facilities available to the individual as well as the impact of culture and social forces like home, family, school and society are included in this category.

2. Another way of classifying the determinants of personality is based upon the viewpoints and angles from which personality is conceptualized. It includes biological, psychological and social and cultural perspectives. Accordingly the determinants of personality may be classified as:

- (i) Biological determinants,
- (ii) Psychological determinants and
- (iii) Social and cultural determinants.

Let us now try to discuss the determinants of personality by taking into account the later mode of classification.

Biological Determinants

The Biological determinants of personality include factors like

- (i) Hereditary influences
- (ii) Nervous system
- (iii) Ductless glands
- (iv) Physique or somatic structure, and
- (v) Body chemistry

HEREDITY INFLUENCES

Heredity influences transmitted at the time of child's conception through genes and chromosomes provide the base and structure for the future development of the personality. One's growth and development is in proportion with the contribution of the hereditary forces in the course of his personality development. In case he gets less from the hereditary stock, he has to work hard for attaining desired level of personality development. The somatic structure one inherits, the nervous system he gets, the nature of intelligence and abilities he receives, all prove important in his future personality development.

NERVOUS SYSTEM

Our behaviour, to a great extent, is controlled by our nervous system. How one behaves in a particular situation depends upon the judgement of one's brain. The sense impressions, which we

receive through our sense organs, are meaningless unless they are given meaning by our nervous system. Therefore, our observation and perceptions are controlled by nervous system. How intelligently we would react or make use of our mental power is again decided by our nervous system, particularly by the brain apparatus. The proper growth and development of nerve tissues and nervous system as a whole, helps in the task of proper intellectual development. Any defect in spinal cord or brain apparatus seriously affects the intellectual growth. Similarly, physical as well as emotional development is also influenced by our nervous system. Our autonomic nervous system plays a leading role in this direction. It controls the activity of involuntary processes like blood circulation, digestion, respiration and action of the glands.

These processes not only control the physical or emotional activity of an individual, but also exercise a great deal of influence over his physical and emotional development. Nerve tissues also cause the change in the secretion of hormones by some glands and consequently influence the emotional behaviour of an individual. Moreover, the nervous system acts as a coordinating agency for many operations going inside the body and harmonizes the activities and functions of the body parts—internal as well as external. Hence, nervous system should be considered as one of the important components of the human machine that plays as significant role in the growth and development of the personality of an individual.

DUCTLESS GLANDS OR ENDOCRINE GLANDS

The ductless glands, with the secretion of their specific hormones, have a great influence in shaping the behaviour and personality of an individual. Let us try to discuss the location of these glands (Fig. 32.1) and their influence on the development of our personality.

Thyroid gland: It lies at the base of the neck in front of the wind pipe. It secretes a hormone called thyroxin, the main constituent of which is iodine. The thyroid plays a leading role in controlling the process of oxidation of food. It regulates the body's oxygen consumption and the rate of metabolism. Underdevelopment of this gland results in the undergrowth of the individual. The deficiency of thyroxin causes underactivity of the thyroid gland which not only retards the growth of the body but also causes mental retardation and disorders. Over-activity of this gland is equally harmful. It leads to unusual excitement, restlessness and irritability.

Parathyroid glands: These glands are located on the posterior of the thyroids and are generally four in number. The parathyroid hormone tries to counter-balance the exciting activity of the thyroid hormone. These glands remove the toxic products from the body and restore the nervous system to relative calmness. Their under-activity produces muscular tension and overactivity produces lack of interest, fatigue and lethargic conditions.

The Pituitary Gland: This gland is situated at the base of brain. It is called the "master gland" because its hormones affect most of the other glands. This gland has two lobes—an anterior and a posterior.

The anterior lobe exercises great influence on the growth of bones. Its underactivity causes incomplete development and can lead to dwarfness, whereas an overactive anterior lobe result in gigantic growth of the human beings. The hormones produced by the lobe also supplement the activities of other glands like thyroid, adrenal and sex glands.

The posterior lobe also secretes valuable hormones. These hormones help in regulating blood pressure.

Adrenal gland: These glands, two in numbers, surround the two kidneys separately. They are believed to secrete two separate hormones—cortin and adrenaline. The function of cortin is not

