COURSE DESCRIPTION
BCP 4206: PERSONALITY DEVELOPMENT
Credit Hours: 3

Pre-requisites: None

Purpose

To understand different types of personalities.

Course objective:

By the end of the unit the learner should be able to

i)   Identify and explain different types of personalities

ii)   Explain how positive personalities can be developed.

Course content

Definition of personality, Theories of personality Development; Factors influencing personality; Attitudes, emotions and motivation, Categories of personality, personality and social integration; Personality assessment; behavior modification

Teaching / Learning Methodologies

Group discussions; Lecturing; Individual assignment; Micro-teaching

Instructional Materials and Equipment

Chalk board; Overhead Projectors

Course Assessment

Examination - 70%; Continuous Assessments (Exercises and Tests) - 30%; Total - 100%

Recommended Text Books

Text Books for further Reading

Ministry of Education (1987); *A Handbook for Teachers of English in Secondary School*; Jomo Kenyatta Foundation- Nairobi

i.   w Hill Ltd

COURSE OUTLINE

Topic/Sub-Topic	Hours	Remarks
Definition of personality, Theories of personality Development-psychosexual, humanistic	3	
Theories of personality Development, socio-cognitive	3	
Three factor theory	2	
Psychosocial	3	
Categories of personality	3	
Factors influencing personality Attitudes, emotions and motivation,	2	
Personality and social integration;	3	
Personality assessment;	3	
Behavior modification	2	

1.0 LESSON ONE

INTRODUCTION

A study of personality development helps individuals to understand themselves and others for better interaction and harmonious living. Knowing your personality implies that you clearly

understand your strengths and weaknesses. Therefore, you keep on improving your weak areas. As a teacher understanding personality of others helps one to be able to influence leaner's behavior and learning in a positive manner. In this module we shall discuss various theories of personality development and factors that influence the development.

LESSON OBJECTIVES

By the end of the lesson the learner should be able to-;

    i)   define the following terms; personality, traits, temperament

    ii)   Discuss psychoanalytic theory of personality development by Sigmund Freud.

1.1 DEFINITIONS

Personality- there is different definitions of personality for example according to (Pervin, Cervon and John, 2005) personality refers to those characteristics of a person that explain his or her consistent way of feeling, thinking and behaving. These characteristics include innate dispositions, traits, abilities, attitudes, emotional responses, temperaments, impulses, character and others which make an individual unique.

According to Allport(1937) personality refers to any characteristic pattern of behavior, thought, or emotional experience that exhibits relative consistency across time and situations. Although there are different definitions of personality psychologists agree on the following characteristics of personality.

1.2 CHARACTERISTICS OF PERSONALITY

a) Unique: Each individual personality is unique and specific. No two persons, not even identical twins have exactly the same qualities and attributes.

b) Organization: Personality is not just one or more aspects of behavior, but it is one's total integrated behavior, woven into a whole. The greater the degree of organization, the more healthy and normal the person is.

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

d) Dynamic: Although the personality of an individual remains stable to a large extent, it can't be said to be static, It is always dynamic and continuously in the process of change and modification. Think about your own personality – what type of person you are at the present moment and what type you were while studying in school.

e) Self consciousness: Personality exhibits self consciousness and it is the proud possession of human being. Man is described as having personality when the idea of "self" enters into

his consciousness. A dog or a cow has no personality of its own because neither of the two possess self-consciousness.

f) Psychophysical systems: Personality is neither exclusively physical nor is exclusively mental. Similarly it is neither the product of heredity exclusively, nor is it the product of acquired behavior or learning exclusively. Organization of personality entails the functioning of both 'body' and 'mind'. Psychophysical systems composed of habits, attitudes; sentiments etc. are the product of hereditary endowments and the acquired life experiences of the individual.

g) Social: Personality is completely social. Personality has existence only in relation to the external world. An individual's relation with his environment, his feelings, attitudes, are basic to the idea of personality. An integrated personality is one which makes harmonious adjustment to environment, particularly the social environment.

Trait- this refers to a relatively stable and long-lasting attribute of personality that is any characteristic which a person exhibits in a relative and consistent manner for example emotional tendencies, ways of thinking and other behavior that can be used to describe who a person is.

Temperament- this refers to those biologically based emotional and behavioral tendencies that can be clearly seen even in early childhood which are attributed to the physiological functioning of glands and the nervous system. It is a combination of inborn traits passed on through the genes and influences of the environment.

Character- this refers to the consistency with which a person follows certain rules of life, especially moral and disciplinary rules. Character is formed through training, education, modeling, and promotion of values. It can either be good or bad depending on whether one is morally upright or not.

1.3 PERSONALITY THEORIES

A theory refers to c*ontemplation* or *speculation*, as opposed to action.
It is an orderly statement that organizes facts to enable people understandavailable information and use such knowledge. It is established through intensive study of an individual, phenomenon or a situation which is documented for future use and passed on from one generation to another. Theorizing involves trying to understand the *causes* and *nature* of something. Theories allow us to contemplate deeply on the nature of that which is being described by the theoretical framework. Theory allows us to make advance intelligent conjecture of the outcome. Personality theories for example allow us to make informed guesses in relation to human behavior. Theories provide us with a basis for practice and scientific research.
Personality development theories discuss various ways through which one develops personality, factors affecting personality development and how one can promote healthy development of personality. They include the following

a) Psychoanalytic theory by Sigmund Freud
b) Humanistic theories by Abraham Maslow and Carl Rogers

c) Socio- cognitive theory by Albert Bandura
d) Three factor theory
e) Psychosocial theory by Erik erickson

1.4 Psychoanalytic Theory of Personality Development

The term **psychoanalysis** is used to refer to many aspects of Freud's work and research, including Freudian therapy and the research methodology he used to develop his theories. Freud relied heavily upon his observations and case studies of his patients when he formed his theory of personality development.

Before we can understand Freud's theory of personality, we must first understand his view of how the mind is organized.

According to Freud, the mind can be divided into two main parts:

1. **The conscious mind** includes everything that we are aware of. This is the aspect of our mental processing that we can think and talk about rationally. A part of this includes our memory, which is not always part of consciousness but can be retrieved easily at any time and brought into our awareness. Freud called this ordinary memory the **preconscious.**
2. **The unconscious mind** is a reservoir of feelings, thoughts, urges, and memories that outside of our conscious awareness. Most of the contents of the unconscious are unacceptable or unpleasant, such as feelings of pain, anxiety, or conflict. According to Freud, the unconscious continues to influence our behavior and experience, even though we are unaware of these underlying influences.

1.4.1 STRUCTURES OF PERSONALITY

According to Sigmund Freud's psychoanalytic theory of personality, personality is composed of three elements. Which include the id, the ego and the superego these three elements work together to create complex human behaviors.

The Id

The id is the only component of personality that is present from birth. This aspect of personality is entirely unconscious and includes of the instinctive and primitive behaviors. According to Freud, the id is the source of all psychic energy, making it the primary component of personality.

The id is driven by the **pleasure principle,** which strives for immediate gratification of all desires, wants, and needs. If these needs are not satisfied immediately, the result is a state anxiety or tension. For example, an increase in hunger or thirst should produce an immediate attempt to eat or drink. The id is very important early in life, because it ensures that an infant's needs are met. If the infant is hungry or uncomfortable, he or she will cry until the demands of the id are met.

However, immediately satisfying these needs is not always realistic or even possible. If we were ruled entirely by the pleasure principle, we might find ourselves grabbing things we want out of other people's hands to satisfy our own cravings. This sort of behavior would be both disruptive and socially unacceptable. According to Freud, the id tries to resolve the tension created by the pleasure principle through the **primary process,** which involves forming a mental image of the desired object as a way of satisfying the need.

The Ego

The ego is the component of personality that is responsible for dealing with reality. According to Freud, the ego develops from the id and ensures that the impulses of the id can be expressed in a manner acceptable in the real world. The ego functions in the conscious, preconscious, and unconscious mind.

The ego operates based on the **reality principle**, which strives to satisfy the id's desires in realistic and socially appropriate ways. The reality principle weighs the costs and benefits of an action before deciding to act upon or abandon impulses. In many cases, the id's impulses can be satisfied through a process of delayed gratification--the ego will eventually allow the behavior, but only in the appropriate time and place.

The ego also discharges tension created by unmet impulses through the **secondary process**, in which the ego tries to find an object in the real world that matches the mental image created by the id's primary process.

The Superego

The last component of personality to develop is the superego. The superego is the aspect of personality that holds all of our internalized moral standards and ideals that we acquire from both parents and society that is our sense of right and wrong. The superego provides guidelines for making judgments. According to Freud, the superego begins to emerge at around age five.

There are two parts of the superego:

1. **The ego ideal** includes the rules and standards for good behaviors. These behaviors include those which are approved of by parental and other authority figures. Obeying these rules leads to feelings of pride, value and accomplishment.
2. **The conscience** includes information about things that are viewed as bad by parents and society. These behaviors are often forbidden and lead to bad consequences, punishments or feelings of guilt and remorse.

The superego acts to perfect and civilize our behavior. It works to suppress all unacceptable urges of the id and struggles to make the ego act upon idealistic standards rather that upon realistic principles. The superego is present in the conscious, preconscious and unconscious.

The Interaction of the Id, Ego and Superego

With so many competing forces, it is easy to see how conflict might arise between the id, ego and superego. Freud used the term**ego strength**to refer to the ego's ability to function despite these dueling forces. A person with good ego strength is able to effectively manage these pressures, while those with too much or too little ego strength can become too unyielding or too disrupting.

According to Freud, the key to a healthy personality is a balance between the id, the ego, and the superego.

According to**Sigmund Freud,** personality is mostly established by the age of five. Early experiences play a large role in personality development and continue to influence behavior later in life. Freud believed that personality develops through a series of childhood stages during which the pleasure-seeking energies of the **id** become focused on certain erogenous areas. This psychosexual energy, or**libido,** was described as the driving force behind behavior.

If these psychosexual stages are completed successfully, the result is a healthy personality. If certain issues are not resolved at the appropriate stage, **fixation** can occur. A fixation is a persistent focus on an earlier psychosexual stage. Until this conflict is resolved, the individual will remain "stuck" in this stage. For example, a person who is fixated at the oral stage may be over-dependent on others and may seek oral stimulation through smoking, drinking, or eating.

1.4.2   PSYCHOSEXUAL STAGES OF PERSONALITY DEVELOPMENT

According to Freud, human personality develops across five psychosexual stages namely: O*ral, anal, phallic, latency and genital stages from ages of 0 to 12 years.* By the age of twelve according to Freud, the child is supposed to develop a mature personality. However some children get fixated in one of the developmental stages and this sabotages the evolution of a mature personality. Such individuals will demonstrate these fixations even in their adult life.

Oral stage(0-2yrs)

During this period a child's centre of pleasure is the mouth. The child derives pleasant sensations through biting swallowing and sucking. Children who are overindulged by being overfed and having all their needs met by caregivers, or under indulged by being underfed and lacking other basic needs, turn into **oral Personalities.** Oral personalities are characterized by oral character traits such as greed, selfishness, over optimism, and overdependence on other people. They also manifest oral compensatory behaviours such as continuous chewing, of gum, pens etc and finger sucking among other such behaviours.

Anal stage (2-3yrs)

This is stage of toilet training and the centre of pleasure is around the anal region. According to Freud, if training is over strict and premature, it will deprive the child of pleasurable sensations around the anal membrane. Consequently the child will become frustrated and will transfer this effect later in life giving rise to **anal personalities** characterized by *over orderliness, perfectionism, stinginess and lack of flexibility.* If the toilet training on the other hand is too lenient, allowing the child the leeway to behave as they wish in relation to toilet mannerisms, the child is likely to become *careless and too permissive* later in life.

