

SEMESTER IVMODULE:II

Personality of the Learner

2.1. Personality - Definition, meaning and nature

Definitions:

“Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment.”-G.W. Allport.

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

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

Nature of Personality:

Personality is a whole rather than the sum of parts. It implies an integration of various traits. Personality represents a unique integration of traits so as to differentiate one person from another on the basis of this very quality. It is the result of both heredity and environment. Personality is unique and specific which includes everything about a person. It is dynamic and forms as the combination of both mental and physical systems of the individual. Personality sometimes subjected to disorganization and disintegration leading to severe personality disorders.

2.2. Integrated Personality (Matured Personality):

An integrated personality is one on which the various aspects are integrated in a harmonious and effective manner. The ambitions and aspirations of a person with an integrated personality will be in tune with his mental capacities. Integration is one of the fundamental aspects of development.

The concept of integrated personality differs according to the different theories of personality. When psychoanalysts view that stable ego functions contribute to the balance and integration of personality, the humanistic believe that the self-concept of persons is the key concept that decides an integrated personality. Normally a person who has a realistic self-perception, proper adjustment to his environment, sociability, mental health, a sense of humour, creative enterprise, maturity in emotional behaviour, positive value orientation, a philosophy of life etc. can be regarded as an integrated personality. Emotional stability, consistency in behaviour, readiness to accept one's own weakness resistance to injustice, control over one's own impulsiveness, refined way of expressing emotions optimum confidence, positive attitudes and many such qualities are attributed to an integrated personality. An integrated person becomes harmoniously adjusted to his environment. He will be able to lead a happy life.

2.3. Assessment of Personality - Objective, Subjective, Projective Techniques

I. Introspection:

It is a method of Psychology, which was widely used in olden days. The study of the mind or consciousness was carried out by introspection. It means “looking within or looking inward”. In this method one tries to get insight of one’s own mind and it reports one’s own feelings and infact everything that takes in one’s own mind during the course of a mental act. Internal behaviour can be revealed by introspection.

Merits

1. It is a simple and readily available method.
2. It has unique nature of observing and reporting one’s own mental process, which are always present in an individual’s mind.
3. It gives direct & immediate insight into one’s own mental process.
4. It provides adequate knowledge of inner or covert experiences& inner behaviours of an individual in the form of thought or feelings.

Demerits

1. One’s state of mental process is continuously changing. So concentrating on one particular thought or feeling is very difficult.
2. This method lacks reliability, validity and objectivity of its result as it is individualistic in nature and hence its results cannot be generalized to larger groups. One cannot establish the truthfulness of an individual’s mental process.

3. Only a normal adult in a conducive environment can use this method and children and abnormal human beings cannot use it.

II. Observation Method:

Observation literally means, “looking outside oneself.” It is one of the basic methods for collecting data in almost all types of research studies. Observation may be defined as “a way of looking at or perceiving a kind of behaviour in a natural setting with a specific purpose in order to know completely the description of the behaviour followed by a systematic and scientific procedure. Observation can be carried out in different ways.

a) Natural observation (Uncontrolled)

In this observation we observe the specific behavioural characteristics of children or adult in natural setting. Subjects do not become conscious of the fact that someone is observing their behaviour. Hence they exhibit their natural behaviour.

b) Artificial observation (Controlled)

Here the specific behavioural characteristics of human beings are studied in the artificial conditions. Natural environment is being created in artificial manner, and the subject is put in this environment and his behaviours are studied.

c) Direct observation

Hence the observer observes the specific behaviour of an individual directly with his sense organs or with the help of instruments, focusing on the individual. The behaviours are observed in a natural setting and recorded precisely as they occur.

d) Indirect observation

There are some behaviours which cannot be observed like joy, jealousy, anger, frustration, sorrow, etc. which are demonstrated in different situations. These behaviours are to be studied indirectly through various other activities in which the individual is involved.

e) Non participant observation

The observer is not a part of the group or situations in which he wants to observe the behaviour. Usually he keeps himself away from the group and observes all the behaviour of the group without making them aware of being observed.

f) Participant observation

The observer becomes a part of the group, which he wants to observe. He establishes rapport with members of the group so that they may be conscious of his presence and may exhibit their real behaviour. Being one among the group the observer studies the behaviour of the group.

Merits

1. Observation is the natural and normal way of knowing not only the external world but also the mind.
2. An observation of the outward manifestations of their mental activities is the only method at our disposal to know the minds of others.
3. Observation comes to the aid of introspection and helps to acquire the necessary knowledge and removes the gap in the knowledge of our own mind.
4. Observation enables to have knowledge of social behaviour or collective mind as reflexed in family observation.