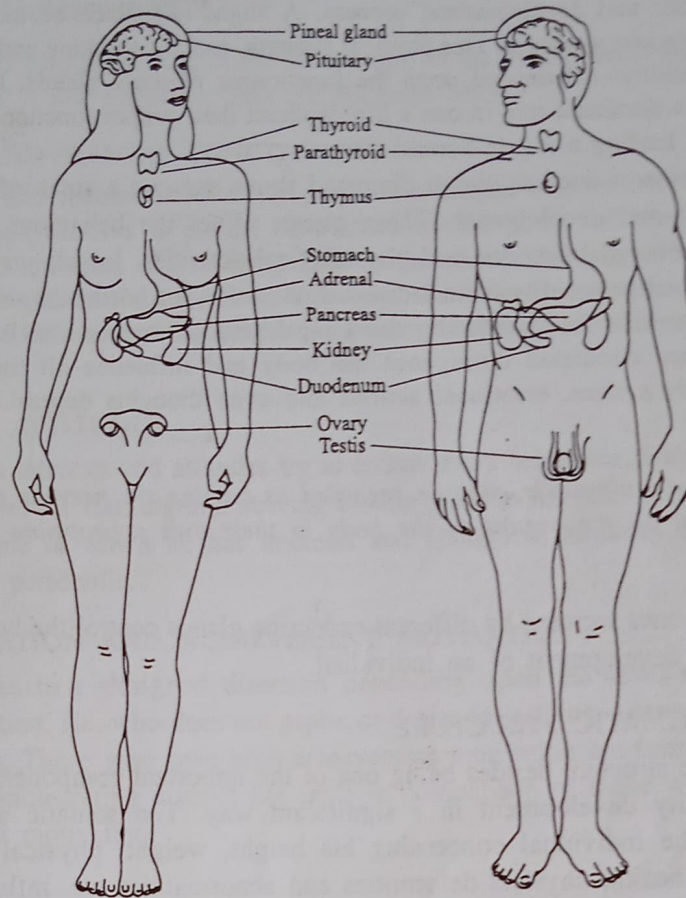


Fig. 32.1 Location of the major endocrine glands in the human body.

definitely known. But adrenaline is known to exercise great influence over nervous, muscular and sexual functions. Adrenal glands are generally known as glands of survival as their underactivity makes an individual progressively weaker day-by-day.

During emotional current, the adrenal gland is known to perform a useful function. In such a situation more adrenaline is secreted that prepares an individual's organs for the particular emotional state. Their overactivity makes an individual highly active and energetic. It may also cause sexual maturity at an early age. A little girl or a boy may acquire secondary sex characteristics of mature man or woman. In some case over-development of the adrenal glands results in increased masculine characteristics which in the case of women may produce extremely masculine characteristics like the growth of beard and moustache.

The sex glands or gonads: The sex glands or gonads are different in different sexes. Men possess male gonads and women have female gonads. The male sex glands or gonads are located in the testes. The hormones produced by the testes are known as androgens. The female sex glands are located in the ovaries. The hormones produced by the ovaries are known as estrogens.

The underactivity or overactivity of these glands caused by the deficiency or excess of the hormones secreted by them as well as by the co-acting influence of other glands like thyroid, pituitary and adrenal, not only affects the sexual growth and development of the individual but also

his entire behaviour and developmental process. A slight imbalance of these glands can cause restlessness, anxiety and weakness. Our physical strength, morale, thinking and reasoning power and decision-making ability—all depend upon the functioning of these glands. In short, these glands are found to play a dominant role in one's life. Without their proper functioning, a man or woman finds difficulty in leading a happy normal life.

All the endocrine or ductless glands discussed above exercise a great influence on the various aspects of growth and development. These glands affect the behaviour of an individual by controlling his emotional behaviour and physiological activities. In this way, they have a direct bearing upon the total personality of an individual. Actually, the hormones secreted by these glands are the ones responsible for developing the typical personality characteristics in an individual. These hormones are circulated throughout the body and influence all those tissues on which functioning of body system, emotional actions and even thoughts depend. As Gardner Murphy remarks:

These hormones, ultimately, may be regarded as bathing the nervous system, including the brain and all the organs of the body in their own appropriate chemical juices.
(1968, p.52)

Thus, the hormones secreted by different endocrine glands control the behaviour as well as the overall personality development of an individual.

PHYSIQUE OR SOMATIC STRUCTURE

Physique or somatic structure besides being one of the important components of one's personality affect the personality development in a significant way. The somatic structure and physical characteristics of the individual concerning his height, weight, physical appearance, physical strength or general health, physical deformities and abnormalities etc. influence the development of personality of an individual. This influence is exercised in two ways.

- (i) The individual's gain or loss in these physical characteristics may influence his style of life—his modes of behaviour action, tendencies, goals of life and the ways of striving towards these goals etc. Every person walks a sizable distance along a course according to his strength and stamina and so is the case with the process of personality development.
- (ii) The physique itself does not directly contribute towards the development of personality but the self image formed by the individual through the reactions of his associates and other members of the society to his physical appearance play a significant role. It makes him conscious of his superiority or inferiority and develops such complexes as to affect his behaviour pattern.

BODY CHEMISTRY

The chemistry of one's body also exercises a great influence in determining one's behaviour and developing one's personality. Our body gets essential energy for its functioning on account of the chemical changes going inside our body. Sugar is converted into glucose, food is digested, oxidation takes place through the intake of oxygen and a number of similar chemical reactions take place continuously in our body. Our behaviour and functioning is largely governed by our body chemistry. In case there is some irregularity or malfunctioning in our body chemistry, it seriously affects our behaviour and personality make-up. For example a slight increase in the amount of nervous fluid in the body may cause nervousness in the individual. Similarly, the low or high level of sugar in the body may seriously affect the physical and mental state of the individual.

Psychological Determinants

Psychological factors play a big role in the functioning of the human behaviour and development of one's personality. A few important ones are discussed below.

INTELLIGENCE AND MENTAL FUNCTIONING

One's intelligence and mental functioning play a significant role in the development of his personality. How one behaves is almost determined by his power of intellect and adjustment involving learning, acquisition of knowledge and skills, besides the way of taking decisions and dealing with the people and situation. In this way, the behaviour pattern of an individual is effectively controlled by his intellect and his personality is shaped according to the functioning of his mental powers.

