

Personality Development

Personality is defined as the enduring personal characteristics of individuals. An individual's personality is an aggregate conglomeration of the decisions they have made throughout their life and the memory of the experiences to which these decisions led. There are inherent natural, genetic, and environmental factors that contribute to the development of our personality. According to process of socialization, "personality also colors our values, beliefs, and expectations ... Hereditary factors that contribute to personality development do so as a result of interactions with the particular social environment in which people live.

Structure of personality

Freud conceived the mind as only having a fixed amount of psychic energy (libido). The outcome of the interaction between the id, ego and the superego, (each contending for as much libidinal energy as possible) determines our adult personality.

Personality development is the development of the organized pattern of behaviors and attitudes that makes a person distinctive. Personality development occurs by the ongoing interaction of **temperament**, character, and environment.

Personality is what makes a person a unique person, and it is recognizable soon after birth. A child's personality has several components: temperament, environment, and character.

Temperament is the set of genetically determined traits that determine the child's approach to the world and how the child learns about the world.

A second component of personality comes from adaptive patterns related to a child's specific environment. Most psychologists agree that these two factors—temperament and environment—influence the development of a person's personality the most.

Character—the set of emotional, cognitive, and behavioral patterns learned from experience that determines how a person thinks, feels, and behaves. A person's character continues to evolve throughout life, although much depends on inborn traits and early experiences.

Personality types

The Classification of personality types into the four major categories a,b,c and d is one of the very accurate personality type **assessments**.

Type A personalities are competitive, high achievers and have a high sense of time urgency. As a result of these combined traits Type A's are always found to be busy working on their own projects. Type A's felt insecure at one point of their lives and so they decided to fight the insecurity by changing their lives and making achievements as fast as they can.

Type B are the opposite of type A's. They are relaxed, laid back and not easily stressed. While type B can be achievers too still they won't be as competitive as Type A's. Type b can delay work and do it in the last moment, some of them can turn into procrastinators which is something that a type A can never do.

Type C personalities love details and can spend a lot of time trying to find out how things work and this makes them very suitable for technical jobs. Type C are not assertive at all and they always suppress their own desires even if there is something that they dislike. The lack of assertiveness results in tremendous stress and sometimes in depression. Type Cs are very vulnerable to depression compared to type A and type B.

D stands for distressed, Type D's have a negative outlook towards life and are pessimistic. A small event that is not even noticed by type B can ruin type D's day. Type D might become socially withdrawn as a result of fear of rejection even if they like to be around people.

Type D's are famous for suppressing their emotions and this makes them the most vulnerable type to depression.

The Greek physician Hippocrates (c. 460 – c. 370 BC) incorporated the four temperaments into his medical theories as part of the ancient medical concept of **humorism**, that four bodily fluids affect human personality traits and behaviors.

Proto-psychological theory that suggests that there are four fundamental personality types, **sanguine** (optimistic and social), **choleric** (short-tempered or irritable), **melancholic** (analytical and quiet), and **phlegmatic** (relaxed and peaceful). Most formulations include the possibility of mixtures of the types.

He believed certain human moods, emotions and behaviors were caused by an excess or lack of body fluids (called "humors"): blood, yellow bile, black bile, and phlegm.

Sanguine

People with this temperament tend to be lively, sociable, carefree, talkative, and pleasure-seeking. They may be warm-hearted and optimistic. They can make new friends easily, be imaginative and artistic, and often have many ideas.

They can be flighty and changeable; thus sanguine personalities may struggle with following tasks all the way through and be chronically late or forgetful.

Choleric

People with this temperament tend to be egocentric and extroverted. They may be excitable, impulsive, and restless, with reserves of aggression, energy, and/or passion, and try to instill that in others.

They tend to be task-oriented people and are focused on getting a job done efficiently; their motto is usually "do it now." They can be ambitious, strong-willed and like to be in charge. They can show leadership, are good at planning, and are often practical and solution-oriented.

Melancholic

People with this temperament may appear serious, introverted, cautious or even suspicious. They can become preoccupied with the tragedy and cruelty in the world and are susceptible to depression and moodiness. They may be focused and conscientious. They often prefer to do things themselves, both to meet their own standards and because they are not inherently sociable.