Demerits

1. Observation is useful only for collecting data about overt behaviour which is manifested in a number of activities. This overt behaviour does not provide reliable information regarding the internal mental process.
2. The subjectivity of interpretation is another demerit. The observation may be biased in his interpretation by his likes and dislikes.
3. The method of observation leaves the matter of accounting for the facts “How and Why” of interpretation of data.
4. Observation is subjected to two types of errors ie. sampling error and observation error. Sampling error occurs because of inadequacies of selecting situations to be observed. The observation error may be due to lack of knowledge of background of the situations to be observed.

III. Clinical Method or Case Study Method

The clinical method is used for studying the behavioural problems of a maladjusted or deviant individual. The term ‘case’ is used in psychological studies to indicate an individual facing problems that could be solved only on the basis of an in-depth study. A child who is socially maladjusted or emotionally disturbed or is experiencing unusual problems in the study of a subject is considered a clinical case. A clinical study is an in-depth study of the case in all its details. Hence clinical method is also known as case study or case history method. It is characterized by the detailed, realistic, concrete description and explanation of a case. The complete and detailed study of a case may

involve the use of observation, interview, medical examination, use of various psychological tests etc. Information from all sources about the past and present of the case is pooled together in a sequential order to prepare a comprehensive case history. This is thoroughly analyzed in order to locate the causes of maladjustment and plan remedial procedures.

The chief merit of the clinical method is that it could be safely employed to study in-depth, a particular individual with respect to the problem area concerned. Clinical method provides an intensive study meant for gathering all possible details regarding individual behaviour. It needs a lot of effort on the part of the clinical researcher. He should be mature and technically proficient in making such studies. The scope of the study is limited. The method is meant only for individual cases and ends with the diagnosis and treatment of the case under study.

IV. Interview

Interview is a technique of eliciting information directly from the subject about his personality in face to face contacts. It gives an opportunity for mutual exchange of ideas and information behaviour between the subject and psychologist. Face to face interaction can be structured and unstructured.

An unstructured interview is an open interrogation. Hence the interviewer asks the interviewee any question on any subject relevant to the situation. In the structured interview questions that are planned sufficiently earlier are asked at the time of the interview. A list of questions is prepared and after taking the subject into confidence the interviewer tries to get answers to the preplanned question. He attends to

the content of the responses and also to the tone, behaviour and other similar factors for the total evaluation of the personality.

The limitations of this technique are that it calls for a well-trained competent interviewer and is costly in terms of labour, time and money. It also suffers from the subjective bias of the interviewer. We cannot prevent the subject from hiding his feelings or from giving selective responses. The points in favour of the technique are that answers are obtained to every question which is put to the subject. The subject can give answers for confidential and intimate questions in oral form than in written form. It permits explanation, adjustment and variation according to the situation.

V. Rating Scale

Rating scale is the term applied to expression of opinion or judgment regarding some situation, object or character. Opinion is usually expressed on a scale values. It refers to a scale with a set of points, which describe varying degree of the dimension of an attribute being observed. They have much wide range of application and can be used for teacher-ratings, personality –ratings, school appraisal, sociological surveys etc: They may be used to describe the behaviour of individuals, the activities of entire group, the changes in the situation surrounding them or many other types of data.

VI. Testing

Testing is the technique used for examining the degree of possession of any phenomenon under study, in which the examinee is asked to give answers to prepared items - orally, in writing or by performance. This is

the most common technique for collecting data about pupils especially regarding their scholastic achievement and psychological traits. For example intelligence tests, aptitude tests, interest inventory, achievement tests.

VII. Inventories

Personality inventory is a questionnaire standardized to get the objective data about subjects adjustments, likes and dislikes, to locate abnormalities and peculiarities of behaviour, neurotic tendencies, various types of maladjustments and so on. Hence the statements describe the individual himself addressed in first person. Examples (1) Bell's adjustment inventory, (2) Minnesota Multiphasic Personality Inventory (MMPI) (3) Cattell's 16 P.F (4) Eysenck's Personality Inventory (5) Ascendence - Submission test of Allport.

VIII. Situational Tests

The situations are artificially created in which an individual is expected to perform acts related to personality traits under testing condition. Honesty, temptation, loyalty etc. which are the components of personality traits can be tested by creating situations which help in realizing an individuals behaviour in those particular situations.

IX. Sociometry

It is a technique of assessing the social relationship among members in a social group through the measurement of the frequency of acceptance or nonacceptance between the individuals of the group. From the data collected teacher could make a social map which is known as sociogram.

It shows the social relationship among the students and identifies the stars, cliques, pairs, mutuals, isolated or neglected in the class.

X. Projective Techniques

Projective tests are so named because they induce the individual to project himself into the test situation and thus reveal his motives, attitudes apprehensions and aspirations. He projects his own personality through the responses, his private world so that we can interpret his inner thoughts and feelings.

1. The Rorschach Ink Blot Test

Swiss Psychiatrist Hermann Rorschach developed this in 1928. The subject is shown 10 ink blots, one at a time in a definite order and position. Five of them are multi coloured and five are in black and white. The ink blots are completely unstructured. The shapes of blots have no specific meaning. The subject is to respond ‘what does it look like’. The responses are scored in terms of established norms by an expert.