INTERESTS AND ATTITUDES

The pattern of one's interests and attitudes try to colour one's behaviour, ways of looking towards the things and people, his learning and striving for the goals in his life. He tries to move towards the things and people in which he has interests and favourable attitudes and it determines the development of his personality.

LEVEL OF ASPIRATION AND ACHIEVEMENT MOTIVATION

One can get success in a designed direction depending upon the level of his aspiration and achievement motivation. He, who does not aspire or desire for a thing, cannot be expected to attain satisfactory progress. Those who have high achievement motivation are found to struggle for their accomplishment, demonstrating distinct life style in comparison to those who have no aspiration or, low achievement motivation.

WILL POWER

One's will power determines his way of behaviour and personality make-up. The persons with strong will power are found to be credited with emotional stability, decision-making ability and persistence etc., while those with weak will power are found to possess negative traits in their personality.

EMOTIONAL AND TEMPERAMENTAL MAKE-UP

The emotional and temperamental make-up of an individual cast a strong influence over his behaviour pattern and personality development. The presence of negative and positive emotions, the quality of emotional maturity, his temperament and the organisation of habits and sentiments etc. colour his way of behaving and dealing with the things, ideas and people. He reacts according to his emotional, potential and temperamental make-up and his personality is fashioned accordingly.

Social and Culture Determinants of Personality

Most of our behaviour is learned and learning is controlled mostly by the environmental factors lying in one's society and cultural set-up. Consequently, the development of one's personality is largely carried out by the social and cultural determinants outlined below.

HOME AND FAMILY

No matter what the traits of the personality are, their development and fundamental pattern is always initiated and directed by the life at home. From the very birth of the child, the parents and the home and family atmosphere provide the foundation for the normal growth and development of his

personality. If the child finds a healthy atmosphere at home, he has all the chances to develop his personality in the right direction. On the other hand, poor and uncongenial atmosphere develops him into maladjusted personality. Following are some important constituents of home and family environment that influence the development of one's personality.

- (i) **Parents:** Their education, personality characteristics, their emotional and social behaviour, their mutual affection, love and quarrels, their interests and attitudes, and general character etc., all play a major role in the personality development of the child.
- (ii) **Parental Attitude:** How they behave with the child and their overprotective or rejecting attitude towards him.
- (iii) **Size of the family and birth order:** How many sisters or brothers does the child have, the number of male and female children in the family, his own birth order, etc.
- (iv) **Economic and social status of the family:** Besides parents, the behaviour and personality traits of other members of the family also cast a desirable impact on the personality development of the children.

SCHOOL ENVIRONMENT

School atmosphere also contributes a lot in the development of the personality of a child. The personality characteristics of the teachers, headmaster, classmates, the teaching methods, curriculum, opportunities for co-curricular activities, the values and ideals maintained by the institution and the general atmosphere of the class-room and school—all influence the personality development of the child. This is why there is a great demand and rush for the admissions in good and reputed schools as they try to provide all that is desired for the balanced personality development of the children.

OTHER FACTORS IN THE SOCIAL ENVIRONMENT

Besides one's home, family and school influences, there are many other social agencies and institutions that play vital role in the growth and development of the personality of the child. These can be named as under:

Neighbourhood: Its proximity to the child and his family makes it a potent factor for casting its influence on the behaviour pattern and personality of the developing child. Whatever a child observes in his neighbourhood, he tries to imitate. The playmates chosen from his neighbourhood not only provide him company but also affect his behaviour and set the direction of his personality development.

Religious institution: Religious institutions like temple, church, gurdwara and their religious activities, fairs and ceremonies etc. make a silent and sound appeal for the shaping of the child's personality according to their ideals.

The other social groups and institutions: There are other social groups agencies and institutions like social clubs, means of entertainment and communications (Radio, television films), advertisement material, newspapers, magazines and other material and literature etc. available in the social environment of the child that are capable of casting strong impact on the personality of the developing children. A child sees crime and fight scenes on the television screen and they may prove quite enough for his bullying and aggressive behaviour in the school or with his brothers and sisters at home. Similarly, he or she may be greatly influenced by the role of a character read in the novel and may like to imitate personality traits of the character in his own behaviour. In this way, what is observed and experienced in the society by the children plays a significant role in his personality development.

The cultural environment: The cultural environment of the child possesses a vital potential for shaping and determining his personality. This environment is characterized by the mode of the living of the people of the society, caste, and social group to which the child belongs. How do these people think, eat, dress, feel, behave with each other, deal with the strangers, respect the members of other sex and observe rituals and ceremonies, their style of living and philosophy of life etc. cast a strong influence on the behaviour of the developing children and their personality is almost fashioned and tailored according to the pattern of their cultural environment. A cultural environment in which parents and elders are neglected by the younger generation and no responsibility is shared for their looking after especially in the old age will definitely shape the behaviour and personality of the concerned individuals in the same way. On the other hand, in Indian society where old cultural values of respecting the old age are present, the behaviour patterns and personality of the young and old generations will be tailored differently with a respect and a feeling of obligation towards each other in the environment of mutual love, cooperation and trust.

In this way, the development of the behaviour pattern and personality of children is influenced and determined by many a factors, things and conditions broadly categorized as biological, psychological, social and cultural determinants. However, these can never be said to act independently for exercising their influence on the development of the personality of an individual. The determinants, in one way or the other way, have affiliation with one's heredity and environment in the task of personality development of the individual. It is easy to think that all these three determinants of personality act and interact with each other for influencing and shaping one's personality.