Phallic stage (4-5yrs)

Here the focus of pleasure is the genitals. Basic conflict of phallic stage centre on the incestuous desire of child for the parent of the opposite sex. This is subconscious desire or wish in the subconscious mind of the child to kill the parent of same sex in order to marry the parent of opposite sex. Boys are sexually attracted to their mothers a conflict referred to as **Oedipus complex**, while girls are sexually attracted to their fathers a conflict referred as **Electra complex.** If the conflicts are not handled carefully through understanding and support on the part of the parents, **phallic personalities** may result later in life. Phallic male characters want to sexually conquer as many women as they can to prove their manhood. Female phallic personalities develop penis envy and sleep with different to compare their sexual prowess and for material gain. Both males and females are unconsciously trying to prove to the parents of the opposite sex that they too can have partners of the opposite sex just like them.

Latency stage (6-11years)

No serious event in terms of physical development takes place in this stage. The sexual drive appears to be dormant or latent hence the name latency. Children develop interest in their age mates of the same sex and they form groups. They expend their energy in school work, games sports and other forms of play.

Genital stage (10-12years)

This is the final stage in personality development according to Freud. If the conflicts of all the previous stages have been successfully resolved, a mature personality will emerge. A mature personality according to Freud is referred to as a **genital personality**. A healthy individual is

able to live a healthy (*non-neurotic*) life style without need for proof complexes. Mature personalities according to Freud have the capacity for normal heterosexual relationships, capacity to work and capacity to love and play. On the other hand if the conflicts of the previous stages are not resolved an immature personality will emerge. Such a personality is characterized by masturbatory and homosexual tendencies, extreme selfishness and other fixations of the oral anal and phallic stages.

1.4.3 CAUSES OF INADEQUATE PERSONALITY

According to Freud psychopathology (psychological sickness) can result from any of the following:

a)Phenomenon of fixation

This is tendency to stick to childish ways of doing things where adult behavior is required. These individuals are fixated at one of the developmental stages; oral, anal or phallic. For example a father crying hysterically because he is unable to provide for the family.

b) Inadequate super ego function

This gives rise to **scrupulous conscience** (very sensitive conscience) which is always punishing an individual with guilt even over small mistakes or **lax conscience** (hardened conscience) which can easily make an individual to commit grievous crime without remorse.

c) Inadequate ego function

The ego is the seat of logic and intelligence hence it allows people to use common sense in tackling daily realities. Inadequate ego function is reflected in people who are unable to use common sense in addressing issues of life.

d)Overuse or unnecessary use of ego defense mechanism

Overuse or unnecessary use of ego defense mechanism in handling every day challenges leads to procrastinations, lowered productivity, and further frustrations due to inability to change negative habits/behaviors which they are always justifying. For example a student who continuously gives an excuse for failing an exam.

e)Inadequate parenting styles
Inadequate parenting styles especially in the first three psychosexual stages of development can result to oral, anal and phallic personalities. For example parents who over gratify all the needs of their children fail to prepare them for any lack and possibility of sharing later in life.

f) Uncontrollable forces from the id

The id component of our personality is always seeking sensual gratification. If an individual is not able to control these id impulses a sick personality will result. Imagine an individual who must have sex every time he/she experiences a sexual desire! or a person who must eat when the eating desire comes irrespective of where he/she is or what he/she is doing!

g) Repressed wishes from the unconscious

According to Freud our unconscious level contains 75-80% of all our experiences most of which are negative traumatic experiences and unacceptable wishes. If some of these materials find their way to our conscious mind, psychopathology will result.

REVIEW QUESTIONS

1. Discuss how Sigmund Freud theory is relevant to you as a teacher?
2. Identify and explain defense mechanism that ego utilizes in dealing with various life issues?
3. Discuss indicators of psychological sickness?
4. Assess in your own view the practicability of Sigmund Freud theory using relevant examples.
5. a) What is fixation?
   b) Elucidate the causes of fixation in the various psychosexual stages of development.

2.0 LESSON TWO: HUMANISTIC THEORIES

INTRODUCTION

Humanistic psychology theories began to grow in popularity during the 1950s. While earlier theories often focused on abnormal behavior and psychological problems, humanist theories instead emphasized the basic goodness of human beings. Some of the major humanist theorists include Carl Rogers and Abraham Maslow.Humanist thinkers felt that both psychoanalysis and behaviorism were too pessimistic, either focusing on the most tragic of emotions or failing to take into account the role of personal choice. Therefore, Humanistic psychology focused on each individual's potential and stressed the importance of growth and self-actualization. The fundamental belief of humanistic psychology is that people are innately good and that mental and social problems result from deviations from this natural tendency. Major Thinkers in Humanistic Psychology include

a) Abraham Maslow
b) Carl Rogers
c) Rollo May
d) Erich Fromm

Course objectives

By the end of the lesson the learner should be able to;

1. Explain Abraham Maslow's theory and discuss how its applicable when dealing with young children.
2. Discuss Carl Roger's theory and explain how it can be applied among children to enhance their personality development.

2.1 Abraham Maslow theory of human motivation

In 1962, Abraham Maslow published *Toward a Psychology of Being*, in which he described humanistic psychology as the "third force" in psychology. The first and second forces were behaviorism and psychoanalysis respectively.However, it is not necessary to think of these three schools of thought as competing elements. Each branch of psychology has contributed to our understanding of the human mind and behavior. Humanistic psychology added yet another dimension that takes a more holistic view of the individual.

Psychologist Abraham Maslow first introduced his concept of a hierarchy of needs in his 1943 paper "A Theory of Human Motivation" and his subsequent book *Motivation and Personality*. This hierarchy suggests that people are motivated to fulfill basic needs before moving on to other, more advanced needs.

This hierarchy is most often displayed as a pyramid. The lowest levels of the pyramid are made up of the most basic needs, while the more complex needs are located at the top of the pyramid. Needs at the bottom of the pyramid are basic physical requirements including the need for food, water, sleep, and warmth. Once these lower-level needs have been met, people can move on to the next level of needs, which are for safety and security.

As people progress up the pyramid, needs become increasingly psychological and social. Soon, the need for love, friendship, and intimacy become important. Further up the pyramid, the need for personal esteem and feelings of accomplishment take priority. Like Carl Rogers, Maslow emphasized the importance of self-actualization, which is a process of growing and developing as a person in order to achieve individual potential.

2.1.1 Types of Needs

  a) **Deficiency needs** (also known as *D-needs*)

Abraham Maslow believed that these needs are similar to instincts and play a major role in motivating behavior. These needs arise due to deprivation and satisfying these lower-level needs is important in order to avoid unpleasant feelings or consequences. They include Physiological, security, social, and esteem needs are

  b) **Growth needs** (also known as *being needs* or *B-needs*).

These needs do not stem from a lack of something, but rather from a desire to grow as a person.

2.1.3 Five Levels of the Hierarchy of Needs

There are five different levels in Maslow's hierarchy of needs:

1. **Physiological Needs**.
   These include the most basic needs that are vital to survival, such as the need for water, air, food, and sleep. Maslow believed that these needs are the most basic and instinctive needs in the hierarchy because all needs become secondary until these physiological needs are met.
2. **Security Needs**
   These include needs for safety and security. Security needs are important for survival, but they are not as demanding as the physiological needs. Examples of security needs include a desire for steady employment, health insurance, safe neighborhoods, and shelter from the environment. Physiological needs have to be satisfied before safety needs can be satisfied; for example a child of the street might walk around late night begging for food

and not worry about their safety because their physiological need have not been catered for.

3. **Social Needs**

    These include needs for belonging, love, and affection. Maslow considered these needs to be less basic than physiological and security needs. Relationships such as friendships, romantic attachments, and families help fulfill this need for companionship and acceptance, as does involvement in social, community, or religious groups.

4. **Esteem Needs**.

    After the first three needs have been satisfied, esteem needs becomes increasingly important. These include the need for things that reflect on self-esteem, personal worth, social recognition, and accomplishment.

5. **Self-actualizing Needs**

    This is the highest level of Maslow's hierarchy of needs. Self-actualizingpeople are self-aware, concerned with personal growth, less concerned with the opinions of others, and interested fulfilling their potential. Self actualization involves the need to become more fully and more truly what we have the potential to be that to do that which we were endowed with at birth.

2.1.4 CHARACTERISTICS OF SELF ACTUALIZED PEOPLE

   a) **Self-Acceptance and Democratic World View**

Self-actualized people tend to accept themselves and others as they are. They tend to lack inhibition and are able to enjoy themselves and their lives free of guilt. Other people are treated the same regardless of background, current status, or other socio-economic and cultural factors.

   b) **Realistic**

   Another major characteristic of self-actualized people is a sense of realism. Rather than being fearful of things that are different or unknown, the self-actualized individual is able to view things logically and rationally.

   c) **Problem-Centered**

 Self-actualized individuals are often motivated by a strong sense of personal ethics and responsibility. They enjoy applying their problem-solving skills to real-world situations and like helping other people improve their own lives.

   d) **Peak Experiences**

Self-actualization is also characterized by having frequent peak experiences. What exactly is a peak experience? According to Maslow, these "Feelings of limitless horizons opening up to the vision, the feeling of being simultaneously more powerful and also more helpless than one ever was before, the feeling of ecstasy and wonder and awe, the loss of placement in time and space with, finally, the conviction that something extremely important and valuable had happened, so that the subject was to some extent transformed and strengthened even in his daily life by such experiences."

e) **Autonomy**

The self-actualized individual does not conform to other people's ideas of happiness or contentment. This original perspective allows the individual to live in the moment and appreciate the beauty of each experience.

f) **Solitude and Privacy**

Self-actualized individuals value their privacy and enjoy solitude. While they also love the company of others, taking time to themselves is essential for personal discovery and cultivating individual potential.

g) **Philosophical Sense of Humor**

Self-actualized individuals generally have a thoughtful sense of humor. They are able to enjoy the humor in situations and laugh at themselves, but they do not ridicule or make fun at the expense of another person's feelings.

h) **Spontaneity**

Another characteristic of self-actualized people is a tendency to be open, unconventional and spontaneous. While these people are able to follow generally accepted social expectations, they do not feel confined by these norms in their thoughts or behaviors.

i) **Enjoy the Journey**

While self-actualized people have concrete goals, they do not see things as simply a means to an end. The journey toward achieving a goal is just as important and enjoyable as actually accomplishing the goal.

2.1.5   APPLICATION OF MASLOW'S THEORY TO REAL LIFE SITUATIONS

From this theory it's very clear that human motivation arises as a result of satisfaction of certain needs therefore when working with children it should be ensured that their basic needs are met to motivate in learning.

Satisfaction or non satisfaction of needs leads to certain kinds of character formations or development of what Maslow calls a syndrome. Lack of self esteem and self actualization can be seen in practically everything that a person does, feels or thinks for example if security needs are not met a person becomes worried and nervous but when they are met, the individual becomes confident and feels secure. As a teacher one can easily identify learners whose certain needs have not been met and therefore, assist appropriately.

Children should be made to feel that they are loved and they belong; for example belonging to a school, classroom or home. Parents, teachers and guardians should therefore, try to love all

children equally and avoid treating some children badly . group work should also be encouraged so that they can interact with one another and feel that they are part of a group that is working together to achieve a certain goal.

To promote self esteem children should be recognized and praised. During the assembly learners who perform well should be called by names, giving them presents. This makes them feel happy and prestigious.

Learners should be narrated stories about people who have actualized in life in order to encourage and arouse a desire in them to achieve their best.

2.2 CARL ROGERS

Rogers' theory of personality evolved out of his work as a clinical psychologist and developed as an offshoot of his theory of client-centered (later called person-centered) therapy (Rogers, 1959). He was first and foremost a therapist, with an abiding respect for the dignity of persons and an interest in persons as subjects rather than objects. Rogers approach to the study of persons is phenomenological and idiographic. His view of human behavior is that it is "**exquisitely rational**" (Rogers, 1961, p.194). Furthermore, in his opinion: "**the core of man's nature is essentially positive**" (1961, p.73), and he is a "**trustworthy organism**" (1977, p.7). These beliefs are reflected in his theory of personality.