2. Thematic Apperception Test (TAT)

Murray and Morgan developed this test at Harvard Psychological clinic in 1938. It consists of 30 pictures, 10 exclusively for women, 10 for men, and 10 for both men and women. These pictures are vague and indefinite show one or two human beings in a variety of actual life situations. One has to respond to 20 pictures. The test is done in 2 sessions, 10 pictures in one session.

The pictures are presented one at a time. They are vague and indefinite. The subject is asked to build a story for each picture, within a fixed period of time. During story telling the subject projects several characteristics of his own personality. Scoring and interpretation is done by experts only.

3. **Word Association Test and Sentence Completion Test**

To detect one's inner conflicts, attitudes etc. with reference to specific persons or situations the list of stimulus words is presented to the subject to elicit a response for each one. In sentence completion test the subject has to complete the incomplete sentences.

Example: The sight of, I feel

4. **Story Completion Test**

The subject has to complete the unfinished story.

Advantages of Projective Tests

1. Can be used with every age, caste, intelligence level.
2. Especially useful for children.
3. Helpful for individuals who need psychiatric treatment.

Limitations

1. Time consuming both in administration and scoring.
2. Expert clinical psychologists only can interpret the result.

2.4. A brief description of Personality Disorders

Personality Disorders

Personality disorders are conditions in which an individual differs significantly from an average person, in terms of how they think, perceive, feel or relate to others. Personality disorder refers to a long-term pattern of thinking, behaviour and emotion that causes distress and makes it difficult to function in everyday life. People with personality disorders find it hard to change their behaviour or adapt to different situations. They may have trouble sustaining work or forming positive relationships with others.

Those who struggle with a personality disorder have great difficulty dealing with other people. They tend to be inflexible, rigid, and unable to respond to the changes and demands of life. Although they feel that their behavior patterns are “normal” or “right,” people with personality disorders tend to have a narrow view of the world and find it difficult to participate in social activities.

Symptoms of Personality Disorder

A deeply ingrained, inflexible pattern of relating, perceiving, and thinking serious enough to cause distress or impaired functioning is a personality disorder. Personality disorders are usually recognizable by adolescence or earlier, continue throughout adulthood, and become less obvious throughout middle age. Symptoms typically get worse with stress. People with personality disorders often experience other mental health problems, especially depression and substance misuse.

Common features include:

- being overwhelmed by negative feelings such as distress, anxiety, worthlessness or anger
- avoiding other people and feeling empty and emotionally disconnected

- difficulty managing negative feelings without self-harming (for example, abusing drugs and alcohol, or taking overdoses) or, in rare cases, threatening other people
- odd behaviour
- difficulty maintaining stable and close relationships, especially with partners, children and professional careers
- sometimes, periods of losing contact with reality

Causes of Personality Disorder

Personality disorders are thought to be caused by a combination of genetic and environmental influences. The genetic material may make the person vulnerable to developing a personality disorder, and a life situation may trigger the actual development.

Some experts believe that events occurring in early childhood exert a powerful influence upon behavior later in life. Others indicate that people are genetically predisposed to personality disorders.

Although the precise cause of personality disorders is not known, certain factors seem to increase the risk of developing or triggering personality disorders, including:

- Family history of personality disorders or other mental illness
- Abusive, unstable or chaotic family life during childhood
- Being diagnosed with childhood conduct disorder
- Variations in brain chemistry and structure

People with personality disorders (particularly certain types, such as borderline personality disorder) have high rates of childhood abuse, trauma or neglect. It is thought that personality disorders may arise due to a complex interaction of

negative early life experiences and genetic factors. Disruptions to the attachment between parents and infants can occur through mental or physical illness or substance abuse in the parent, or long separations between parents and infants. A lack of positive caregiving in early childhood can have a negative impact on personality development.

Types of Personality Disorders

There are different forms of Personality Disorders.

➤ **Inadequate Personality:**

Inadequate Personality is the one where the person functions in an inefficient or inadequate manner. The person become very dependent is afraid of taking decisions, initiatives and avoid taking responsibilities. The personality has not developed fully or its development has been arrested.

➤ **Multiple and Alternative Personalities:**

Double Personality: Personality of a person is split almost vertically in to two and each can function independent of other part.

Multiple Personality: Personality of a person is split in to any number of parts, each functioning independently

Alternate Personality: The different personality expressed in a regular alternating manner

➤ **Schizophrenia:**

The personality is shattered to pieces. Behaviour become incoherent disorganized; There is no link between the situations and the behaviour. Personality break down completely or become maladjusted and unable to lead a normal life.

➤ **Sociopathic Personality:**

It is also known as antisocial personality, psychopathic personalities. In this case personality shows stable structure, organization etc:But they invariably indulge in behaviour which is socially disapproved. Chronic criminals and delinquents comes under this type of personality.