SUMMARY

Determinants of personality refers to those things and factors that play a determining and decisive role in the development of one's personality. These can be broadly classified as internal and external factors or determinants of personality. Internal or personal factors refer to those things or factors that lie internally within the individual (like his physique, sex, interests, attitudes etc). On the other hand, external or environmental factors are linked with the forces of environment lying outside the individual like impact of physical environment, social and cultural environment etc.

All these internal and external factors or determinants of one's personality can be re-grouped or categorized in three distinct types namely Biological, Psychological and Socio-cultural determinants of one's personality.

In the category of biological determinants of personality, we can include factors or things like (i) hereditary influences transmitted at the time of child's conception through genes and chromosomes (ii) the structure and functioning of one's nervous system (iii) the nature of the secretion of specific hormones by ductless or endocrine glands (iv) one's physique or somatic structure and (v) one's body chemistry.

In the category of psychological determinants, we can include factors or things like one's intelligence and mental functioning, interests, attitudes, the level of aspiration and achievement motivation, will power and emotional as well as temperamental make-up.

In the category of socio-cultural determinants of one's personality, we may include all those factors or thing lying in one's cultural and social environment which are responsible for influencing and shaping one's personality. The area of influence of these factors may start right from one's home and family. Here the parents, their personality characteristics, behaviour and attitude towards the child, size of the family and birth order and economic as well as social status of the family prove

We should always keep personality, categorised in whichever ways, can't be compared to other. In one way or the other, these are associated with the hereditary and to which we human being are exposed since our conception till death. Therefore by all means must regard the development of our personality as a coefficient of friction between ourselves and the environment.

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Let us now briefly discuss the viewpoints propounded in these theories.

I Type Approach

Theories adopting the type approach advocate that human personalities can be classified into a few clearly defined types and each person, depending upon his behavioural characteristics, somatic structure, blood types, fluids in the body, or personality traits can be described as belonging to a certain type. Based on such an approach, the physician of ancient India broadly categorized all human beings into three types. This classification was based on the three basic elements of the body, namely *pitt* (bile), *vat* (wind), and *kuf* (mucus). An almost similar approach was followed by the Greek physicians like Hippocrates, one of the disciples of the

great philosopher Aristotle. In the years that followed, many more scholars and psychologists tried to divide people into types depending upon their own specific criteria.

Ancient Indians (Ayurvedic) Classification

Even in India, the ancient system of medicine Ayurveda classifies man based on the presence of combination of elements of Nature. Ayurveda, advocates that the entire Universe (living and non-living) is made up of five elements: air, fire, water, earth and ether (space), collectively called "panchamahabhutas". Human body contains these elements as its constituents. However, their lie individual differences in human beings and as such the composition of these elements in the individual's differ. Where some are loaded with the combination of air and ether (space), others may have increased amount of the combinations like water and earth or fire and water. The presence of such combinations of the elements in the human bodies may group them into distinctive body types with a definite pattern of physiological and psychological characteristics depicted as below:

Ayurvedic's Classification of Personality Types

<i>Dominance of the elements in the body</i>	<i>Personality type</i>	<i>Physiological/ somatic characteristics</i>	<i>Personality characteristics</i>
Air & ether (space)	Vata	Slightly built, a little pigeon chested with dull dark hair and eyes, have dry rough and chapped skin, suffer from stiff joints, rheumatic problems and constipation.	Restless with active minds, indecisive and emotionally insecure, poor in memory, tendency towards insomnia depression and night marish dream, good artists and enjoy travelling, solitary and rebellious.
Water & Earth	Kapha	Big boned, often overweight with a pale, smooth complexion, hairs are lustrous and wavy and eyes are wide and attractive, suffer from sinus problems, lethargy and nausea.	Need a lot of sleep, rational speak and move slowly, calm and loyal, emotionally secure, experience romantic and sentimental dreams.
Fire & Water	Pitta	Average build, have a ruddy complexion or red hair, with moles, freckles or acne, tendency to go grey and bald early in life and often have green or very piercing eyes.	Intense, argumentative and precise with a critical sharp intelligence, make good leaders, at their worst they can be passionately angry, enjoy sports, hunting and politics and have vivid dreams.

Hippocrate's classification. According to Hippocrates the human body consists of four types of humours or fluids—blood, yellow bile, phlegm (mucus), and black bile. The predominance of one of these four types of fluids in one's body gives

him unique temperamental characteristics leading to a particular type of personality as summarized in Table 21.1.

Table 21.1 Hippocrates Classification of Personality Types

<i>Dominance of fluid type in the body</i>	<i>Personality type</i>	<i>Temperamental characteristics</i>
Blood	Sanguine	Light-hearted, optimistic, happy, hopeful and accommodating.
Yellow bile	Choleric	Irritable, angry but passionate, and strong with active imagination.
Phlegm (mucus)	Phlegmatic	Cold, calm, slow or sluggish and indifferent.
Black bile	Melancholic	Bad tempered, dejected, sad, depressed, pessimistic, deplorable and self-involved.

Kretschmer's classification. Kretschmer classified all human beings into certain biological types according to their physical structure and has allotted following definite personality characteristics associated with each physical make-up (Table 21.2).