Carl Rogers agreed with most of what **Maslow** believed, but added that for a person to "grow", they need an environment that provides them with the following

  a) Genuineness (openness and self-disclosure
  b) Acceptance (being seen with unconditional positive regard)
  c) Empathy (being listened to and understood).

Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water.

Rogers believed that every person can achieve their goals, wishes and desires in life. When, or rather if, *self actualization* took place. This was one of Carl Rogers most important contributions to psychology and for a person to reach their potential a number of factors must be satisfied.

2.2.1 Self Actualization
"*The organism has one basic tendency and striving - to actualize, maintain, and enhance the experiencing organism*" (Rogers, 1951, p. 487). Rogers rejected the deterministic nature of both **psychoanalysis**and**behaviorism** and maintained that we behave as we do because of the way we perceive our situation. "As no one else can know how we perceive, we are the best experts on ourselves."

Carl Rogers (1959) believed that humans have one basic motive, that is the tendency to self-actualize - i.e. to fulfill one's potential and achieve the highest level of 'human-beingness' we

can. Like a flower that will grow to its full potential if the conditions are right, but which is constrained by its environment, so people will flourish and reach their potential if their environment is good enough. However, unlike a flower, the potential of the individual human is unique, and we are meant to develop in different ways according to our personality. Rogers believed that people are inherently good and creative. They become destructive only when a poor self-concept or external constraints override the valuing process. Carl Rogers believed that for a person to achieve self-actualization they must be in a state of congruence.

This means that self-actualization occurs when a person's "ideal self" (i.e. who they would like to be) is congruent with their actual behavior (self-image). Rogers describes an individual who is actualizing as a fully functioning person. The main determinant of whether we will become self-actualized is childhood experience.

2.2.2 The Fully Functioning Person

Rogers believed that every person could achieve their goals wishes, and desires in life. For Rogers (1961) people who are able toself-actualise, and that is not all of us, are called fully functioning persons. This means that the person is in touch with the here and now, his or her subjective experiences and feelings, continually growing and changing. In many ways Rogers regarded the fully functioning person as an ideal and one that people do not ultimately achieve. It is wrong to think of this as an end or completion of life's journey; rather it is a process of always becoming and changing.

Rogers identified five characteristics of the fully functioning person:

1. Open to experience: both positive and negative emotions accepted. Negative feelings are not denied, but worked through (rather than resort to ego defence mechanisms).

2. Existential living: in touch with different experiences as they occur in life, avoiding prejudging and preconceptions. Being able to live and fully appreciate the present, not always looking back to the past or forward to the future (i.e. living for the moment).

3. Trust feelings: feeling, instincts and gut-reactions are paid attention to and trusted. People's own decisions are the right ones and we should trust ourselves to make the right choices.

4. Creativity: creative thinking and risk taking are features of a person's life. Person does not play safe all the time. This involves the ability to adjust and change and seek new experiences.

5. Fulfilled life: person is happy and satisfied with life, and always looking for new challenges and experiences.

For Rogers, fully functioning people are well adjusted, well balanced and interesting to know. Often such people are high achievers in society. Critics claim that the fully functioning person is

a product of Western culture. In other cultures, such as Eastern cultures, the achievement of the group is valued more highly than the achievement of any one person.

2.2.3 Personality Development

Central to Rogers' personality theory is the notion of self or *self-concept*. This is defined as "the organized, consistent set of perceptions and beliefs about oneself".

The self is the humanistic term for who we really are as a person. The self is our inner personality, and can be likened to the soul. The self is influenced by the experiences a person has in their life, and out interpretations of those experiences. Two primary sources that influence our self-concept are childhood experiences and evaluation by others.

According to Rogers (1959), we want to feel, experience and behave in ways which are consistent with our self-image and which reflect what we would like to be like, our ideal-self. The closer our self-image and ideal-self are to each other, the more consistent or congruent we are and the higher our sense of self-worth. A person is said to be in a state of incongruence if some of the totality of their experience is unacceptable to them and is denied or distorted in the self-image.

The humanistic approach states that the self is composed of concepts unique to ourselves.

The self-concept includes three components:

a) **Self worth** (or self-esteem) – what we think about ourselves. Rogers believed feelings of self-worth developed in early childhood and were formed from the interaction of the child with the mother and father.
b) **Self-image** – How we see ourselves, which is important to good psychological health. Self-image includes the influence of our body image on inner personality. At a simple level, we might perceive ourselves as a good or bad person, beautiful or ugly. Self-image has an affect on how a person thinks feels and behaves in the world.
c) **Ideal self** – This is the person who we would like to be. It consists of our goals and ambitions in life, and is dynamic – i.e. forever changing. The ideal self in childhood is not the ideal self in our teens or late twenties etc.

Self Worth and Positive Regard

Carl Rogers (1951) viewed the child as having two basic needs: positive regard from other people and self-worth.

How we think about ourselves, our feelings of self-worth are of fundamental importance both to psychological health and to the likelihood that we can achieve goals and ambitions in life and achieve self-actualization.

Self-worth may be seen as a continuum from very high to very low. For Carl Rogers (1959) a person who has high self-worth, that is, has confidence and positive feelings about him or her self, faces challenges in life, accepts failure and unhappiness at times, and is open with people.

A person with low self-worth may avoid challenges in life, not accept that life can be painful and unhappy at times, and will be defensive and guarded with other people.

Rogers believed feelings of self-worth developed in early childhood and were formed from the interaction of the child with the mother and father. As a child grows older, interactions with significant others will affect feelings of self-worth.

Rogers believed that we need to be regarded positively by others; we need to feel valued, respected, treated with affection and loved. Positive regard is to do with how other people evaluate and judge us in social interaction. Rogers made a distinction between unconditional positive regard and conditional positive regard.

  a) **Unconditional positive regard** is where parents, significant others (and the humanist therapist) accepts and loves the person for what he or she is. Positive regard is not withdrawn if the person does something wrong or makes a mistake. The consequences of unconditional positive regard are that the person feels free to try things out and make mistakes, even though this may lead to getting it worse at

times. People who are able to self-actualize are more likely to have received unconditional positive regard from others, especially their parents in childhood.

    b) **Conditional positive** regard is where positive regard, praise and approval, depend upon the child, for example, behaving in ways that the parents think correct. Hence the child is not loved for the person he or she is, but on condition that he or she behaves only in ways approved by the parent(s). At the extreme, a person who constantly seeks approval from other people is likely only to have experienced conditional positive regard as a child.

2.2.4 Congruence

Incongruent   Congruent

The self-image is different to the ideal self.   The self-image is similar to the ideal self.

There is only a little overlap.   There is a more overlap.

Here self-actualisation will be difficult.   This person can self-actualise.
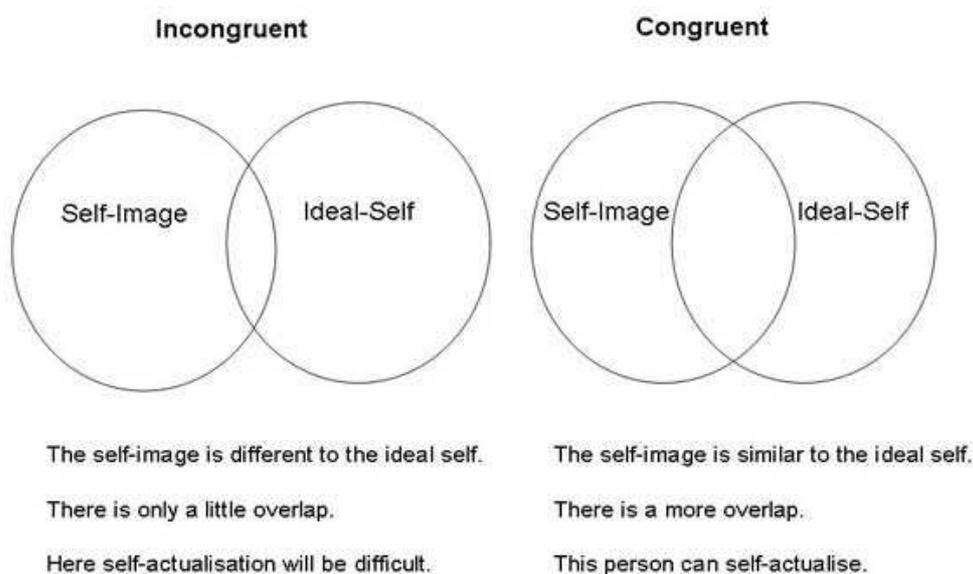
A person's ideal self may not be consistent with what actually happens in life and experiences of the person. Hence, a difference may exist between a person's ideal self and actual experience. This is called incongruence.

Where a person's ideal self and actual experience are consistent or very similar, a state of congruence exists. Rarely, if ever does a total state of congruence exist; all people experience a certain amount of incongruence.

The development of congruence is dependent on unconditional positive regard. Carl Rogers believed that for a person to achieve self-actualization they must be in a state of congruence.

According to Rogers, we want to feel, experience and behave in ways which are consistent with our self-image and which reflect what we would like to be like, our ideal-self.

The closer our self-image and ideal-self are to each other, the more consistent or congruent we are and the higher our sense of self-worth. A person is said to be in a state of incongruence if

some of the totality of their experience is unacceptable to them and is denied or distorted in the self-image.

Incongruence is "a discrepancy between the actual experience of the organism and the self-picture of the individual insofar as it represents that experience.

As we prefer to see ourselves in ways that are consistent with our self-image, we may use defense mechanisms like denial or repression in order to feel less threatened by some of what we consider to be our undesirable feelings. A person whose self-concept is incongruent with her or his real feelings and experiences will defend because the truth hurts.

2.2.5 APPLICATION OF CARL ROGERS THEORY

The need to seek approval or positive regard from people and to avoid disapproval has a definite impact on self concept. People may do things they do not want to do because they believe this is the only way others will like them. People should learn to ignore certain conditions of worth if they believe what they are doing is right. Children should therefore, be taught that they do not have to do things that are wrong so that others can like them.

Children should be taught socially acceptable and expected behaviors. This helps them to develop good personal qualities and make it easier for them to fit into society. This is because all people strive to do things that other people like and therefore, accepting them.

Significant adults around the child should offer positive regard unconditionally rather than placing too many demands on children by telling them that we will only love them if they do certain things. Children should be guided appropriately and often praised when they do something good. Unconditional positive regard should also be communicated to children regularly.

REVIEW QUESTIONS

1. Elaborate the meaning of the word congruence as used by Carl Rogers and explain how it can be enhanced in individuals.
2. Explain the relevance of Maslow's theory to a teacher.
3. What are the components of self concept?
4. How can you help young children to become fully functioning individuals
5. Critique Maslow's theory of human motivation.

3.0 LESSON THREE: SOCIO-COGNITIVE THEORY

INTRODUCTION

Albert Bandura was born December 4, 1925, in the small town of Mundare in northern Alberta, Canada. He was educated in a small elementary school and high school in one, with minimal resources, yet a remarkable success rate. He received his bachelor's degree in Psychology from the University of British Columbia in 1949. He went on to the University of Iowa, where he received his Ph.D. in 1952. It was there that he came under the influence of the behaviorist tradition and learning theory.

OBJECTIVES

By the end of the lesson the learner should be able to

1. Discuss personality structures according to Bandura.
2. Explain the process of personality development according to Bandura.
3. Describe how social cognitive theory can be applied in real life situations.