There are many formally identified personality disorders, each with their own set of behaviors and symptoms. Personality Disorders generally classified into three different categories or clusters:

- Cluster A: Odd or eccentric behavior
- Cluster B: Dramatic, emotional or erratic behavior
- Cluster C: Anxious fearful behavior

Since there are too many identified types of personality disorders to explain in this context, we will only review a few in each cluster.

Cluster A: A person with a cluster A personality disorder tends to have difficulty relating to others and usually shows patterns of behaviour most people would regard as odd and eccentric. Others may describe them as living in a fantasy world of their own.

- **Schizoid Personality Disorder:** Schizoid personalities are introverted, withdrawn, solitary, emotionally cold, and distant. They are often absorbed with their own thoughts and feelings and are fearful of closeness and intimacy with others. A person suffering from schizoid personality is more of a daydreamer than a practical action taker.
- **Paranoid Personality Disorder:** The essential feature for this type of personality disorder is interpreting the actions of others as deliberately threatening or demeaning. People with paranoid personality disorder are untrusting, unforgiving, and prone to angry or aggressive outbursts without justification because they perceive others as unfaithful, disloyal, arrogant or

deceitful. This type of person may also be jealous, guarded, secretive, and scheming, and may appear to be emotionally “cold” or excessively serious.

- **Schizotypal Personality Disorder:** The persons with Schizotypal Personality Disorder may have odd or eccentric manners of speaking or dressing. Strange, outlandish or paranoid beliefs and thoughts are common in them. They have difficulties forming relationships and experience extreme anxiety in social situations. They may react inappropriately or not react at all during a conversation or they may talk to themselves. They also display signs of “magical thinking” by saying they can see into the future or read other people’s minds.

Cluster B: A person with a cluster B personality disorder struggles to regulate their feelings and often swings between positive and negative views of others. This can lead to patterns of behaviour others describe as dramatic, unpredictable and disturbing. In this disorder, the person is emotionally unstable, has impulses to self-harm, and has intense and unstable relationships with others.

- **Antisocial Personality Disorder:** People with antisocial personality disorder characteristically act out their conflicts and ignore normal rules of social behavior. These individuals are impulsive, irresponsible, and callous. Typically, the antisocial personality has a history of legal difficulties, belligerent and irresponsible behavior, aggressive and even violent relationships. They show no respect for other people and feel no remorse about the effects of their behavior on others. These people are at high risk for substance abuse, especially alcoholism, since it helps them to relieve tension, irritability and boredom.
- **Borderline Personality Disorder:** People with borderline personality disorder are unstable in several areas, including interpersonal relationships, behavior, mood, and self-image. Abrupt and extreme mood changes, stormy

interpersonal relationships, an unstable and fluctuating self-image, unpredictable and self-destructive actions characterize the person with borderline personality disorder. These individuals generally have great difficulty with their own sense of identity. They often experience the world in extremes, viewing others as either “all good” or “all bad.” A person with borderline personality may form an intense personal attachment with someone only to quickly dissolve it over a perceived slight. Fears of abandonment may lead to an excessive dependency on others. Self-mutilation or recurrent suicidal gestures may be used to get attention or manipulate others. Impulsive actions, chronic feelings of boredom or emptiness, and bouts of intense inappropriate anger are other traits of this disorder, which is more common among females.

- **Narcissistic Personality Disorder:** People with narcissistic personality have an exaggerated sense of self-importance, are absorbed by fantasies of unlimited success, and seek constant attention. The narcissistic personality is oversensitive to failure and often complains of multiple somatic symptoms. Prone to extreme mood swings between self-admiration and insecurity, these people tend to exploit interpersonal relationships.

Cluster C: A person with a cluster C personality disorder struggles with persistent and overwhelming feelings of fear and anxiety. They may show patterns of behaviour most people would regard as antisocial and withdrawn.

- **Avoidant Personality Disorder:** Avoidant personalities are often hypersensitive to rejection and are unwilling to become involved with others unless they are sure of being liked. Excessive social discomfort, timidity, fear of criticism, avoidance of social or work activities that involve interpersonal contact are characteristic of the avoidant personality. They are fearful of saying something considered foolish by others; worry they will blush or cry in

front of others; and are very hurt by any disapproval by others. People with avoidant personality disorder may have no close relationships outside of their family circle, although they would like to, and are upset at their inability to relate well to others. The person appears painfully shy, socially inhibited, feels inadequate and is extremely sensitive to rejection. The person may want to be close to others, but lacks confidence to form a close relationship.