Table 21.2 Kretschmer's Classification

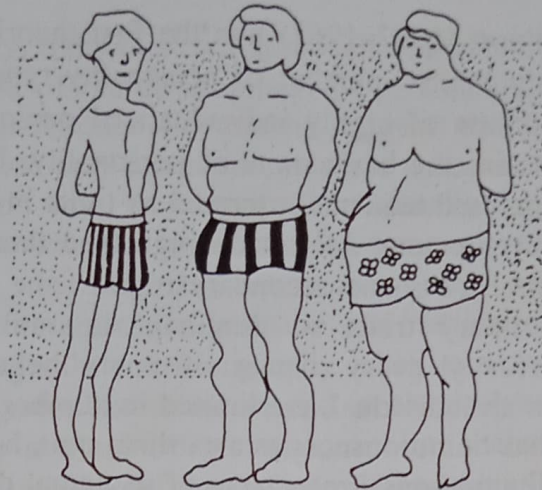
<i>Personality types</i>	<i>Personality characteristics</i>
Pyknic (having fat bodies)	Sociable, jolly, easy-going and good natured.
Athletic (balanced body)	Energetic, optimistic and adjustable.
Leptosomatic (lean and thin)	Unsociable, reserved, shy, sensitive and pessimistic.

Sheldon's classification. Sheldon too, like Kretschmer, classified human beings into types according to their physical structures and attached certain temperamental characteristics to them as shown in Table 21.3.

Table 21.3 Sheldon's Classification

<i>Personality types</i>	<i>Somatic description</i>	<i>Personality characteristics</i>
Endomorphic	Person having highly developed viscera but weak somatic structure, (like Kretschmer's athletic type).	Easy-going, sociable and affectionate.
Mesomorphic	Balanced development of viscera and somatic structure, (like Kretschmer's athletic type).	Craving for muscular activity, self-assertive, loves risk and adventure.
Ectomorphic	Weak somatic structure as well as undeveloped viscera, (like Kretschmer's Leptosomatic).	Pessimistic, unsociable, and reserved.

The approach adopted by the above psychologists of classification on the basis of correlation between the structure of the body and personality charac-



Ectomorphy Mesomorphy Endomorphy

Figure 21.1 Sheldon's three basic somato-types.

teristic, is lopsided and somewhat misleading. No such perfect body-mind or body-heart correlation exists as the propagators of these approaches have assumed

Jung's classification. Jung divided all human beings basically into two distinct types—introvert and extrovert—according to their social participation and the interest which they take in social activities. Later on he further sharpened his twofold division by giving sub-types. In this process, he took into consideration the four psychological functions—thinking, feeling, sensation and intuition—in relation to his previous extrovert and introvert types. This division can be diagrammatically represented along with the main characteristics of each sub-type as already described in Chapter 7.

This classification has been criticised on the ground that in general, the different types or classes as suggested by Jung do not exist. On the basis of typical characteristics prescribed for the extrovert and introvert, most of us may belong to both categories at different times and may be called ambivert. This introduces a complication and hence the type approach does not give a clear classification or description of personality.

T Trait Approach

In the trait approach the personality is viewed in terms of various traits. In our day-to-day conversation we ascribe traits to our friends and near one's as being honest, shy, aggressive, lazy, dull, dependent etc. Traits may be defined as relatively permanent and relatively consistent general behaviour patterns that an individual exhibits in most situations. These patterns are said to be the basic units of one's personality that can be discovered through observing one's behaviour in a variety of situations. If a person behaves honestly in several situations, his behaviour may be generalized and he may be labelled as honest and honesty is then said to be a behavioural trait of his personality. The psychologists who subscribe to this approach believe that the personality of an individual is but a combination or sum total of these personality or behavioural traits that can be discovered through the continuous and objective observation of his behaviour. Two personality theories namely, Allport's theory and Cattell's theory are said to be the best examples of the trait approach.

Allport's theory. Gordon W. Allport (1897–1967) was the first theorist who by rejecting the notion of a relatively limited number of personality types adopted the trait approach for the description of highly individualized personalities.

Traits, according to Allport, are the basic units of personality. Each of us develops a unique set of such organised tendencies termed as traits in the course of our continuous and gradual development. Allport distinguished three types of traits namely, cardinal traits, central traits and secondary traits.

Cardinal traits are the primary traits so dominant is one's personal disposition that they colour virtually every aspect of one's behaviour and attributes. These traits, if found in an individual, are limited in number to just one or two. For example, if a person has humorousness as a cardinal trait, he will bring a sense of humour into almost all situations irrespective of its actual demands. In fact, such cardinal traits although very few in number, overrule other traits and thus drift the whole personality of the individual along with them.

Central traits represent those few characteristic tendencies which can be ordinarily used to describe a person, e.g., honesty, kindness, submissiveness, etc. According to Allport, for knowing an individual's personality, we need to know only five to ten such central traits.

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

Cardinal traits are thus central to the description of one's personality. These traits combined with a few central traits form the core of characteristic traits responsible for giving uniqueness to one's personality. The other remaining traits, not so generalized and consistent may also be found in other people and may thus be categorized as common traits. These traits are the ones we may have in common with other people. Thus the trait theory propounded by Allport emphasized that an individual differs from others but also has common traits with others at least within the limits of cultural norms.