Phlegmatic

People with this temperament may be inward and private, thoughtful, reasonable, calm, patient, caring, and tolerant. They tend to have a rich inner life, seek a quiet, peaceful atmosphere, and be content with themselves. They tend to be steadfast, consistent in their habits, and thus steady and faithful friends.

Carl Gustav Jung theory

Was one of the first people to define introversion and extraversion in a psychological context. He theorizes that each person falls into one of two categories, the introvert and the extravert

Extraverts tend to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious. Extraverts are energized and thrive off being around other people. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstrations, and business or political groups.

Introverts are typically perceived as more reserved or reflective, whose energy tends to expand through reflection and dwindle during interaction. Introverts often take pleasure in solitary activities such as reading, writing, using computers, hiking and fishing. The archetypal artist, writer, sculptor, engineer, composer and inventor are all highly introverted.

Ambiversion is falling more or less directly in the middle. An ambivert is moderately comfortable with groups and social interaction, but also relishes time alone, away from a crowd.

Stages

Infancy

During the first two years of life, an infant goes through the first stage: *Learning Basic Trust or Mistrust (Hope)* . Well-nurtured and loved, the infant develops trust and security and a basic optimism. Badly handled, the infant becomes insecure and learns "basic mistrust."

Toddlerhood

The second stage occurs during early childhood, between about 18 months to two years and three to four years of age. It deals with *Learning Autonomy or Shame (Will)* . Well-parented, the child emerges from this stage with self-confidence, elated with his or her newly found control. The

early part of this stage can also include stormy **tantrums** , stubbornness, and negativism, depending on the child's temperament.

Preschool

The third stage occurs during the "play age," or the later **preschool** years from about three to entry into formal school. The developing child goes through *Learning Initiative or Guilt (Purpose)*. The child learns to use imagination; to broaden skills through active **play** and fantasy; to cooperate with others; and to lead as well as to follow. If unsuccessful, the child becomes fearful, is unable to join groups, and harbors guilty feelings. The child depends excessively on adults and is restricted both in the development of play skills and in imagination.

School age

The fourth stage, *Learning Industry or Inferiority (Competence)* , occurs during school age, up to and possibly including junior high school. The child learns to master more formal skills:

- relating with peers according to rules
- progressing from free play to play that is structured by rules and requires teamwork (team sports)
- learning basic intellectual skills (reading, arithmetic)

At this stage, the need for self-discipline increases every year. The child who, because of his or her successful passage through earlier stages, is trusting, autonomous, and full of initiative, will quickly learn to be industrious.

Adolescence

The fifth stage, *Learning Identity or Identity Diffusion (Fidelity)* , occurs during adolescence from age 13 or 14. Maturity starts developing during this time; the young person acquires self-certainty as opposed to self-doubt and experiments with different constructive roles rather than adopting a negative identity, such as delinquency. The well-adjusted adolescent actually looks forward to achievement, and, in later adolescence, clear sexual identity is established. The adolescent seeks leadership (someone to inspire him or her), and gradually develops a set of ideals to live by.

Freud's Stages of Psychosexual Development

Proposed by the famous psychoanalyst Sigmund Freud, the theory of psychosexual development describes how personality develops during childhood.

Freud believed that personality develops through a series of childhood stages in 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.

Psychoanalytic theory suggested that 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.

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.

The Oral Stage

During the oral stage, the infant's primary source of interaction occurs through the mouth, so the rooting and sucking reflex is especially important. The mouth is vital for eating, and the infant derives pleasure from oral stimulation through gratifying activities such as tasting and sucking.

The primary conflict at this stage is the weaning process--the child must become less dependent upon caretakers. If fixation occurs at this stage, Freud believed the individual would have issues with dependency or aggression. Oral fixation can result in problems with drinking, eating, smoking or nail biting.

The Anal Stage

Age Range: Birth to 1 Year

Erogenous Zone: Mouth

During the anal stage, Freud believed that the primary focus of the libido was on controlling bladder and bowel movements. The major conflict at this stage is toilet training--the child has to learn to control his or her bodily needs. Developing this control leads to a sense of accomplishment and independence.