- **Dependent Personality Disorder:** People with dependent personality disorder may exhibit a pattern of dependent and submissive behavior, relying on others to make decisions for them. They require excessive reassurance and advice, and are easily hurt by criticism or disapproval. They feel uncomfortable and helpless if they are alone, and can be devastated when a close relationship ends. They have a strong fear of rejection. Typically lacking in self-confidence, the dependent personality rarely initiates projects or does things independently. This disorder usually begins by early adulthood and is diagnosed more frequently in females than males.
- **Obsessive-Compulsive Personality Disorder:** Compulsive personalities are conscientious and have high levels of aspiration, but they also strive for perfection. Never satisfied with their achievements, people with compulsive personality disorder take on more and more responsibilities. They are reliable, dependable, orderly, and methodical, but their inflexibility often makes them incapable of adapting to changed circumstances. People with compulsive personality are highly cautious, weigh all aspects of a problem, and pay attention to every detail, making it difficult for them to make decisions and complete tasks. When their feelings are not under strict control, events are unpredictable, or they must rely on others, compulsive personalities often feel a sense of isolation and helplessness.

Treatment for Personality Disorder

Many people recover from personality disorders over time. Psychological or medical treatment is sometimes helpful; sometimes support is all that is needed. This depends on the severity of the disorder and whether there are ongoing problems. Some mild to moderate personality disorders improve with psychotherapy. Different types of psychological therapies have been shown to help people with personality disorders. However, there is no single approach that suits everyone and treatment should be tailored to the individual. Not all talking therapies are effective and it is essential they are delivered by a trained therapist.

Talking to a doctor or mental health professional is the first step towards getting support and treatment. It can be difficult for people with personality disorders to learn to trust a doctor or therapist. Establishing a positive relationship with a health care provider is an important step towards recovery. The treatment may vary according to the type of personality disorder, and any other conditions present.

- ▶ **Psychotherapy:** this is the most effective long-term treatment option for personality disorders. Psychotherapy helps people to understand their thoughts, motivations and feelings through a therapeutic relationship with a mental health specialist, such as a psychiatrist or psychologist. These insights can help people to manage their symptoms, develop satisfying relationships and make positive behaviour changes.

Methods include:

- Cognitive Behaviour Therapy.
- Dialectical Behavior Therapy.
- Psychodynamic Psychotherapy.
- Psycho-education.

- ▶ **Medication:** There is no specific medication to treat personality disorders. However, antidepressant medications may be used to treat associated conditions such as anxiety and depression, or to help people cope with their symptoms. Less commonly, other types of medications such as antipsychotics or mood stabilizers may be prescribed. Medication works most effectively in combination with psychotherapy.
- ▶ **Crisis management:** Some people with personality disorders have trouble coping with stressful events, and may need support in a crisis. They may develop suicidal thoughts and behaviours and require emergency assistance. Rarely, hospitalization may be required in severe cases, to prevent the risk of self-harm or suicide, or for treatment of other mental health conditions. This is a temporary solution to ensure safety and in general, long-term hospital admission is not recommended for personality disorders. With treatment and support, many people with personality disorders are able to learn to manage their symptoms, develop positive and healthy relationships, and create a meaningful and fulfilling life.

2.5. Theories of Personality-

❑ Psychoanalytical Theory (Sigmund Freud)

Psychoanalysis a branch of psychology initiated by Freud. Personality is understood in terms of interactions and conflicts arising out of needs and impulses of an individual, some of which at least operate at an unconscious level. It has 3 major parts.

1. Theory of Personality Dynamics:

Human mind has 3 levels of consciousness the conscious, the preconscious and unconscious. He compared the human mind in to an iceberg. The conscious mind lies just above the surface of the water like the tip of an iceberg and occupies one tenth of our total mental life or psyche. The ideas, thoughts and images that we are aware of at any moment of our life are said to lie within this upper layer of the mind. Just beneath the conscious level lies the subconscious mind. This portion of the mind stores all types of information just beneath the surface of awareness dormant or untapped which can be easily brought to the level of consciousness at a moment noticed whenever required. The unconscious mind lies at the bottom level and it is the most important part of our mind. It is hidden and usually inaccessible to the conscious, but it is vast. According to Freud the unconscious mind is responsible for most of our behaviour not by the choice of our conscious mind.

2. Theory of Personality Structure

Freud believes that the personality structure is compared of has its own properties and mechanisms. They interact with one another closely and the human personality is the outcome of such an interaction **Id** is the raw savage and immoral basic stuff of one's personality that is hidden in the deep layers of one's unconscious mind. It is the source of mental energy and of all instinctive energy of the individual. The Id is quite selfish and unethical. It knows no reality, follows no rules and considers

only the satisfaction of its own needs and drives. It consists of such ambitions, desires, tendencies, and appetites of an individual as guided by pleasure seeking principle. The **Ego** functions as a police man to check the unlawful activities of the Id. The Ego is nothing but the awareness of a struggle between the Id and the outside environment. It follows the principle of reality and acts with intelligence in controlling, selecting and deciding what appetites have to be satisfied and in which way they are to be satisfied. The third system is **Super Ego**. It is the ethical moral arm of the personality. It is idealistic and does not care for realities. Perfection is its goal rather than pleasure. It is a decision - making body which decides what is good or bad.