3.1 PERSONALITY AND BANDURA

In his social cognitive theory of personality, Bandura included the concept of observational learning as one of the main theoretical points. He argued that reinforcement does not simply work as a mechanism, but it is actually the provider of information of the next reinforcement to be given once the behavior is repeated. Bandura pointed out that in order for the individual to repeat an agreeable behavior, he must include his intellectual processes, in contrast with Skiner's belief that thinking only occurs inside a "black box". In this sense, Bandura agreed that environment causes behavior, but behavior can also cause environment. This chief concept in his theory is called **reciprocal determinism**. Bandura's approach to personality can be gleaned by this situation: Suppose an adolescent shows his aggressive personality trait because he is maltreated by his peers. When this person expresses his aggression by way of violent acts, he can trigger either a higher level of aggression or fear inside his peers' minds, therefore changing his environment.

After theorizing that personality as revealed in his behavior and environment belong to a two-way process, Bandura later proposed that there is a third factor that must be considered in this kind of interaction- the person's psychological processes. He said that our capacity to process language and images and other sensory stimuli in our minds have an effect on how we behave, how we develop our personality traits, and thus, how we affect our environment. When he introduced this concept, he became included in the behaviorist-cognitivist circle of psychologists. Therefore, He began to look at personality as an interaction among three

"things:" the environment, behavior, and the person's psychological processes. These psychological processes consist of our ability to entertain images in our minds, and language. At the point where he introduces imagery, in particular, he ceases to be a strict behaviorist, and begins to join the ranks of the cognitivists. In fact, he is often considered a "father" of the cognitivist movement!

Albert Bandura looked at two things that many people would consider the "strong suit" of the human species: observational learning (modeling) and self-regulation.

3.2 ObservationalLearning, or Modeling

Of the hundreds of studies Bandura was responsible for, one group stands out above the others -- **the bobo doll studies**. He made of film of one of his students, a young woman, essentially beating up a bobo doll. In case you don't know, a bobo doll is an inflatable, egg-shape balloon creature with a weight in the bottom that makes it bob back up when you knock him down. Nowadays, it might have Darth Vader painted on it, but back then it was simply "Bobo" the clown.

The woman punched the clown, shouting "sockeroo!" She kicked it, sat on it, hit with a little hammer, and so on, shouting various aggressive phrases. Bandura showed his film to groups of kindergartners who, as you might predict, liked it a lot. They then were let out to play. In the play room, of course, were several observers with pens and clipboards in hand, a brand new bobo doll, and a few little hammers.

And you might predict as well what the observers recorded: A lot of little kids beating the daylights out of the bobo doll. They punched it and shouted "sockeroo," kicked it, sat on it, hit it with the little hammers, and so on. In other words, they imitated the young lady in the film, and quite precisely at that.

This might seem like a real nothing of an experiment at first, but consider: These children changed their behavior without first being rewarded for approximations to that behavior! And while that may not seem extraordinary to the average parent, teacher, or casual observer of children, it didn't fit so well with standard behavioristic learning theory. He called the phenomenon observational learning or modeling, and his theory is usually called social learning theory.

Bandura did a large number of variations on the study: The model was rewarded or punished in a variety of ways, the kids were rewarded for their imitations, the model was changed to be less attractive or less prestigious, and so on. Responding to criticism that bobo dolls were supposed to be hit, he even did a film of the young woman beating up a live clown. When the children went into the other room, what should they find there but -- the live clown! They proceeded to punch him, kick him, hit him with little hammers, and so on.

All these variations allowed Bandura to establish that there were certain steps involved in the modeling process:

a) Attention.

If you are going to learn anything, you have to be paying attention. Likewise, anything that puts a barrier on attention decreases learning, for example, if you are sleepy, groggy, drugged, sick, nervous, or "hyper," you will learn less well. Some of the things that influence attention involve characteristics of the model. If the model is colorful and dramatic, for example, we pay more attention. If the model is attractive, or prestigious, or appears to be particularly competent, you will pay more attention. And if the model seems more like yourself, you pay more attention. These kinds of variables directed Bandura towards an examination of television and its effects on kids!

b) Retention.

Second, you must be able to retain -- remember -- what you have paid attention to. This is where imagery and language come in: we store what we have seen the model doing in the form of mental images or verbal descriptions. When stored, you can later "bring up" the image or description, so that you can reproduce it with your own behavior.

c) Reproduction.

At this point, you're just sitting there daydreaming. You have to translate the images or descriptions into actual behavior. So you have to have the ability to reproduce the behavior in the first place. Ability to imitate improves with practice of the behaviors involved. And also through imagining ourselves performing! Many athletes, for example, imagine their performance in their mind's eye prior to actually performing.

d) Motivation.

And yet, with all this, you're still not going to do anything unless you are motivated to imitate, i.e. until you have some reason for doing it. Bandura mentions a number of motives:

- **Past reinforcement**
- **Promised reinforcements**
- **Vicarious reinforcement**.

Also, the negative motivations are there as well, giving you reasons not to imitate someone:

- **Past punishment.**
- **Promised punishment** (threats).
- **Vicarious punishment.**

Like most traditional behaviorists, Bandura says that punishment in whatever form does not work as well as reinforcement and, in fact, has a tendency to "backfire" on us.

3.3 Self-regulation

Self-regulation -- controlling our own behavior -- is the other "workhorse" of human personality. Here Bandura suggests three steps:

a) **Self-observation.** We look at ourselves, our behavior, and keep tabs on it.

b) **Judgment**. We compare what we see with a standard. For example, we can compare our performance with traditional standards, such as "rules of etiquette." Or we can create arbitrary ones, like "I'll read a book a week." Or we can compete with others, or with ourselves.

c) **Self-response.** If you did well in comparison with your standard, you give yourself rewarding self-responses. If you did poorly, you give yourself punishing self-responses. These self-responses can range from the obvious (treating yourself to a sundae or working late) to the more covert (feelings of pride or shame).

A very important concept in psychology that can be understood well with self-regulation is **self-concept** (better known as self-esteem). If, over the years, you find yourself meeting your standards and life loaded with self-praise and self-reward, you will have a pleasant self-concept (high self-esteem). If, on the other hand, you find yourself forever failing to meet your standards and punishing yourself, you will have a poor self-concept (low self-esteem).

Recall that behaviorists generally view reinforcement as effective, and punishment as fraught with problems. The same goes for self-punishment. Bandura sees three likely results of excessive self-punishment:

- **Compensation**-- a superiority complex, for example, and delusions of dignity. This leads to an aggressive type of personality.
- **Inactivity**-- apathy, boredom, depression. This leads to a compliant typy of personality.
- **Escape**-- drugs and alcohol, television fantasies, or even the ultimate escape, suicide. This leads to an avoidant personality type.

3.3.1 STEPS OF DEALING WITH POOR SELF CONCEPTS

1. **Regarding self-observation** -- know thyself! Make sure you have an accurate picture of your behavior.

2. **Regarding standards** -- make sure your standards aren't set too high. Don't set yourself up for failure! Standards that are too low, on the other hand, are meaningless.

3. **Regarding self-response** -- use self-rewards, not self-punishments. Celebrate your victories, don't dwell on your failures.

3.4 Albert Bandura's Therapy for Individuals with Unhealthy Personality
Bandura developed the following therapies of behavior modification.

3.4. 1 Self-control therapy

The ideas behind self-regulation have been incorporated into a therapy technique called self-control therapy. It has been quite successful with relatively simple problems of habit, such as smoking, overeating, and study habits. The following are useful in a self-control therapy-;

a) **Behavioral charts.** Self-observation requires that you keep close tabs on your behavior, both before you begin changes and after. This can involve something as simple as counting how many cigarettes you smoke in a day to complex **behavioral diaries**. With the diary approach, you keep track of the details, the when and where of your habit. This lets you get a grip on what kinds of cues are associated with the habit: Do you smoke more after meals, with coffee, with certain friends, in certain locations...?

b) **Environmental planning.** Taking your lead from your behavioral charts and diaries, you can begin to alter your environment. For example, you can remove or avoid some of those cues that lead to your bad behaviors: Put away the ash trays drink tea instead of coffee, divorce that smoking partner.... You can find the time and place best suited for the good alternative behaviors: When and where do you find you study best? And so on.

c) **Self-contracts.** Finally, you arrange to reward yourself when you adhere to your plan, and possibly punish yourself when you do not. These contracts should be written down and witnessed (by your therapist, for example), and the details should be spelled out very explicitly: "I will go out to dinner on Saturday night if I smoke fewer cigarettes this week than last week. I will do paperwork instead if I do not."

You may involve other people and have them control your rewards and punishments, if you aren't strict enough with yourself. Beware, however: This can be murder on your relationships, as you bite their heads off for trying to do what you told them to do!

3.4.2 Modeling therapy

The therapy Bandura is most famous for, however, is modeling therapy. The theory is that, if you can get someone with a psychological disorder to observe someone dealing with the same issues in a more productive fashion, the first person will learn by modeling the second.

Bandura's original research on this involved **herpephobics** -- people with a neurotic fear of snakes. The client would be lead to a window looking in on a lab room. In that room is nothing but a chair, a table, a cage on the table with a locked latch, and a snake clearly visible in the cage. The client then watches another person -- an actor -- go through a slow and painful approach to the snake. He acts terrified at first, but shakes himself out of it, tells himself to relax and breathe normally and take one step at a time towards the snake. He may stop in the middle, retreat in panic, and start all over. Ultimately, he gets to the point where he opens the cage,

removes the snake, sits down on the chair, and drapes it over his neck, all the while giving himself calming instructions.

After the client has seen all this (no doubt with his mouth hanging open the whole time), he is invited to try it himself. Mind you, he knows that the other person is an actor -- there is no deception involved here, only modeling! And yet, many clients -- lifelong phobics -- can go through the entire routine first time around, even after only one viewing of the actor! This is a powerful therapy.

One drawback to the therapy is that it isn't easy to get the rooms, the snakes, the actors, etc., together. So Bandura and his students have tested versions of the therapy using recordings of actors and even just imagining the process under the therapist's direction. These methods work nearly as well.

3.5 PERSONALITY STRUCTURES

Albert Bandura identified four social cognitive structures which develop as a result of social experience. They include the following-;

a) Competencies and Skills

Differences observed among people we observe may be caused by differences in people's skills in carrying out different types of actions. For example, some people may act in an introverted manner because they do not have social skills and do not have social skills and do not know how to start conversation with other people. Also one may have skills for one situation but not for another situation.

b) Expectancies and Beliefs

Expectancies refer to thought about what the world will be like while beliefs refer to thoughts about what the world is actually like. What we expect in the future influences the way and individual behaves. Where a reward is expected more effort is put in place while actions likely to cause a punishment are usually avoided. For example, a learner expecting a reward end term works more hard to receive a present while if a child knows that making noise in class will lead to punishment maintains silence in class to avoid the punishment.

c) Behavioral Standards

According to Bandura human being tend to evaluate themselves or judge themselves using a certain criteria. Every individual establishes mental criteria or standards for evaluating the goodness or worth of a person, thing or event. The standard is usually set after observing the performance of other people. For example, people feel happy or unhappy about their performance depending on the standards they have set.

d) Personal Goals

This is about what one wants to achieve in the future. Some goals in life are usually seen as more important than others. Therefore, people spend more time and energy pursuing goals that they think they are more important meaning that our goals influence our behavior. For example, a child who wants to become a medical doctor spends more time studying because he or she wants to pass his exams and become a doctor while another child whose interest is to become a football player spends all his time outside playing football.

3.6 Application of Bandura Social Cognitive Theory

Social cognitive theory is applied today in many different areas. Mass media, public health, education, and marketing are just a very few. An example of this is the use of celebrities to endorse and introduce any number of products to certain demographics: one way in which social cognitive theory encompasses all four of these domains. By choosing the proper gender, age, and ethnicity the use of social cognitive theory could help ensure the success of an AIDS campaign to inner city teenagers by letting them identify with a recognizable peer, have a greater sense of self-efficacy, and then imitate the actions in order to learn the proper preventions and actions for a more informative AIDS aware community.

According to bandura people get opinions about themselves and the world by social interaction. Therefore, a conducive and appropriate environment should be provided for children since thats where they obtain a lot of information. Parents, guardians and teachers should encourage children to interact not only with one another, but also with adults who display useful skills and competencies. They should also be good role models that children can observe and learn from. this facilitates impartation of skills and competencies.

Skills and competencies developed by children influence their personality. Therefore, teachers', guardians and parents should appreciate and praise children for the competencies and skills they display instead of pushing them to develop certain skills that they might be interested in. however, young children should be encouraged to acquire other skills according to their potentials.

According to bandura human being have cognitive capacities that help them overcome outside forces. Therefore, children should be taught that they have the ability to overcome outside forces for example, bad peer influence and any other situation which may not be suitable for them.

REVIEW QUESTIONS

1. Explain how you can apply Bandura's Theory of Social Learning.
2. How can parents or guardians enhance observational learning?
3. Discuss how televisions influence personality development.
4. Outline consequences of excessive self punishment.
5. What kind of motivation would you advocate for in school situation, use relevant examples to justify your answer.

4.0 LESSON FOUR: THREE FACTOR THEORY (HANS EYSENCK)

INTRODUCTION

Hans Eysenck was a British psychologist who attempted to relate personality to biology. He described **excitatory** and **inhibitory** neural mechanisms. **Excitatory** mechanism are those that cause an individual to be awake, aroused and alert while **inhibitory** mechanism have the opposite effect. The balance between these two mechanisms determines how a person behaves.

OBJECTIVES

By the end of the lesson the learner should be able to-;

1. Explain the three dimensions of personality.
2. Discuss how eysenck theory can be applied in real life situation.

4.1 MODELS OF PERSONALITY

Eysenckdeveloped a model of personality based upon just three universal trails:

1. **Introversion/Extraversion:**
   Introversion involves directing attention on inner experiences, while extraversion relates to focusing attention outward on other people and the environment. So, a person high in introversion might be quiet and reserved, while an individual high in extraversion might be sociable and outgoing.

2. **Neuroticism/Emotional   Stability:**
   This dimension of Eysenck's trait theory is related to moodiness versus even-temperedness. Neuroticism refers to an individual's tendency to become upset or emotional, while stability refers to the tendency to remain emotionally constant. People who can withstand emotional stress and are able to control emotions fall under emotional stability. On the other hand, those who break down when they are faced with stress fall under neurotism, and he called them neurotic.

3. **Psychoticism:**
   Later, after studying individuals suffering from mental illness, Eysenck added a personality dimension he called psychoticism to his trait theory. Individuals who are high on this trait tend to have difficulty dealing with reality and may be antisocial, hostile, non-empathetic, creative, cold, aggressive and manipulative.

4.2 APPLICATION OF EYSENCK'S THEORY

There are different personality types each with its unique characteristics. The teacher encounters all the types of personality while working with children. Every personality has its positive side as well as the negative side. Therefore, the teacher should encourage positive aspects of children's personality to grow while at the same time try to reduce or stop the negative characteristics.

When children are introverted, parents, teachers and guardians need to encourage them to take part in more social activities. They can do so by introducing children to social activities. However, they should not be introduced to too many social activities at once as this may scare them and make them even more introverted.

Introverted children should be praised when they engage in social activities. This motivates them to engage in more social activities.

Children who are extroverts should be given many tasks so that they can use up all the extra energy that they have. Also they should be given opportunity for interacting with other children since they can sit for long or stay the same place doing nothing.

Extrovert also tends to be very talkative; therefore, teachers should not let them dominate all class activities such as group work or class participation. They should be given a chance to participate though they should also be encouraged to give a chance to the introverts.

Neurotic children should be guided on how they can control their emotions and also how to handle various stressful situations to avoid breaking down.

Children, who appear to fall under the psychoticism dimension should be encouraged to be social, interested in other people and to reduce the aggressiveness that they display. They should also be taught socially acceptable behavior so that they will stop being antisocial.

REVIEW QUESTIONS

1. Explain how you can assist a psychotic child in your class.
2. Evaluate the relevance of eysenck theory to a teacher.
3. Discuss the three dimension of personality according to eysenck.
4. Compare and contrast introversion and extroversion personalities.
5. Explain excitatory and inhibitory mechanism.

5.0 LESSON FIVE: PSYCHOSOCIAL THEORY

INTRODUCTION

Erik Erikson's theory of psychosocial development is one of the best-known theories of personality in psychology. Much like Sigmund Freud, Erikson believed that personality develops in a series of stages. Unlike Freud's theory of psychosexual stages, Erikson's theory describes the impact of social experience across the whole lifespan.

OBJECTIVES

By the end of the lesson the learner should be able to-;

1. Discuss personality development according to Erik Erikson theory
2. Explain how environment influences personality development in each stage of development.

5.1 PSYCHOSOCIAL DEVELOPMENT.

One of the main elements of Erikson's psychosocial stage theory is the development of **ego identity**. Ego identity is the conscious sense of self that we develop through social interaction. According to Erikson, our ego identity is constantly changing due to new experiences and information we acquire in our daily interactions with others. In addition to ego identity, Erikson also believed that a sense of competence motivates behaviors and actions. Each stage in Erikson's theory is concerned with becoming competent in an area of life. If the stage is handled well, the person will feel a sense of mastery, which is sometimes referred to as **ego strength** or **ego quality**.If the stage is managed poorly, the person will emerge with a sense of inadequacy.

In each stage, Erikson believed people experience a **conflict** that serves as a turning point in development. In Erikson's view, these conflicts are centered on either developing a psychological quality or failing to develop that quality. During these times, the potential for personal growth is high, but so is the potential for failure. Erikson identified the following eight psychosocial stages of personality development.

1. **Trust vs. Mistrust(birth-1year)**

   The first stage of Erikson's theory of psychosocial development occurs between birth and one year of age and is the most fundamental stage in life. This is because an infant is utterly dependent; the development of trust is based on the dependability and quality of the child's caregivers. If a child successfully develops trust, he or she will feel safe and secure in the world. Caregivers who are inconsistent, emotionally unavailable, or rejecting contribute to feelings of mistrust in the children they care for. Failure to develop trust will result in fear and a belief that the world is inconsistent and unpredictable.

2. Autonomy vs. Shame and Doubt

The second stage of Erikson's theory of psychosocial development takes place during early childhood and is focused on children developing a greater sense of personal control. Like Freud, Erikson believed that toilet training was a vital part of this process. However, Erikson's reasoning was quite different then that of Freud's. Erikson believe that learning to control one's bodily functions leads to a feeling of control and a sense of independence. Other important events include gaining more control over food choices, toy preferences, and clothing selection.Children who successfully complete this stage feel secure and confident, while those who do not are left with a sense of inadequacy and self-doubt.

3. Initiative vs. Guilt

During the preschool years, children begin to assert their power and control over the world through directing play and other social interactions. Children who are successful at this stage feel capable and able to lead others. Those who fail to acquire these skills are left with a sense of guilt, self-doubt, and lack of initiative.

4. Industry vs. Inferiority

This stage covers the early school years from approximately age 5 to 11.Through social interactions, children begin to develop a sense of pride in their accomplishments and abilities. Children who are encouraged and commended by parents and teachers develop a feeling of competence and belief in their skills. Those who receive little or no encouragement from parents, teachers, or peers will doubt their abilities to be successful.

5. Identity vs. Confusion

During adolescence, children explore their independence and develop a sense of self.Those who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and a feeling of independence and control. Those who remain unsure of their beliefs and desires will feel insecure and confused about themselves and the future.

6. Intimacy vs. Isolation

This stage covers the period of early adulthood when people are exploring personal relationships. Erikson believed it was vital that people develop close, committed relationships with other people. Those who are successful at this step will form relationships that are committed and secure. Remember that each step builds on skills learned in previous steps. Erikson believed that a strong sense of personal identity was important for developing intimate relationships. Studies have demonstrated that those with a poor sense of self tend to have less committed relationships and are more likely to suffer emotional isolation, loneliness, and depression.

7. Generativist vs. Stagnation

During adulthood, we continue to build our lives, focusing on our career and family.Those who are successful during this phase will feel that they are contributing to the world by being active in their home and community. Those who fail to attain this skill will feel unproductive and uninvolved in the world.

8. Integrity vs. Despair

This phase occurs during old age and is focused on reflecting back on life. Those who are unsuccessful during this stage will feel that their life has been wasted and will experience many regrets. The individual will be left with feelings of bitterness and despair. Those who feel proud of their accomplishments will feel a sense of integrity. Successfully completing this phase means looking back with few regrets and a general feeling of satisfaction. These individuals will attain wisdom, even when confronting death.

Stage	Basic Conflict	Important Events	Outcome
Infancy (birth to 18 months)	Trust vs. Mistrust	Feeding	Children develop a sense of trust when caregivers provide reliabilty, care, and affection. A lack of this will lead to mistrust.
Early Childhood (2 to 3 years)	Autonomy vs. Shame and Doubt	Toilet Training	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.
Preschool (3 to 5 years)	Initiative vs. Guilt	Exploration	Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (6 to 11 years)	Industry vs. Inferiority	School	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.
Adolescence (12 to 18 years)	Identity vs. Role Confusion	Social Relationships	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.
Young Adulthood (19 to 40 years)	Intimacy vs. Isolation	Relationships	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.

Middle Adulthood (40 to 65 years)	Generativity vs. Stagnation	Work and Parenthood	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
Maturity(65 to death)	Ego Integrity vs. Despair	Reflection on Life	Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair.

REVIEW QUESTIONS

1. Explain how you can help young children to develop ego strength in each stage of development.
2. Compare and contrast psychoanalytic theory with psychosocial theory of personality development.
3. Outline important events in each stage of psychosocial development.

6.0 LESSON SIX: CATEGORIES OF PERSONALITY

INTRODUCTION

There are different types of personalities and temperaments. It is of paramount importance to understand these types to enhance harmonious living among individuals in a society. When one knows the other person's personality, he or she will endeavour to do all that is practically possible to avoid wrangles and disagreement. Therefore, teachers who handle learners with different types of personality and temperament should have an awareness of differences exhibited by learners due to their personality.

6.1 Big Five personality trait

The **Big Five personality traits** are five broad domains or dimensions of personality that are used to describe human personality. The theory based on the Big Five factors is called the **Five Factor Model.** The Big Five factors are:

1. **Openness**

It includes personality traits such as creative thinker to sensible, change to routine, and independent to conforming. Openness is a general appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity, and variety of experience. People who are open to experience are intellectually curious, appreciative of art, and sensitive to beauty. They tend to be, when compared to closed people, more creative and more aware of their feelings. They are more likely to hold unconventional beliefs. There is a strong connection between liberal ethics and openness to experience such as support for policies endorsing racial tolerance. Another characteristic of the open cognitive style is a facility for thinking in symbols and abstractions far removed from concrete experience. People with low scores on openness tend to have more conventional, traditional interests. They prefer the plain, straightforward, and obvious over the complex, ambiguous, and subtle. They may regard the arts and sciences with suspicion or view these endeavors as uninteresting. Closed people prefer familiarity over novelty; they are conservative and resistant to change

Sample openness items

- I have a rich vocabulary.
- I have a vivid imagination.
- I have excellent ideas.
- I am quick to understand things.
- I use difficult words.
- I spend time reflecting on things.
- I am full of ideas.
- I am not interested in abstractions. (*reversed*)
- I do not have a good imagination. (*reversed*)
- I have difficulty understanding abstract ideas. (*reversed*)

2. **Conscientiousness**

It shows measurement of personality traits that can be organized or disorganized, carefulness or unconcerned and focused on self disciplined or undisciplined. **Conscientiousness** is a tendency to show self-discipline, act dutifully, and aim for achievement against measures or outside expectations. The trait shows a preference for planned rather than spontaneous behavior. It influences the way in which we control, regulate, and direct our impulses. The average level of conscientiousness rises among young adults and then declines among older adults.

Sample conscientiousness items

I am always prepared.

I pay attention to details.

I get chores done right away.

I like order.

I follow a schedule.

I am exacting in my work.

I leave my belongings around. (*reversed*)

I make a mess of things. (*reversed*)

I often forget to put things back in their proper place. (*reversed*)

I shirk my duties. (*reversed*

Extraversion

It demonstrates a personality trait which ranges from sociable to reserve. **Extraversion** is characterized by positive emotions, surgency, and the tendency to seek out stimulation and the company of others. The trait is marked by pronounced engagement with the external world. Extraverts enjoy being with people, and are often perceived as full of energy. They tend to be enthusiastic, action-oriented individuals who are likely to say "Yes!" or "Let's go!" to opportunities for excitement. In groups they like to talk, assert themselves, and draw attention to themselves.

Introverts have lower social engagement and activity levels than extraverts. They tend to seem quiet, low-key, deliberate, and less involved in the social world. Their lack of social involvement should not be interpreted as shyness or depression. Introverts simply need less stimulation than extraverts and more time alone. They may be very active and energetic, simply not socially.Extraversion indicates how outgoing and social a person is. A person who scores high in

extraversion on a personality test is the life of the party. They enjoy being with people, participating in social gatherings, and are full of energy. A person low in extraversion is less outgoing and is more comfortable working by himself.

Sample extraversion items

I am the life of the party.

I don't mind being the center of attention.

I feel comfortable around people.

I start conversations.

I talk to a lot of different people at parties.

I don't talk a lot. (*reversed*)

I keep in the background. (*reversed*)

I have little to say. (*reversed*)

I don't like to draw attention to myself. (*reversed*)

I am quiet around strangers. (*reversed*

Agreeableness

It shows the traits of agreeableness through helpful to uncooperative and trusting to suspicious. **Agreeableness** is a tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. The trait reflects individual differences in general concern for social harmony. Agreeable individual's value getting along with others. They are generally considerate, friendly, generous, helpful, and willing to compromise their interests with others. Agreeable people also have an optimistic view of human nature.

Although agreeableness is positively correlated with good team work skills, it is negatively correlated with leadership skills. Those who voice out their opinion in a team environment tends to move up the corporate rankings, whereas the ones that don't remain in the same position usually labeled as the followers of the team.

Disagreeable individuals place self-interest above getting along with others. They are generally unconcerned with others' well-being, and are less likely to extend themselves for other people. Sometimes their skepticism about others' motives causes them to be suspicious, unfriendly, and uncooperative. A person with a high level of agreeableness in a personality test is usually warm, friendly, and tactful. They generally have an optimistic view of human nature and get along well

with others. A person who scores low on agreeableness may put their own interests above those of others. They tend to be distant, unfriendly, and uncooperative.

Sample agreeableness items

I am interested in people.

I sympathize with others' feelings.

I have a soft heart.

I take time out for others.

I feel others' emotions.

I make people feel at ease.

I am not really interested in others. (*reversed*)

I insult people. (*reversed*)

I am not interested in other people's problems. (*reversed*)

I feel little concern for others. (*reversed)*

Neuroticism

These traits indicate if person gets easily nervous or stays calm. **Neuroticism** is the tendency to experience negative emotions, such as anger, anxiety, or depression. It is sometimes called emotional instability, or is reversed and referred to as emotional stability. According to Eysenck's (1967) theory of personality, neuroticism is interlinked with low tolerance for stress or aversive stimuli. Those who score high in neuroticism are emotionally reactive and vulnerable to stress. They are more likely to interpret ordinary situations as threatening, and minor frustrations as hopelessly difficult. Their negative emotional reactions tend to persist for unusually long periods of time, which means they are often in a bad mood. For instance, neuroticism is connected to a pessimistic approach toward work, confidence that work impedes with personal relationships, and apparent anxiety linked to with work. Furthermore, those who score high on neuroticism may display more skin conductance reactivity than those who score low on neuroticism. These problems in emotional regulation can diminish the ability of a person scoring high on neuroticism to think clearly, make decisions, and cope effectively with stress. Lacking contentment in one's life achievements can correlate to high Neuroticism scores and increase a person's likelihood of falling into clinical depression.

At the other end of the scale, individuals who score low in neuroticism are less easily upset and are less emotionally reactive. They tend to be calm, emotionally stable, and free from persistent

negative feelings. Freedom from negative feelings does not mean that low scorers experience a lot of positive feelings.

Research suggests extraversion and neuroticism are negatively correlated. Emotional stability refers to a person's ability to remain stable and balanced. At the other end of the scale, a person who is high in neuroticism has a tendency to easily experience negative emotions. Neuroticism is similar but not identical to being neurotic in the Freudian sense. Some psychologists prefer to call neuroticism by the term emotional stability to differentiate it from the term neurotic in a career test

Sample neuroticism items

I am easily disturbed.

I change my mood a lot.

I get irritated easily.

I get stressed out easily.

I get upset easily.

I have frequent mood swings.

I often feel blue.

I worry about things.

I am relaxed most of the time. (*reversed*)

I seldom feel blue. (*reversed*)

I am much more anxious than most people

6.2 TYPE A AND TYPE B PERSONALITIES

Personalities are generally classified in to two types A& B. However, there is also a type AB- mixed personality where people display characteristics from type A& B.

6.2.1 Type A Personality

This is generally a hostile personality pattern that makes the person at risk of getting a heart attack. Individual with this personality tend to be very extremely impatient and get easily irritated.

The following descriptions characterize them

- Time urgency and impatience they get frustrated while waiting in a queue , they walk and talk very fast and keep checking the time.
- Free floating hostility or aggressiveness which appears as rudeness, impatience , being easily irritated or easily annoyed.
- Competitiveness
- Strong urge for success
- Hypertension. High blood pressure is common among this personality.
- Heart diseases. Most suffer from heart attacks or diseases in their old age.
- Job stress. They are stressed at work or find their jobs unpleasant and they are never happy with their jobs.
- Social isolation. They alienate others, spend too much time working and focus too little on relationships ending up socially isolated and stressed.

6.2.2 Type B personality

Type B personality describes the normal average person. Individuals with this personality are usually calm, patient, relaxed and easy going most of the time. They do not get irritated easily and they remain productive even when stressed. They are patient, have a relaxed pace and not in a big hurry to do things.

Understanding these types of personality helps individual to be more tolerant towards others who may display type A personality which may be inherited or it may appear due to presence of a stressful environment. Children with type A personality should be guided and counseled on how to deal with their stress and anger.

REVIEW QUESTIONS

1. Explain the following categories of personality types
   a) Introverts and extroverts
   b) Melancholic
   c) Phlegmatic
   d) Sanguine
   e) Choleric
2. Differentiate the following personality traits
   a) Openness and agreeableness
   b) Neurotism and extroversion

7.0 LESSON SEVEN: FACTORS INFLUENCING PERSONALITY DEVELOPMENT

INTRODUCTION

There are many factors that affect development of a personality. After birth a child is introduced to the new world of strangers, the decisions that our parents make for us, the atmosphere at home and the way we are treated by those around us leave a significant impact on our mind and this builds a personality that we bear for a long time unless we consciously make an effort to make changes in it. Factors that influence personality can be categorized into three categories; hereditary factors, environmental factors and psychological factors.

Objectives

By the end of the lesson the learner should be able to

1. Explain how heredity influences personality development.
2. Discuss how various environmental factors influence personality development.
3. Explain how psychological factors influence personality development.

7.1 HEREDITARY FACTORS

Heredity involves all those physiological and psychological peculiarities, which a person inherits from his parents. These peculiarities are transmitted to us through genes. It is indisputable that heredity determines the difference of sex and it is on this basis that some scientists contend that heredity determines personality because it is the difference of sex, which determines the personality of men and women.

1. Physique and Personality:

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

(a) **Height**: The child who is short statured may develop a feeling of inferiority if other persons tease him.

(b) **Weight:** Similarly if the person is over weight his playmates, class fellows and friends tease him and he will develop inferiority feelings.

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

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

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

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

4. **Nervous System**: Nervous system plays a vital role in the development of personality. Man's intellectual ability, motor ability, physical strength and ability to adjust upon the

structure and modification of nervous system. Any injury to nervous system will affect the personality of the individual. Nervous system limits one's learning capacity. So it is evident that the development of personality is influenced by the nature of nervous system.

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

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

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

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

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

7.2 Environmental Factors:

Environment has a very significant effect on man. Its effect starts from his birth and continues almost till his death. The status of the child, youth and the old man in the family and in the society is not same as a result of environmental influence which affects a man's roles,

temperaments, ways of thinking, tendencies and character which in turn determine the personality of men and women. Sociologists emphasize that the personality of the individual develops in a social environment. It is in the social environment, that he comes to have moral ideas, social attitudes and interests. This enables him to develop a social 'self which is another term for personality. The following environments influence personality development.

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

2. **Family Environment**: Family is the cradle of all social virtues. The first environment, the child moves in, is his home. Here the child comes in contact with his parents and other family member. His/her likes, dislikes, stereotypes about people, expectancies of security and emotional responses are all shaped in early childhood. The type of training and early childhood experiences received from the family play an important role in the development of personality. If the Family atmosphere if disruptive it produces disrupted, delinquent, backward and maladjusted personalities. The number of members in the family, birth order of the child, emotional climate of the family, outlook of parents, cultural and economic conditions of the family has an important bearing in personality formation.

2. **Family life pattern**: Family life, aims ambitions, aspirations and attitudes of parents; their emotional stability or instability; their overprotection or under protection of children- all these factors are important in personality development of the individual.

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

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

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

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

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

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

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

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

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

9. **Names and personality**: impressive names may give us an air of superiority and poor or undesirable names are source of resentment. These names shape our ideas of ourselves and hence influence personality development.

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

11. **Culture and personality**: Personality is said to be the image or mirror of culture. Both material and non- material culture play important role in shaping the personality of the individual. Material culture brings about the development of various material needs and goods. Non- material culture brings about the development of various social traditions and culture. Every society is characterized by its cultural heritage, which is transmitted from generation to generation in the form of social heredity.

Culture refers to the total life activities of a society. What the people think or do and feel represent the culture of a society. Biological inheritance is the same in human beings all over the world but it is the difference in their cultural conditions, which helps in developing unique personality characteristics in the individuals of different cultural groups.people reared in different cultures can be easily identified by the personality patterns they possess. The personality of the individuals is moulded by the customs, beliefs, rituals and religious faiths. Culture is a great educator of human beings, sometimes directly and sometimes indirectly.

7.3 Psychological Factors

Psychological factors play a big role in the functioning of the human behaviour and development of one's personality. These include our motives, acquired interests, our attitudes, our will and character, our intellectual capacities such as intelligence i.e., the abilities to perceive, to observe, to imagine, to think and to reason

These factors determine our reactions in various situations and thus affect our personality, growth and direction. An individual with a considerable amount of will power will be able to make decisions more quickly than others.

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

SUMMARY

There are numerous factors that influence your child's personality development. While certainly your little one's choices and friendships will affect his behavior and temperament, your family's make-up, the genes that you pass along to him and his familial environment are all powerful influence on a child's personality.

REVIEW QUESTIONS

1. Discuss how birth order and family size influence personality development of a child in the family.
2. "Our personality is a product of nature and nurture" discuss.
3. How does clothing influence personality development?
4. Illustrate how individual factors can influence a child's personality development.
5. Explain why knowledge on the factors influencing personality development is important for individuals who work with children.

8.0 LESSON EIGHT: PERSONALITY AND SOCIAL INTEGRATION

INTRODUCTION
Social integration deals with connectivity of individuals to a social group, community or the entire world. Social integration can be influenced by the personality of an individual since it has to do with the relationships or interactions in our day to day life. There are certain personality types that makes one more open to experiences while other personalities closes one to his or her own small world due to boundaries that individual create around themselves. An individual with an outgoing trait interacts with many people and this makes one to become easily integrated unlike an individual who withdraws more often. This lesson focuses more on what is social integration and a few dynamics of social integration.

OBJECTIVES

By the end of the lesson the learner should be able to

1. Explain the meaning of social integration.
2. Identify factors that promote social integration.
3. Explain how personalities influence social integration.

8.1 Social integration
There are different definitions of social integration in this lesson we shall look at a few definitions of the term. Social integration refers to the degree in which an individual feels connected to the other people in his or her group or community. There are certain factors that influence an individual social integration such as **gender, religion and marital status**.
Social integration can also be defined as the process of promoting the values, relations and institutions that enable all people to participate in social, economic and political life on the basis of equality of rights, equity and dignity. This definition excludes process of social integration based on force or that attempt to impose unitary identities on reluctant populations. Promoting social integration requires attention to three different, but inter-linked, processes that shape the extent to which people are able to live and work together on an equal basis:

- ***Recognition*** of diverse social groups, cultures and identity in order to promote respect, dignity and co-operation.

- ***Representation*** of political voice in order to ensure that the interests of different groups are taken into account in decision-making and resource allocation.

- ***Redistribution*** of socio-economic resources between individuals and groups in order to prevent deep disparities and fragmentation on the basis of wealth, ethnicity, region, gender, age or other social identity.

Social justice
Social justice, the creation of a society for all, is the over-arching goal of social integration. Social justice refers to the principles, values and institutions that need to be in place to enable

each person to get a fair share of the benefits, andcarry a fair share of the responsibilities, of living together in a community (Miller2005). Concepts of social justice differ from understandings of poverty becausethey focus on issues of distribution and process rather than absolute levels ofwell-being. While debates about what constitutes social justice have a long andunresolved history in political philosophy, all definitions assume that a fair societyis desirable and only achievable if rights and responsibilities are distributedaccording to agreed principles of equality. Here, as indicated in the definition ofsocial integration, social justice is defined as the achievement of a society inwhich all people are able to participate in social, economic and political life on thebasis of equality of rights and opportunity, equity and dignity.

Human rights
Human rights are the internationally agreed norms and legal standards that setout the rights and entitlements belonging to all individuals and specific groupswith the corresponding obligations of governments and other individuals andorganizations to fulfill those rights. The human rights framework incorporates theeconomic, civil, cultural, political and social rights identified in the UniversalDeclaration of Human Rights and subsequent conventions as well as ILOconventions covering core labour standards and rights of indigenous people. Conventions, including the Convention on the Rights of the Child, the Conventionon the Elimination of all forms of Discrimination against Women and the Convention on the Elimination of all forms of Racial Discrimination, outline howthe application of universal rights should be applied to take into account issues ofdifference between particular social groups.

Review questions

1. Explain how the following factors influence social integration
   a) Gender.
   b) Religion.
   c) Marital status
2. Discuss how an individual personality can influences social integration.
3. Highlight the relevance of social justice and human rights to social integration.
4. Discuss how conflicts can influence negatively social integration.

9.0 LESSON NINE: PERSONALITY ASSESSMENT

INTRODUCTION

Personality assessmentisthe measurement of personal characteristics. Assessment is an end result of gathering information intended to advance psychological theory and research and to increase the probability that wise decisions will be made in applied settings (*e.g.*, in selecting the most promising people from a group of job applicants). The approach taken by the specialist in personality assessment is based on the assumption that much of the observable variability in behavior from one person to another result from differences in the extent to which individuals possesses particular underlying personal characteristics (traits). The assessment specialist seeks to define these traits, to measure them objectively, and to relate them to socially significant aspects of behavior.

OBJECTIVES

By the end of the lesson the learner should be able to

1. Explain various methods of assessing personality
2. Identify and explain various tools used in personality assessment.
3. Identify personality constructs that are usually measured.

9.1 PERSONALITY MEASUREMENT

A distinctive feature of the scientific approach to personality measurement is the effort, wherever possible, to describe human characteristics in quantitative terms. How much of a trait manifests itself in an individual? How many traits are present? Quantitative personality measurement is especially useful in comparing groups of people as well as individuals. Do groups of people from different cultural and economic backgrounds differ when considered in the light of their particular personality attributes or traits? How large are the group differences?

Overt behavior is a reflection of interactions among a wide range of underlying factors, including the bodily state of the individual and the effects of that person's past personal experiences. Hence, a narrowly focused approach is inadequate to do justice to the complex human behavior that occurs under the constantly changing set of challenges, pleasures, demands, and stresses of everyday life. The sophisticated measurement of human personality inescapably depends on the use of a variety of concepts to provide trait definitions and entails the application of various methods of observation and evaluation. Personality theorists and researchers seek to define and to understand the diversity of human traits, the many ways people have of thinking

and perceiving and learning and emoting. Such nonmaterial human dimensions, types, and attributes are **constructs**in this case, inferences drawn from observed behaviour. Widely studied personality constructs include;

- anxiety
- hostility
- Emotionality
- Motivation
- Introversion-extroversion.

Anxiety, for example, is a concept, or construct, inferred in people from what they say, their facial expressions, and their body movements.

Personality is interactional in two senses. As indicated above, personal characteristics can be thought of as products of interactions among underlying psychological factors; for example, an individual may experience tension because he or she is both shy and desirous of social success. These products, in turn, interact with the types of situations people confront in their daily lives. A person who is anxious about being evaluated might show debilitated performance in evaluative situations (for example, taking tests), but function well in other situations in which an evaluative emphasis is not present. Personality makeup can be either an asset or a liability depending on the situation. For example, some people approach evaluative situations with fear and foreboding, while others seem to be motivated in a desirable direction by competitive pressures associated with performance.

9.2 Measuring constructs

Efforts to measure personality constructs stem from a variety of sources. Frequently they grow out of theories of personality; anxiety and repression (the forgetting of unpleasant experiences), for example, are among the central concepts of the theory of psychoanalysis. It is understandable that efforts would be made to quantify one's degree of anxiety, for example, and to use the score thus obtained in the assessment of and in the prediction of future behavior. Among the major issues in the study of personality measurement is the question of which of the many personality constructs that have been quantified are basic or fundamental and which can be expected to involve wasted effort in their measurement because they represent poorly defined combinations of more elemental constructs; which measurement techniques are most effective and convenient for the purpose of assessment; and whether it is better to interview people in measuring personality, or to ask them to say, for example, what an inkblot or a cloud in the sky reminds them of.

The methods used in personality description and measurement fall into several categories that differ with regard to the type of information gathered and the methods by which it is obtained. While all should rely on data that come from direct observations of human behavior if they are to have at least the semblance of scientific value, all may vary with regard to underlying assumptions, validity, and reliability (consistency, in this case).

9.3 Assessment methods

Personality tests provide measures of such characteristics as feelings and emotional states, preoccupations, motivations, attitudes, and approaches to interpersonal relations. There is a diversity of approaches to personality assessment, and controversy surrounds many aspects of the widely used methods and techniques. These include such assessments as the

- Interview
- Rating scales
- Self-reports
- Personality inventories
- Projective techniques
- Behavioral observation.

9.3.1 The interview

In an interview the individual under assessment must be given considerable latitude in "telling his story." Interviews have both verbal and nonverbal (*e.g.*, gestural) components. The aim of the interview is to gather information, and the adequacy of the data gathered depends in large part on the questions asked by the interviewer. In an employment interview the focus of the interviewer is generally on the job candidate's work experiences, general and specific attitudes, and occupational goals. In a diagnostic medical or psychiatric interview considerable attention would be paid to the patient's physical health and to any symptoms of behavioral disorder that may have occurred over the years.

Two broad types of interview may be delineated. In the interview designed for use in research.

1. **Face-to-face** contact between an interviewer and interviewee is directed toward eliciting information that may be relevant to particular practical applications under general study or to those personality theories (or hypotheses) being investigated.
2. **Clinical Interview,** is focused on assessing the status of a particular individual (*e.g.*, a psychiatric patient); such an interview is action-oriented (*i.e.*, it may indicate appropriate treatment). Both research and clinical interviews frequently may be conducted to obtain an individual's life history and biographical information (*e.g.*, identifying facts, family relationships), but they differ in the uses to which the information is put.

Although it is not feasible to quantify all of the events occurring in an interview, personality researchers have devised ways of categorizing many aspects of the content of what a person has said. In this approach, called **content analysis,** the particular categories used depend upon the researchers' interests and ingenuity, but the method of content analysis is quite general and involves the construction of a system of categories that, it is hoped, can be used reliably by an analyst or scorer. The categories may be straightforward (*e.g.*, the number of words uttered by the interviewee during designated time periods), or they may rest on inferences (*e.g.*, the degree of personal unhappiness the interviewee appears to express). The value of content analysis is that

it provides the possibility of using frequencies of uttered response to describe verbal behaviour and defines behavioral variables for more-or-less precise study in experimental research. Content analysis has been used, for example, to gauge changes in attitude as they occur within a person with the passage of time. Changes in the frequency of hostile reference a neurotic makes toward his parents during a sequence of psychotherapeutic interviews, for example, may be detected and assessed, as may the changing self-evaluations of psychiatric hospital inmates in relation to the length of their hospitalization.

Sources of erroneous conclusions that may be drawn from face-to-face encounters stem from the complexity of the interview situation, the attitudes, fears, and expectations of the interviewee, and the interviewer's manner and training. Research has been conducted to identify, control, and, if possible, eliminate these sources of interview invalidity and unreliability. By conducting more than one interview with the same interviewee and by using more than one interviewer to evaluate the subject's behaviour, light can be shed on the reliability of the information derived and may reveal differences in influence among individual interviewers. Standardization of interview format tends to increase the reliability of the information gathered; for example, all interviewers may use the same set of questions. Such standardization, however, may restrict the scope of information elicited, and even a perfectly reliable (consistent) interview technique can lead to incorrect inferences.

9.4 Personality Assessment Tools

Two of the globally recognized personality assessment tools are the Myers-Briggs Type Indicator and the NEO-PI-R. Let's discuss these two one after the other.

9.4.1 Myers- Briggs Type Indicator®

A self-report questionnaire, the Myers-Briggs Type Indicator® or MBTI® is an assessment tool that aids in determining a person's personality type. This tool is said to be the most popular inventory utilized by psychologists. Most people are misled by saying that MBTI measures an individual's intelligence or skill. In reality, MBTI is all about the person's preferences, meaning there are no right or wrong answers in taking this assessment.

The questions in the MBTI are categorized into four areas.

- First, it assesses where you prefer to give most of your attention and where you get the energy to do activities. This answers the question, "Are you introverted or extraverted?"
- Second, it asks how you prefer to acquire information. This would determine whether you are more on sensing (taking things that are tangible and real), or on intuition (looking at the relationships between things and creating patterns between them).
- Third, it assesses how you perform decision making. Do you prefer "thinking" (looking at the pros and cons) or "feeling" (basing decisions on personal values)?
- Lastly, it asks how you deal with the 'outside' world. It questions you on your preferences in terms of "judging" (living in a planned and systematic manner) or

"perceiving" (exercising flexibility and spontaneity in most situations). When combined, these four areas verify your personality type.

9.4.2 The NEO-PI-R

The NEO PI-R provides a comprehensive and detailed assessment of adult personality based on the Five-Factor Model (FFM) of personality. The FFM is taxonomy of personality traits in terms of five broad dimensions (the "BIG FIVE"): Neuroticism, Extraversion, and Openness to Experience, Agreeableness, and Conscientiousness.

Based on the Five-Factor Model of personality, the NEO PI-R is a comprehensive assessment tool that is usually administered to adults. NEO PI-R takes about 35 to 45 minutes. The results reveal a detailed assessment of the different personality styles of a person- his emotional interpersonal, attitudinal, experiential, and motivational styles.

Every domain of the NEO Pi-R is signified by six particular scales that determine the traits or facets of the domain. For instance, the Neuroticism domain has six scales: N1: Anxiety, N2: Angry, Hostility, N3: Depression, N4: Self-conscientiousness, N5: Impulsiveness, N6: Vulnerability.

The NEO PI-R involves two parallel versions containing 240 items plus 3 validity items. One version is answered as a self-report, while the other is to be filled out by a friend, the spouse or an expert.

This assessment tool is helpful not only to people with normal mental status but also to those patients with Axis II personality disorders.

REVIEW QUESTIONS

1. Develop five questions which can be used to assess each of the big five personality traits.
2. Explain what you understand by personality constructs.
3. Identify and explain five methods of assessing personality
4. Discuss personality assessment tools that can be used with young children.

10.0 LESSON TEN: BEHAVIOUR MODIFICATION

INTRODUCTION

Behavior modification is a treatment approach, based on the principles of operant conditioning. It involves replacing undesirable behaviors with more desirable ones through positive or negative **reinforcement**.

The purpose of behavior modification is to treat a variety of problems in both adults and children. Behavior modification has been used to treat obsessive-compulsive disorder (OCD), attention –deficit/ hyperactivity disorder (ADHD), phobias, enuresis (bed- wetting), generalized anxiety disorder and separation anxiety disorder, among others.

Objectives

By the end of the lesson the learner should be able to-;

1. Define behavior modification.
2. Explain behavior modification in classroom situation.
3. Discuss principles of behavior modification.

10.1 Behavior Modification in the Classroom

Behavior modification is a therapeutic technique based on the work of B.F. Skinner, a famous psychologist who is known as the "Father of Behaviorism." Skinner developed a theory of operant conditioning, which states that all behavior is governed by reinforcing and punishing stimuli. Behavior modification uses a scheduled approach that rewards desired behavior and "punishes" undesirable behavior. This technique continues to be used in therapy and is used in many psychological settings.

Behavior modification assumes that observable and measurable behaviors are good targets for change. All behavior follows a set of consistent rules. Methods can be developed for defining, observing, and measuring behaviors, as well as designing effective interventions. Behavior modification techniques never fail. Rather, they are either applied inefficiently or inconsistently, which leads to less than desired change. All behavior is maintained, changed, or shaped by the consequences of that behavior. Although there are certain limits, such as temperamental or emotional influences related to ADHD or depression, all children function more effectively under the right set of consequences. *Reinforcements* are consequences that strengthen behavior. *Punishments* are consequences that weaken behavior. Students' behaviors are managed and

changed by the consequences of classroom behavior. To manage behavior through consequences, use this multi-step process:

1. The problem must be defined, usually by count or description.
2. Design a way to change the behavior.
3. Identify an effective reinforcement.
4. Apply the reinforcement consistently to shape or change behavior.

Consequences of behavior are directly related to the events that either come immediately before or after them. The table below provides examples of behavioral outcomes as they relate to various events.

Table 10.1 Popular models and techniques for dealing with discipline referrals	
Model	**Techniques emphasized**
Focusing on Prevention	
Preventative classroom management	Effective teaching practices, frequent monitoring, clear rules and procedures, social praise, and so forth
Prosocial behavior	Systematic reinforcement, modeling of prosocial behavior, verbal instruction, role playing
Moral education	Classroom moral discussions of real-life dilemmas, hypothetical situations, and literature; role playing; student participation in school government
Social problem solving (SPS)	Direct teaching of SPS skills (e.g. alternative thinking, means-ends thinking), self- instruction training, dialoguing
Effective communication models	Values clarification activities, active listening, communication and interpersonal skills training for students and teachers
Focusing on Correction and Control of Misbehavior	

Behavior modification	Direct instruction; reinforcement techniques, including social praise, material reinforcers, and tokens; punishment-oriented techniques, including verbal reprimand, response cost, and time-out; group contingency techniques such as the Good Behavior Game; behavioral contracting
Assertive discipline	Teacher assertion, systematic use of behavior modification techniques, continuous monitoring
Reality therapy	Confrontation questioning, classroom meetings, classroom moral discussions, social problem solving, behavioral contracting, logical consequences, time-out, preventative techniques such as democratic governance
Focus on Treatment	
Social skills training	Direct instruction, modeling and rehearsal, coaching, self-instruction, manipulation of antecedents and consequences
Aggression replacement training	Social skills training techniques, self- instruction (e.g. anger control training), moral discussions
Parent management training	Parent training in application of behavioral techniques
Family therapy	Variety of therapeutic and educational techniques, depending on the particular model
Behavior therapy	Variety of cognitive, behavioral, and operant techniques

Reinforcement and punishment follow a clear set of basic principles:

1. reinforcement or punishment always follows behavior,
2. reinforcement or punishment follows the target behavior as soon as possible,
3. reinforcement or punishment fits the target behavior and must be meaningful to the child, and
4. Multiple reinforcements or punishments are likely more effective than single reinforcements or punishments.

Reinforcement

Table 10.2 Technique, behavior, consequence, and probable effect

Classification	Exhibited behavior	Consequences	Probable future effect on behavior
Positive reinforcement	Jane cleans her room.	Jane's parents praise her.	Jane will continue to clean her room.
Positive reinforcement	John brushes her teeth after meals.	John receives a marble each time.	John will continue to brush her teeth after meals.
Positive reinforcement	Joakim works quietly at his seat.	The teacher praises and rewards Joakim.	Joakim will continue to work quietly at his seat.
Negative reinforcement	Peter complains that older boys consistently beat him up, and he refuses to attend school.	Peter 's parents allow him to remain at home because of his complaints.	Peter will continue to miss school.
Negative reinforcement	Mary complains of headaches when it is time to do homework.	Mary is allowed to go to bed without doing his homework.	Mary will have headaches whenever there is homework to do.
Extinction	Jim washes his father's	Jim's car washing	Jim will stop washing his father's

	car.	behavior is ignored.	car.
Extinction	Carmen puts glue on Joe's seat.	Carmen is ignored.	Carmen will stop putting glue on Joe's seat.
Punishment	Marta sits on the arm of the chair.	Marta is spanked each time she sits on the arm of the chair.	Marta will not sit on the arm of the chair.
From Walker, J.E., & Shea, T.M. (1991). Behavior management: A practical approach for educators (5th ed.). New York: Macmillan.			

Although reinforcement and punishment can be equally effective in reducing specific target behaviors in the classroom, reinforcement is by far more effective in helping children develop alternative, more functional behaviors.

10.2 Principles of Using Behavior Modification

- **To develop a new behavior**

1. Successive Approximation Principle:

To teach a child to act in a manner in which he has seldom or never before behaved, reward successive steps to the final behavior.

2. Continuous Reinforcement Principle:

To develop a new behavior that the child has not previously exhibited, arrange for an immediate reward after each correct performance.

3. Negative Reinforcement Principle:

To increase a child's performance in a particular way, you may arrange for him to avoid or escape a mild aversive situation by improving his behavior or by allowing him to avoid the aversive situation by behaving appropriately.

4. Modeling Principle:

To teach a child new ways of behaving, allow him to observe a prestigious person performing the desired behavior.

5. Cueing Principle:

To teach a child to remember to act at a specific time, arrange for him to receive a cue for the correct performance just before the action is expected rather than after he has performed it incorrectly.

6. Discrimination Principle:

To teach a child to act in a particular way under one set of circumstances but not in another, help him to identify the cues that differentiate the circumstances and reward him only when his action is appropriate to the cue.

- **To strengthen a new behavior**

7. Decreasing Reinforcement Principle:

To encourage a child to continue performing an established behavior with few or no rewards, gradually require a longer time period or more correct responses before a correct behavior is rewarded.

8. Variable Reinforcement Principle:

To improve or increase a child's performance of a certain activity, provide the child with an intermittentreward.

- **To maintain an established behavior**

9. Substitution Principle:

It involves changing reinforcement when a previously effective reward is no longer controlling behavior. Present it just before (or as soon as possible to) the time you present the new, hopefully more effective reward.

- **To stop inappropriate behavior**

10. Satiation Principle:

To stop a child from acting in a particular way, you may allow him to continue (or insist that he continue) performing the undesired act until he tires of it.

11. Extinction Principle:

To stop a child from acting in a particular way, you may arrange conditions so that he receives no rewards following the undesired act.

12. Incompatible Alternative Principle:

To stop a child from acting in a particular way, you may reward an alternative action that is inconsistent with or cannot be performed at the same time as the undesired act.

13. Punishment Principle:

To stop a child from acting in a certain way, deliver an aversive stimulus immediately after the action occurs. Since punishment results in increased hostility and aggression, it should only be used infrequently and in conjunction with reinforcement.

- **To modify emotional behavior**

14. Avoidance Principle:

It involves teaching a child to avoid a certain type of situation, simultaneously present to the child the situation to be avoided (or some representation of it) and some aversive condition (or its representation).

15. Fear Reduction Principle:

To help a child overcome his fear of a particular situation, gradually increase his exposure to the feared situation while he is otherwise comfortable, relaxed, and secure or rewarded.

SUMMARY

Behavior modification is an effective technique used to treat many disorders such as attention deficit disorder, autism or oppositional defiant disorder. Furthermore, the fundamentals of behavior modification can be used to increase desired behaviors in any individual, regardless of functional level. For example, an individual who wants to quit smoking cigarettes, or a parent who wants her child to consistently make the bed, may use behavioral techniques to help achieve those goals. There are several principles of behavior modification which can be followed by teachers in modifying behavior in a classroom situation. The effective use of behavioral and cognitive strategies in the classroom may appear daunting even to experienced teachers. However, changing your behavior and strategies is often the most efficient and effective means of improving all types of classroom behaviors, both disruptive and non-disruptive. Through practice comes proficiency

REVIEW QUESTIONS

1. Discuss why modeling is important in behavior modification.
2. Critically analyse the conversation below and show where the mother failed in correcting the child behavior.

   Mother: "Don't pick up any sweets"
   Child: Picks up sweets.

   Mother: "I have told you. Don't pick up sweets!"
   Child: No response

   Mother: "If you don't put the sweets back I will smack you!"
   Child: No response

   Mother: "Look, there's a man coming and if you don't put the sweets back, he will smack you".
   Child: No response

   Mother: "The man is getting closer and if you haven't put the sweets back, he will hit me!"
   Child: Child eats sweets.
3. Explain how "time out" helps in behavior modification.
4. Discuss how you can apply behavior modification principles in a classroom situation.
5. Why do punishments in schools at times fail in modifying behavior and some children end up being labeled as "naughty"?
6. Some children are born "naughty" discuss.

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SAMPLE PAST PAPER

MOUNT KENYA UNIVERSITY

SCHOOL OF EDUCATION

DEPARTMENT OF EARLY CHILDHOOD STUDIES

BACHELOR OF EDUCATION (EARLY CHILDHOOD STUDIES)

BECC 421 PERSONALITY DEVELOPMENT

INSTUCTIONS: ANSWER ALL QUESTIONS IN SECTON A AND ANY TWO QUESTIONS IN SECTION B

1. Define the following terms(6mks)
    a) Personality
    b) Traits
    c) Temperaments
2. What is a theory? Explain the chief goal of personality theories. (4mks)
3. According to freud's topographic structure of the mind, the human mind operates at three levels. Discuss fully the unconscious level of the mind, what is the importance of this level to you as a teacher. (6mks)
4. Briefly discuss any three principles which you can apply in behavior modification in a classroom situation. (6mks)
5. Highlight characteristics of personality (6mks)
6. Explain one method of personality assessment (2mks)

SECTION B
7. Discuss Erickson theory of personality development showing its relevance to you as a teacher. (20mks)
8. a)Explain why ego is always under constant pressure according to psychoanalytic theory. (6mks)
c) Explain causes of inadequate personality according to Sigmund Freud (10mks)
d) How is Sigmund Freud theory relevant to you as a teacher (4mks)

9. Discuss the process of personality development according to Carl rogers. (20mks)