In order to find out how many traits are responsible for defining personality, Allport and one of his colleagues, Odbert (1936) analysed about 18,000 terms taken from a dictionary that could be used by people to describe each other and they finally came up with a total of 4541 psychological traits from describing human behaviour.

In this way, Allport focused on these large number of behavioural traits to describe personality instead of explaining it like other developmental and psychoanalytical theorists. To him personality was the dynamic organisation of all the behavioural traits that an individual possessed and it was that organisation which could be considered responsible for his behaviour in a particular situation.

Allport (1961) showed that traits lead towards the consistency in one's behaviour though this does not mean that trait of personality must be regarded as fixed and stable operating mechanically to the same degree on all occasions. Instances of inconsistency thus do not mean the non-existence of a trait. It is very much there in the behaviour of the person, but for the time being allows itself to be dominated by the demands of the situation. Allport's theory of personality is known not only for its emphasis on traits but also for its stress on concepts like

functional autonomy, individualized approach in the study of personality, and the discontinuous nature of the development of personality, etc.

The concept of functional autonomy suggests that functions or means which once served a purpose may attain autonomy at a later stage. Though motives are goal-oriented to begin with, they become functionally autonomous when the goals are achieved. A behaviour that once satisfied some specific need later serves only itself. For example, what originally began as an effort to reduce hunger, pain or anxiety may become a source of pleasure and motivation in its own right. The drinks or intoxicating substances originally taken to reduce pain or anxiety may thus attain autonomy by becoming an end in themselves.

Regarding the method of investigation into behaviour, Allport was not interested in looking at large groups of people and identifying general principles of behaviour (a normative survey or dimensional approach to study personality) but rather in adopting an individual approach known as the idiographic approach. Such an approach demands the study of every individual separately and consequently through his methods of study and findings Allport always emphasized the uniqueness of the individual (having unique traits and unique aspects of personality functioning).

Allport also emphasized another important concept of the discrete and discontinuous nature of the development of personality. In his book "Pattern and Growth in Personality", he mentioned three stages in the growth and development of personality namely, the childhood, adolescence and adulthood personalities. He emphasized that these are not continuous. Personality is not a continuation from childhood to adulthood rather it is a discrete and discontinuous development. The past cannot decide the functions of the present. What matters during childhood is certainly different from the values during adolescence and adulthood and, therefore according to Allport, the adolescent's or adult's functioning is not constrained by his or her past. Only those aspects of the past, which are relevant to the present or for planning the future are thus recollected and utilized by the individual in his behaviour manifestation and development of personality.

In this way, Allport gave a new dimension to the explanation of human behaviour, personality, evolution of the behaviour and aspects of personality by taking traits as the basic units of behaviour. However, his theory has been criticised on the following grounds:

1. The theory does not give clear and specific consideration to a study of the pattern of growth and development from conception till the end of life as done by the other theorists.
2. His belief and assertion that personality is not a continuum between childhood and adulthood holds no ground as one's present cannot be delinked from one's past or future.
3. In the opinion of Pervin (1984), the division of traits into cardinal, central and secondary is somewhat confusing. He devised the idea of uniqueness of one's personality but did little research to establish the existence and utility of specific traits concepts.

2.
Cattell's theory. The most recent advanced theory of personality based on the

trait approach has been developed by Cattell (1973), a British-born American researcher. He has defined a trait as a structure of the personality inferred from behaviour in different situations and described four types of traits:

- *Common traits.* The traits found widely distributed in general population like honesty, aggression and cooperation.
- *Unique traits.* Traits unique to a person such as temperamental traits, emotional reactions.
- *Surface traits.* These can be recognised by manifestations of behaviour like curiosity, dependability, tactfulness.
- *Source traits.* These are the underlying structures or sources that determine behaviour such as dominance, submission emotionality, etc.

The theory propagated by Cattell attributes certain specific dimensions to personality so that the human behaviour related to a particular situation, can be predicted. Cattell has adopted factors analysis as a technique for this work. Let us see how this is done.

1. Cattell began by attempting to make a complete list of all possible human behaviours. In 1946, he compiled a list of over 17,000 traits and by eliminating similarities and synonyms reduced the list to 171 dictionary words related with personality and called these trait—elements.
2. His next step was to ascertain how they are related. He found that each trait element has high correlation with some traits and low with others. In this way, he identified some 35 specific groups and called them surface traits.
3. He further analysed these surface traits in terms of their interrelations and eliminated those which were overlapping. The removal of such overlapping gave him the desired basic dimensions which he called source traits, i.e. the real structural influence underlying personality.
4. After obtaining the source traits (which are 16 in number) he tried to use them to predict behaviour employing what is called the specification equation

$$\text{Response} = s_1T_1 + s_2T_2 + s_3T_3 + \dots, S_nT_n.$$

The response or behaviour of an individual is thus predicted from the degree to which he exhibits each source trait (T) modified by the importance of the trait for that response (s).

Suppose, for example, that academic performance (AP) is predictable from two source traits namely intelligence (I) and Reading habits (R), then

$$AP = s_1I + s_2R.$$

Now also suppose that intelligence (I) is more important for this behaviour than reading habits (R) in the ratio of 5 : 3; this may be expressed as:

$$AP = 5I + 3R$$

Thus, in order to predict the academic performance (AP) of an individual we need to know his scores on intelligence and reading habits.