3. Theory of Psycho - Sexual development

According to Freud a child passes through five major stages of psychosexual development. Each stage is characterized by certain, behavioural changes. The stages are given below.

1. The oral stage:

The focus of pleasure is mouth. The child's love object is his mother's breast which he sucks to satisfy his hunger. The child's development starts with the act of nursing by his mother.

2. The anal stage:

It refers to the stage when the focus of pleasure shifts from mouth to the anus. The child takes interest in the activities

pertaining to the anus and pleasure is drawn from activities like urinating and defecation.

3. Phallic stage:

This stage refers to around the age of 3 to 6. The focus of pleasure shifts from anus to sex organs. Child masturbation is very common during this period. Another important development during this phase is of Oedipus complex and Elektra complex.

4. Latency stage:

During this stage, infantile sexuality becomes less important. The child engages himself in learning skills and in the development of values.

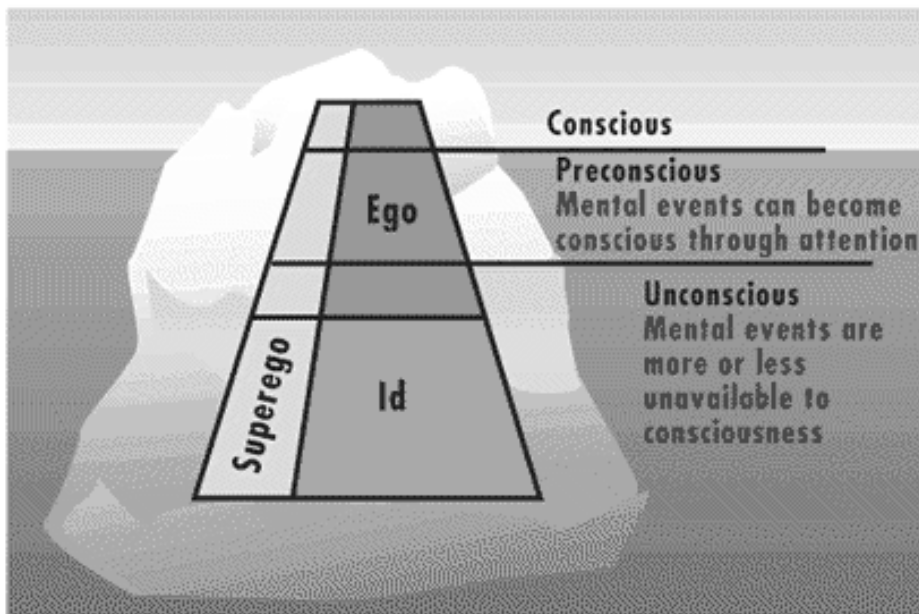
5. Genital stages:

The focus of pleasure shifts to the member of the opposite sex.

Educational implications of psychoanalytic approach

It explains the complexity of human personality, helps to improve human personality and behaviour. It emphasizes right growth and development during the early childhood period as an aspect that teachers should take care of. The theory upholds a widened aim of education, that is the development of wholesome personality.

The structure of personality



❑ Lewin's Concept on Personality

Kurt Lewin stood first and foremost for the application of Field theory in all branches of Psychology. Kurt Lewin's had mastery of Mathematics and Physics. He borrowed the key concepts 'topology' and 'vector' from Geometry and Physics respectively. Lewin's field theory is also called Topological and Vector theory. For Lewin field theory is not a new system of psychology limited to a specific content; it is a set of concepts by means of which one can represent psychological reality.

The principle characteristics of Field theory have been applied by Lewin could be summarized as follows:

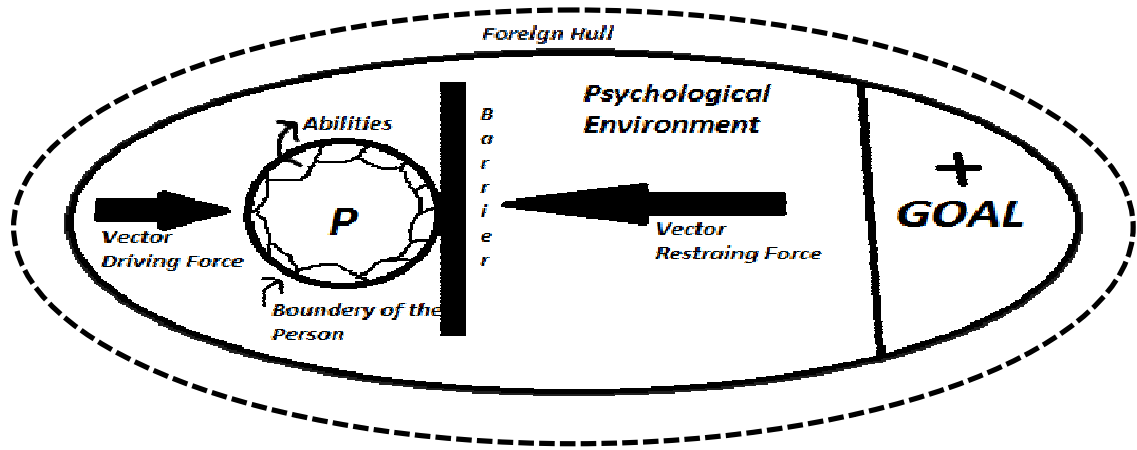
- (1) Behaviour is the function of field that exists at the time that particular behaviour occurs.
- (2) Analysis begins with the situation as a whole from which are differentiated the component parts.