However, not all parents provide the support and encouragement that children need during this stage. Some parents' instead punish, ridicule or shame a child for accidents. According to Freud, inappropriate parental responses can result in negative outcomes. If parents take an approach that is too lenient, Freud suggested that an *anal-expulsive personality* could develop in which the individual has a messy, wasteful or destructive personality. If parents are too strict or begin toilet

training too early, Freud believed that an *anal-retentive personality* develops in which the individual is stringent, orderly, rigid and obsessive.

The Phallic Stage

Age Range: 1 to 3 years

Erogenous Zone: Bowel and Bladder Control

During the phallic stage, the primary focus of the libido is on the genitals. At this age, children also begin to discover the differences between males and females.

Freud also believed that boys begin to view their fathers as a rival for the mother's affections. The Oedipus complex describes these feelings of wanting to possess the mother and the desire to replace the father. However, the child also fears that he will be punished by the father for these feelings, a fear Freud termed *castration anxiety*.

The term Electra complex has been used to describe a similar set of feelings experienced by young girls. Freud, however, believed that girls instead experience *penis envy*.

For girls, however, Freud believed that penis envy was never fully resolved and that all women remain somewhat fixated on this stage.

The Latent Period

Age Range: 6 to Puberty

Erogenous Zone: Sexual Feelings Are Inactive

During the latent period, the libido interests are suppressed. The development of the ego and superego contribute to this period of calm. The stage begins around the time that children enter into school and become more concerned with peer relationships, hobbies and other interests.

The latent period is a time of exploration in which the sexual energy is still present, but it is directed into other areas such as intellectual pursuits and social interactions. This stage is important in the development of social and communication skills and self-confidence.

The Genital Stage

Age Range: Puberty to Death

Erogenous Zone: Maturing Sexual Interests

During the final stage of psychosexual development, the individual develops a strong sexual interest in the opposite sex. This stage begins during puberty but last throughout the rest of a person's life.

Where in earlier stages the focus was solely on individual needs, interest in the welfare of others grows during this stage. If the other stages have been completed successfully, the individual should now be well-balanced, warm and caring. The goal of this stage is to establish a balance between the various life areas.

Evaluating Freud's Psychosexual Stage Theory

- The theory is focused almost entirely on male development with little mention of female psychosexual development.
- His theories are difficult to test scientifically. Concepts such as the libido are impossible to measure, and therefore cannot be tested. The research that has been conducted tends to discredit Freud's theory.
- Future predictions are too vague. How can we know that a current behavior was caused specifically by a childhood experience? The length of time between the cause and the effect is too long to assume that there is a relationship between the two variables.
- Freud's theory is based upon case studies and not empirical research. Also, Freud based his theory on the recollections of his adult patients, not on actual observation and study of children.

The important factors in which the origin of personality lies

(I) Heredity

It provides the child with certain endowments to? With- Hereditary factors may be summed as constitutional biological and physiological factors:

Constitutional Factors

The constitution of an individual is an effective factor in determining the type of his Personality. There can be 3 bodily types of personality- (1) short and stout, (2) tall and thin, (3) muscular and well Proportioned. We are always impressed by an individual who has a muscular and a well proportioned body. Height, Weight, physical defects, health and strength affect Personality.

2. Biological Factors

The working of the nervous system, glands and blood chemistry determines our characteristics and habitual modes of behaviour. These factors form the biological basis of our personality.

Adrenal gland, thyroid gland, pituitary gland and endocrine gland affect personality.

Adler points out that personality defects lead to the development of inferiority complex and the mental mechanism of compensation. This aspect also includes the mental ability of the child.

It is this ability which enables him to mould the social environment according to his requirements.

3. Intelligence

Intelligence is mainly hereditary. Persons who are very intelligent can make better adjustment in home, school and society than those who are less intelligent.

4. Sex Differences

Sex differences play a vital role in the development of personality of individual. Boys are generally more assertive and vigorous. They prefer adventures. Girls are quieter and more injured by personal, emotional and social problems.

5. Nervous System

Development of personality is influenced by the nature of nervous system.

(II) Environment

The 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 important aspects of the environment are as follows:

(1) Physical Environment

It includes the influence of climatic conditions of a particular area or country on man and his living.

(2) Social Environment

The child has his birth in the society. He learns and lives there. Hence, the social environment has an important say in the personality development of the child.

(3) 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 likes, dislikes, stereotypes about people, expectancies of security and emotional responses all are 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.

Besides this, economic factors i.e., economic condition of the family and the type of relations between the parents also influence the personality of the child.

(4) Cultural Environment

The cultural environment refers to certain cultural traditions, ideals, and values etc., which are accepted in a particular society. All these factors leave a permanent impression on the child's personality.

(5) School Environment

Schools play an important role in molding the personality of the children because a significant part of a child's life is spent in school between the ages of 6 and 20 years. In the school, the teacher substitutes the parents.

The school poses new problems to be solved, new taboos to be accepted into the superego and new models for imitation and identification, all of which contribute their share in molding personality

In addition to the above there are many other social factors which influence the development of personality of a child which are as follows:-

(a) Language

Human beings have a distinctive characteristic of communication through language. Language is an important vehicle by which the society is structured and culture of the race transmitted from generation to generation.

The child's personality is shaped by the process of interaction through language with other members of his environment.

(b) Social Role

The child has to play several roles like son, brother student, officer, husband, father, etc., throughout his life at different stages of his development. Social roles may be described as process by which the co-operative behaviour and communications among the society members are facilitated.

(c) Self Concept

Self concept influences our personality development in two ways-(1) If other people hold high positive "ergative enhances our self and (2) If others hold may us, it creates feelings of worthlessness and to self-defense or withdrawal from social situation.

(d) Identification

Identification is an important mechanism by which we try to imitate the physical, social and mental characteristics of our model. It is a very important relationship with others.

(e) Inter-personal Relations

Inter-personal relations among the members of a society are important means which help in the development of certain social personality characteristics like attraction towards others, concept of friendship, love, sympathy, hostility and also isolation which is a negative orientation.

(III) Psychological Factors

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.

Thus, we see that hereditary, environmental and psychological factors contribute towards the development of personality.

The Influence of Hereditary and Environmental Factors of Personality Traits

Determinants of Personality

The factors affecting personality can be divided into two classes-

- (1) Biological and (2) social the biological factors affecting the development of personality are of three types: (1) Ductless Glands, (2) Physique, and (3) Body Chemistry. Cluster A (odd or eccentric disorders

Personality disorders are a class of social disorders characterized by enduring maladaptive patterns of behavior, cognition and inner experience, exhibited across many contexts and deviating markedly from those accepted by the individual's culture. These patterns develop early, are inflexible and are associated with significant distress or disability

- **Paranoid personality disorder:** characterized by a pattern of irrational suspicion and mistrust of others, interpreting motivations as malevolent
- **Schizoid personality disorder:** lack of interest and detachment from social relationships, and restricted emotional expression
- **Schizotypal personality disorder:** a pattern extreme discomfort interacting socially, distorted cognitions and perceptions

Cluster B (dramatic, emotional or erratic disorders)

- **Antisocial personality disorder:** a pervasive pattern of disregard for and violation of the rights of others, lack of empathy
- **Borderline personality disorder:** pervasive pattern of instability in relationships, self-image, identity, behavior and affects often leading to self-harm and impulsivity
- **Histrionic personality disorder:** pervasive pattern of attention-seeking behavior and excessive emotions
- **Narcissistic personality disorder:** a pervasive pattern of grandiosity, need for admiration, and a lack of empathy

Cluster C (anxious or fearful disorders)

- **Avoidant personality disorder:** pervasive feelings of social inhibition and inadequacy, extreme sensitivity to negative evaluation
- **Dependent personality disorder:** pervasive psychological need to be cared for by other people.
- **Obsessive-compulsive personality disorder (not the same as obsessive-compulsive disorder):** characterized by rigid conformity to rules, perfectionism and control

Other personality disorders

- **Personality change due to another medical condition** – is a personality disturbance due to the direct effects of a medical condition
- **Other specified personality disorder** – symptoms characteristic of a personality disorder but fails to meet the criteria for a specific disorder, with the reason given
- **Personality disorder not otherwise specified**