The 16 basic or source trait dimensions (arrived at through the process of factor analysis) were named as factors. Cattell regarded these factors as the building blocks of personality, i.e. the characteristics in terms of which one's personality can be described and measured.

These 16 basic trait dimensions or factors (the ways in which people may differ) are reproduced below along with explanatory descriptions of the related dimension:

<i>Symbols</i>	<i>Trait Dimensions or Factors</i>	
A	Reserved (detached, critical, aloof, stiff).	v/s Outgoing (warm-hearted, easy-going, participating).
B	Less intelligence (concrete thinking).	v/s More intelligent (abstract thinking, bright).
C	Affected by feelings (emotionally less stable, easily upset, changeable).	v/s Emotionally stable (mature, faces reality, calm).
E	Submissive (mild, easily led, docile, accommodating).	v/s Dominant (aggressive, stubborn, competitive).
F	Serious (sober, taciturn).	v/s Happy-go-Lucky (enthusiastic).
G	Expedient (disregards rules).	v/s Conscientious (persistent, moralistic, staid).
H	Timid (shy, fears threat, sensitive).	v/s Venturesome (uninhibited, socially bold).
I	Tough-minded (self-reliant, realistic)	v/s Tender-hearted (sensitive, clinging, over protected).
L	Trusting (accepting conditions).	v/s Suspicious (hard to fool).
M	Practical (down-to-earth concerns).	v/s Imaginative (bohemian, absent-minded).
N	Forthright (unpretentious, genuine but socially clumsy).	v/s Shrewd (socially aware, astute).
O	Self-assured (secure, placid, complacent).	v/s Apprehensive (self-critical, insecure, worrying, troubled).
Q ₁	Conservative (respecting traditional ideas).	v/s Experimenting (liberal, free-thinking).
Q ₂	Group-dependent (a "joiner" and sound follower).	v/s Self-sufficient (resourceful, prefers own decisions).
Q ₃	Uncontrolled (careless of social rules, follows own urges).	v/s Controlled (socially precise, exercising will power, compulsive).
Q ₄	Relaxed (tranquil, unfrustrated, composed).	v/s Tense (frustrated, drive, overwrought).

Source: Cattell (1973)

Cattell made use of his 16 factors of basic dimensions in the measurement of personality by devising a personality inventory known as Cattell's sixteen personality factors inventory (16 PF) consisting of suitable, multiple choice questions like:

I generally prefer persons who are:

1. somewhat reserved
2. somewhat outgoing
3. moderate

The trait theory of Cattell, thus, tried to describe and predict the behaviour of individuals on the basis of their personality traits (the fundamental building blocks of human personality). Basically, Cattell's work as a whole, involves the identification of basic dimensions of personality (by applying factor analysis techniques to the observable behaviour, i.e. traits) and then developing instruments to measure these dimensions.

However, Cattell's theory, as claimed by some, cannot be said to suggest that traits alone account for behaviour and that other motivational variables concerning a situation have nothing to do with it. In fact, for the prediction and measurement of one's personality, Cattell has taken clearly into account the motivational variables like urges (innate tendencies to react to goals in a specific way), sentiments, attitude states (the individual's moods), and the roles (the way one is presenting oneself) relevant to the situation and thereby his theory enjoys a good standing among the contemporary theories of personality. His theory has given equal importance to the role of both heredity and environment in the growth and development of personality and thus is able to demonstrate strong interaction between biological-genetic factors and the environmental influence for prediction of human behaviour.

Cattell's personality theory is, however, criticised as a trait theory on the grounds of (a) circularity of the trait concept (i.e. first defining trait in terms of observed behaviour and then using it to explain the same behaviour), (b) excessive emphasis on overt behaviour, and (c) projection of a static picture of human functioning. It is also criticised for not making full use of the factor analytical approach to yield higher order factors for identifying fundamental categories or dimensions of personality like the personality types listed by Eysenck.

Type-cum-Trait Approach

This approach tries to synthesize the type and trait approaches. Starting with the trait approach, it yields definite personality types. The Eysenck theory of personality reflects such an approach.

1. **Eysenck's theory of personality.** While Cattell has tried to use the factor analysis technique to give some basic dimensions to personality by enumerating 16 basic traits, H.J. Eysenck, a German-born British psychologist, went a step further in the adopting factor analysis technique by extracting second order factors and grouping traits into definite personality types.

How individual behaviour is organised and acquires the shape of a definite type is revealed by the following illustration (Figure 21.2).

According to Eysenck, there are four levels of behaviour organisation:

1. At the lowest level are the specific responses. They grow out of particular responses to any single act. Blushing, for example, is a specific response.
2. Habitual responses form the second level and comprise similar responses of an individual, to similar situations. For instance, (a) the inability to easily strike friendships, or (b) hesitancy in talking to strangers are habitual responses.

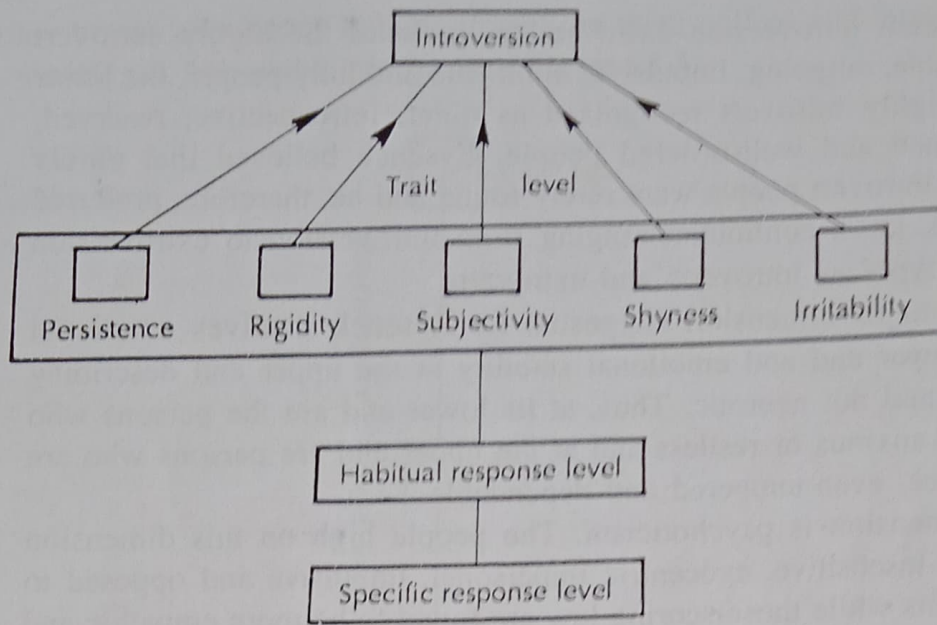


Figure 21.2 Organisation of individual behaviour.

3. At the third level is the organisation of habitual acts into traits. Behaviour acts which have similarities are said to belong to one group and are called traits. In the above example the habitual responses (a) and (b) etc., give birth to a group of traits called 'shyness'.
4. The fourth level is the organisation of these traits into a general type. A type is defined as a group of correlated traits. Traits which are similar in nature give birth to a definite type just as in Figure 21.2 traits like persistence, rigidity, shyness etc., have been grouped into a type termed as *Introversion*.

An ultimate, distinct type is obtained at this final stage. A person, can now be classified as an introvert if he has traits as described at the third level, habits and habit systems as described at the second level and responds specifically as described at the first level.

Eysenck's work has clearly demonstrated that human behaviour and personality can be very well-organised into a hierarchy with specific responses at the bottom and the definite personality type at the top. In fact, in this work, what was described as basic dimension in the form of personality traits by Cattell has been further regrouped yielding fewer dimensions for the description of human behaviour and personality. The three basic dimensions (defined as clusters or groups of correlated traits) derived by Eysenck through his work are:

1. Introversion-extroversion
2. Neuroticism (emotional instability-emotional stability)
3. Psychoticism.

These three basic dimensions refer to definite personality types i.e. introvert, extrovert, neurotic and psychotic. However, the term 'type' as applied by Eysenck stands clearly for a dimension along a scale with a low end and a high end for putting people at various points between the two extremes. While the high end

on the first dimension introversion–extroversion, includes the highly extrovert recognized as sociable, outgoing, impulsive, optimistic and jolly people, the lower and typifies the highly introvert recognized as quiet, introspective, reserved, reflective, disciplined and well-ordered people. Eysenck believed that purely extrovert or purely introvert people were rarely found and he, therefore, preferred to use a dimension, i.e. a continuum ranging from introversion to extroversion instead of naming types as introverts and extroverts.

The second major dimension suggested by Eysenck involves emotional instability at the lower end and emotional stability at the upper end describing people as neurotic and not neurotic. Thus, at its lower end are the persons who are moody, touchy, anxious or restless and at the upper end are persons who are stable, calm, carefree, even-tempered and dependable.

The third dimension is psychoticism. The people high on this dimension tend to be solitary, insensitive, egocentric impersonal, impulsive and opposed to accepted social norms while those scoring low are found to be more empathic and less adventurous and bold.

Eysenck has also tried to make use of Cattell's basic dimensions for the measurement of one's personality by developing an appropriate set of questions in the form of two well-known inventories—the Maudsley personality inventory and the Eysenck personality inventory.

The contribution of Eysenck's theory to describing, explaining, and predicting one's behaviour and personality are notable and worthy of praise. He has presented a viable synthesis of the trait and type approaches, given personality a biological-cum-hereditary base, accepted the role of environmental influences in shaping and developing personality and exploded many myths and over-generalizations of psychoanalytical theory. In addition to its close focus on individual differences and principle of behaviour changes, his theory has contributed to the study of criminology, education, aesthetics, genetics, psychopathology and political ideology.

IV Psychoanalytical Approach

The psychoanalytic approach to personality was first created and advocated by Sigmund Freud (1856–1939) by viewing people as being engaged in a constant struggle to tame their biological urges. He propagated analysis of the psyche or mind by coining many new terms and used psychoanalysis as a method for understanding behaviour and for treating mental illness. His school of thought is known as the school of psychoanalysis and the approach it adopted for understanding human behaviour and personality is known as the psycho-analytical approach.

1. **Freud's psychoanalytic theory of personality.** Freud's theory of personality is built on the premise that the mind is topographical and dynamic; there are provinces or divisions which are always moving and interrelated. The human mind has three main divisions namely, the conscious, semiconscious and unconscious.

These three levels of the human mind are continuously in a state of clash and compromise to give birth to one or the other type of behavioural characteristics resulting in a specific type of personality. Freud also believes that