(3) The concrete person in a concrete situation can be represented mathematically.

According to Lewin Behaviour (B) is the Function (f) of the Person (P) and of his Environment (E). This can be represented in the form $B = f(PE)$. Environment of the individual is determined by certain conditions existing in the personality of the individual. That is $E = f(P)$ It is this characteristic of the environment that is reflected in the term psychological environment quite often used by Lewin. As the state of the person after an encouraging experience is different from that after a discouraging experience. The reverse of the functional relation is also true $P = f(E)$. This totality of co-existing facts which are conceived as mutually interdependent is called a field or life space. The field of an individual is a psychological concept consisting of the person under consideration and his psychological environment. In trying to study learning, therefore, one has to describe the change in the structure of an individual's field or life space.

In field theory the **Person** is defined as a structural concept is to represent as an entity set apart from everything else in the world. The separation of the person from the rest of the universe is accomplished by drawing an enclosed figure. The enclosed figure represents the Person, gives the meaning that the separation from the rest of the world (Differentiation) and inclusion in a large area (Part-Whole Relationship). It means the person is represented as being separated from yet included within a large totality.

Life Space of an individual according to Lewin



The second step, we have another circle which is larger than and encloses the 'person', it is the psychological environment. This elliptical figure cannot share any part of the boundary of the circle that represents the person. The circle represent person could be anywhere in the psychological field. The region between the two perimeters of the circle is the Psychological Environment (E). The total area within the ellipse, including the P, is known as Life Space (L).

Life space of a person includes the person and his psychological environment. A person is a purposively behaving self. The psychological environment and all that a person has including his psychological conditions, together make the life space. In Lewin's opinion, the life space consists of the above two factors and their relationship to personality. The above factors will become life space only to the extent they influence the behaviour of the individual.

That is $B = f(L.Space)$.

A life space is surrounded by a non-psychological boundary called the **Foreignhull**. A foreign hull consists of the aspects of physical and social environment of a person under study. It consists of non-psychological factors observed only by an outsider. The term 'Psychological environment implies' the mental world in which a person lives that a defined moment of his life. A person may be physically in his bed room, but psychologically he may be elsewhere. With things or people he may be mentally engaged in. Each one of us has a psychological environment and for purposes of analysis and prediction of behaviour, knowledge of this psychological environment is essential.

According to the theory there is permeability between the person and psychological environment, also between the psychological environment and foreign hull; ie, physical world. But there is no direct influence between person and physical world, which is possible only through psychological environment.

The Dynamics of Personality: Lewin's principle dynamic concepts are energy **Tension, Need Valence** and **Vector**. According to him the person is a complex energy system. Tension is a state of person when disequilibrium is present. The psychological means by which the tension becomes equalized is called process. A process may be thinking, remembering, feeling, perceiving, acting or the like. An increase of tension or release of energy in a person is caused by the arousal of a need. Valence is the value of a region of psychological environment to a person. The person occupies an important position in the life space and it includes one's needs, goals, abilities, devices etc: Each part of the life space is called region. If a region is attractive it is said to be having

positive valence and the region threatens the individual's need satisfaction then it has negative valence. Valence tends to produce movements in some direction, and the magnitude. Direction of the moments in the individual is called vector. Anything which offer resistance to this locomotion is known as barrier. The behaviour of the organism is directed towards goal that have positive valence and away from regions having negative valence. Lewin's theory emphasis on field forces, social environment and perception of field.

Educational Implications

In field theory, and individual learns through differentiating, generalizing, and restructuring his person and his psychological environment in such a way that he is helped to acquire new or changed insights, understandings or meanings concerning them and there by achieves changes in motivation, group belongingness, time perspective and ideology. In this way he gains greater control of himself and the world. Thus learning is a process of one's either gaining or changing his insights, outlook, expectations or thought patterns.

In order to achieve optimum communication and meaningful give and take, a teacher should try to work out the 'life-space' of each student of his class by picturing the individual person, his psychological environment, the goal region and the barriers in reaching the goal. This should lead him to establish interaction between his life space and that of pupil's and among their life spaces themselves. He should establish rapport with his pupils, between pupils and content of the lesson, and

between one pupils and the other. Motivation is an important factor in the cognitive structure of a student. Teacher should organize his instructional strategies in a manner which will be at the level of exploratory rather than explanatory understanding.

❑ **Introversion and Extroversion by Jung**

Carl Gustav Jung (1875-9161) founded the Analytical School of Psychology. He was an ardent disciple of Sigmund Freud.

The structure of Personality:

The total personality or psyche, as it is called by Jung consists of a number of differentiated but interacting systems. The principal ones are the Conscious Ego, the Personal Unconscious and its complexes; the Collective Unconscious and its archetypes, the Persona, the Anima and Animus and the Shadow. In addition to these independent systems there are the attitudes of Introversion and Extroversion and the functions of thinking, feeling, sensing and intuiting. Finally there is the self which is the center of whole personality.

- ▶ **The Conscious Ego:** Jung identifies the Ego with the conscious mind. It is made up of conscious perceptions, memories, thoughts and feelings. The Ego is responsible for one's feeling of identity and continuity. It is closely related to Personal Unconscious.
- ▶ **Personal Unconscious:** This is the region adjoining to Ego. It consists of experiences that are once conscious but which have been repressed, suppressed, forgotten or ignored and of experiences that are too weak to

make conscious impression upon the person. It is also accessible to the consciousness like Freud's Subconscious and Conscious mind.

- ▶ **Collective Unconscious:**It is the 'psychic inheritance'. It is the reservoir of our experiences as a species, a kind of knowledge we are all born with. And yet we can never be directly conscious of it. It influences all of our experiences and behaviours, most especially the emotional ones, but we only know about it indirectly, by looking at those influence. All human beings have more or less the same collective unconscious. Jung attributes the universality of the collective unconscious to the similarity of the structure of brain in all races of humans and this similarity in turn is due to common evolution.
- ▶ **Archetypes:**The content of the Collective Unconscious are called Archetypes. It is an unlearned tendency to experience things in a certain way. It has no form of its own but it acts as an 'organizing principle' on the things we see or do; later, with experience we get the specific and definite meaning for archetype.
- ▶ **Persona:**It represents the social image of the person. It is the mask we put on or the impression we want to give to the society.
- ▶ **Anima and Animus:**A part of our persona is the role of male or female which is known as anima and animus. The anima is the female aspect present in the collective unconscious of men and the animus is the male aspect present in the collective unconscious of women.

- ▶ **Shadow:** Sex and the Life instincts are present as the part of archetype and it is known as shadow, which is derived from our pre-human, animal past. It is the dark side of the Ego and it is the source of evil in our personality.
- ▶ **The Self:** The goal of the life is to realize the self. The self is an archetype that represents the transcendence of all opposites within the personality, so that every aspect of personality is expressed equally.
- ▶ **Self-Actualization motive:** Human behaviour and personality is guided and directed by the motive or urge for self-actualization. Each one of us tries in one's own way for expressing or actualizing one's own self. The way one person is able to actualize the self or the failure or success that person gets in doing so decides the behaviour pattern and personality make up of that person.
- ▶ **Libido and Personality Development:** According to Jung Libido is the life energy or life urge responsible for every type of human activity. The direction of the flow of this energy determines the personality type as introvert or extrovert. The person in whom the energy libido flows inward is known as introvert and I whom the energy flows outward is known as extrovert.

Introversion and Extroversion:

Among Jung's entire concept Introversion and extroversion have gained prominence. According to Jung each individual could be inwardly or outwardly oriented. Introvert's energy flows more naturally towards their inner world while extrovert's energy is more directed to the outer world. No one is pure introvert or extrovert. The ideal is to be flexible and balance the two attitudes.

An introvert is reflective, reticent, defensive, and would prefer to keep a low profile and stay far from the madding crowd. Usually they are non-communicative and non-social. They enjoy being alone and are contemplative in nature.

The extrovert on the other hand, would be more open, accommodating, outgoing and pretty confident. They are very sociable and friendly, free from worries. They like to have adventures and usually they are talkative.

Whether we are introvert or extrovert, we need to deal with the world, inner and outer world. And each of us has preferred ways of dealing with it, ways we are comfortable with and good at. Jung suggests there are four basic ways or functions:

1. Sensing: Sensing means getting information by means of senses. A sensing person is good at observing and listening and generally getting to know the world. This process involves perception rather than judging of information.
2. Thinking: This means evaluating information or ideas rationally or logically. It is a rational function.
3. Intuiting: intuiting is a kind of perception that works outside of the usual conscious process. It is irrational or perceptual.
4. Feeling: it is evaluating information, based on the emotional response.

Everybody has all these four functions, but different proportions and each one has a superior function, which is the preference of that person and well developed, and there is a secondary function, which we are aware of and use in the support of the superior function, and a tertiary function, which is only slightly less developed, finally we have inferior function, which is poorly developed and so unconscious that one may deny its existence in oneself.

Later on Jung further sharpened his two fold division by giving sub types. In this process he took in to consideration the above mentioned four psychological functions, sensing, thinking, intuiting, and feeling. Diagrammatically it could be represented as follows:

