

11. Personality : Concept and definition of personality. Theories of personality (psychoanalytical, socio-cultural, interpersonal and developmental, humanistic, behaviouristic, trait and type approaches). Measurement of personality (projective tests, pencil-paper tet). The Indian approach to Personality. Training for personality development.

# PERSONALITY

## LEWIN'S FIELD THEORY

Psychology has maintain maintained a tradition by which it constantly betters itself by expanding its concepts with the help of advancements made in other branches of science.

Lewin's 'Field Theory' is a glowing example of this tradition. Lewin has also tried to apply his field theory to all branches of  $\psi$  these by introducing scientific approach in this discipline of Social Science.

For Lewin Field Theory is not a new system of  $\psi$  limited to specific content; it is a set of concepts by means of which one can represent  $\psi$ cal reality. It is "a method of analyzing causal relations + building scientific constructs".

The principal characteristics of Lewin's theory are:-

a) Behaviour is a function of the field that exists at the time behavior occurs.

b) Analysis begins with the situation as a whole from which are differentiated the components parts.

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

d) Descriptions of the 'field' should be psychological rather than physical or physiological. A field is defined as "the totality of co-existing facts which are conceived as mutually interdependent".

The concept of field theory have been applied by Lewin to wide variety of  $\psi$ cal + sociological phenomena including infant + child behavior, adolescence, feeblemindedness, minority group problems, national character differences, group dynamics.

Lewin system is Gestalt-like in its orientation, yet

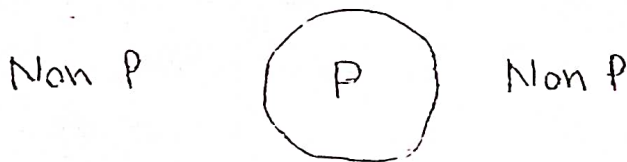
same time it differs strikingly from orthodox psychology. Lewin favours a  $\psi$  in which focus is individual or the genotype as opposed to system where emphasis is on statistical average or phenotype.

### STRUCTURE OF PERSONALITY:-

Lewin firmly stressed that the first step in defining the person as a structural concept is to represent as an entity set apart from everything else in the world. This he believed could be best done by using spatial representation of the person.

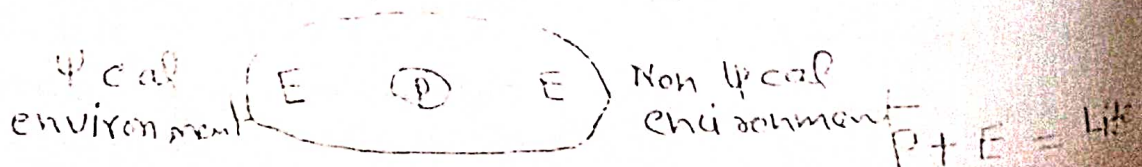
Thus Lewin has tried to mathematize concepts from very beginning & has adopted a strict scientific approach. In order to make a representation of individual personality Lewin hit up-on (or has used the concepts of) Topology.

To separate the person from rest of the universe Lewin has used Jordan Curve (ie an enclosed figure). The ~~boundary~~ boundary of the figure defines the limit of the entity known as person. Everything lying inside boundary is P (the person) & every thing outside is non P.



### THE PSYCHOLOGICAL ENVIRONMENT:-

To represent important interactions between the person & the environment, Lewin draws another bounded figure (ellipse) enclosing the P ie person.



The region between two perimeters (ie space between boundaries of circle + ellipse is called as the 'E' (ie psycho-logical environment). The area (space) outside the ellipse is non-ψcal environment, which has physical + social and may may other facts. The ψcal environment is the environment as perceived + understood by the person. It is also the environ-ment related to person's present needs + quasineeds.

Life Space :- The person + the ψcal environment together make up the life space ( $P+E=LS$ ). The life space is the person's universe. It contains the totality of possible events which are capable of determining the behavior of the individual. L.S. includes every thing that has to be known in order to understand the concrete behavior of an individual human being in a given ψcal environment at a given time. Behavior is a function function of L.S. (life space).

$$B = f(L.S.)$$

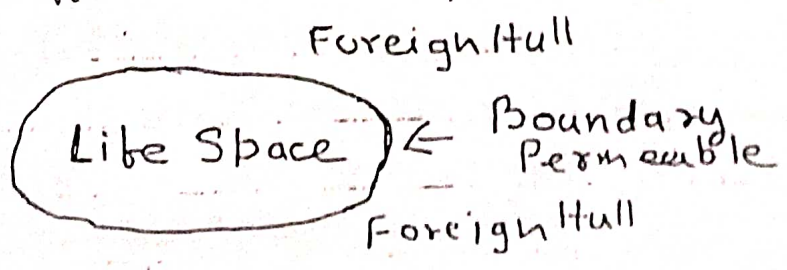
where  
 B is behavior  
 L.S. = Life space  
 P = Person  
 E = ψ environment.

Since  $LS = P + E$

$$B = f(P+E)$$

According to Lewin "The task of dynamic ψ is to derive univocally the behaviour of a given individual from the totality of the ψcal facts that exist in the life space at a given moment"

L.S. is surrounded by the physical world. This doesn't mean that L.S. is a part of physical world, instead L.S + the space beyond it are differentiated + separate regions of larger totality.

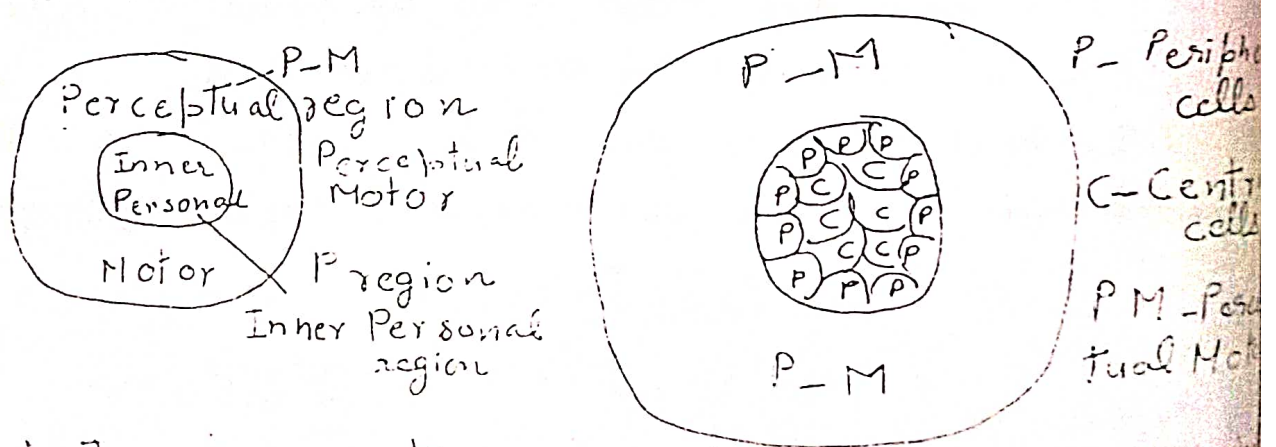


Facts that exist in the region outside + adjacent to the boundary of L.S. were called by Lewin as 'The Foreign Hull of

The 'Life Space' can materially influence the  $\psi$ cal environment. eg. A chance meeting, an unexpected phone call, an accident etc are known to have altered the course of life. Thus non  $\psi$ cal facts can & do alter  $\psi$  ones. The suggested study of facts in Foreign Hull be called 'Psychological ecology'.

Facts in  $\psi$ cal environment can also produce change in the physical world. There is two way communication between the two realms. Consequently it is said that the boundary between L.S & Outer Space (O.S.) is permeable. The boundary between person & the environment is a permeable one. This means environmental facts can influence Person i.e.  $P = F(E)$  & Personal facts can influence the environment i.e.  $E = F(P)$ .

The Differentiated Person: - The person is not a perfect unity. The structure of the person is heterogeneous not homogenous, that is it is subdivided into separate yet intercommunicating & interdependent parts. To represent this state of affairs the following zones are distinguished in the person.



First there is an outer perceptual-motor region which has direct contact with the boundary separating person from the environment. According to Lewin Inner Personal region also has direct contact with the environment. It is made up

two kinds of cells. The P cells or peripheral cells which are adjacent to P-M region & central cells i.e. 'C' cells which are at the center of the circle.

The Differentiated Environment — Speaking in true terms we find that environment is not homogenous instead it is differentiated. A differentiated environment is one in which all the facts are not equally influential upon the person. Hence the person doesn't have perfect freedom of movement as there are barriers to impede him. It thus becomes necessary to divide environment into parts but unlike the differentiation of person it is not necessary to distinguish between kinds of environmental region (since environment doesn't contain anything P-M stratum or I-P sphere). All regions of the environment are alike. Consequently any criss cross pattern of lines can be used to represent it.

The Number of Regions :-

The number of regions in the L.S. is determined by the number of separate  $\psi$ cal facts that exist at any given moment of time. When there are only two facts, the person & the environment there are only two regions in the L.S.. A new region is differentiated out of L.S. whenever a new fact comes into existence. A region disappears whenever a fact disappears, or merges with another fact. A  $\psi$ cal fact is co-ordinated with a  $\psi$ cal region.

Locomotion & Communication :-

The term locomotion as used by Lewin is a very broad based one in the sense that it includes the both physical & psychological movement. It also includes the movement of energy from one part to another. Locomotion in the d.s. is delineated by a geometrical representation &

the selection of alternatives, the examining of possible setting out toward goals + the like. It may or may not involve the locomotion in the real world. Two regions are closely connected, accessible to one another mutually influential, if the locomotions can be made easily between them. In other words locomotion is the degree of accessibility, connectedness between various regions of L.S. A locomotion in the  $\Psi$ cal environment doesn't mean that the person has to make physical movement through space; in fact most locomotions are of interest to the  $\Psi$ gist involve very little or no physical movement, eg. physically a person may be sitting in the class room but  $\Psi$ cally he may be playing ground. The teacher's words are not impinging on the person but a note from the girl sitting close suddenly divert his thoughts. The boy, according to Lewin has performed locomotion, even though there has been no physical movement.

### Restructuring of L.S.:-

After the locomotion + communication has taken place a number of regions in L.S. may be increased or decreased depending upon whether new facts are added or old facts are subtracted from L.S. The position of regions relative to each other may be altered.

### DYNAMICS OF PERSONALITY:-

Structural or topological concepts alone can't explain concrete behavior in actual  $\Psi$ cal situation. For this we need dynamic concepts. Lewin's principal dynamic concepts explain the functioning of personality are:- Energy,  $F$ - $T$

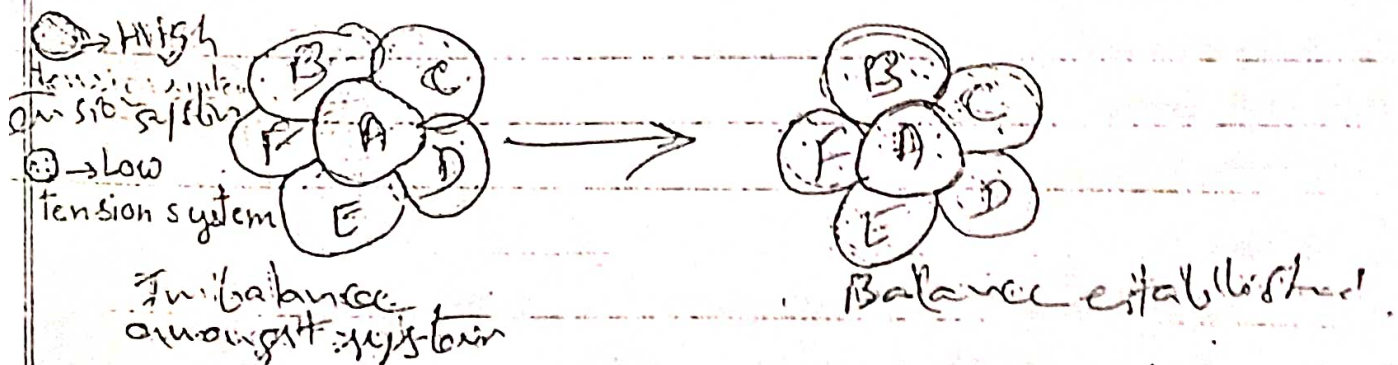
3- Need. 4- Valence 5- Force or Vector.

Energy - Lewin like other personality theorists, assumes that the person is complex energy system. The kind of energy that performs real work is called psychological energy. Psychological energy is released when the psychic system (the person) attempts to return to equilibrium after it has been thrown into a state of disequilibrium. Disequilibrium is produced by an increase of tension in one part of the system relative to the rest of the system, either as a result of external stimulation or internal change. When tension throughout the system becomes equalized again the output of energy is halted & total system comes to rest.

Tension :-

Tension is a state of the person or speaking more precisely, it is a state of an inner personal region relative to the other inner personal region. Lewin says that tension has two important conceptual properties.

State of tension in a particular system tends to equalize itself with the amount of tension in surrounding systems.



A special process by the means of which tension is equalized is called a process. A process may be thinking, perceiving, acting or the like.

The second conceptual property of tension is that it exerts pressure upon the boundary of the system. If the boundary

Strong like diffusion of tension to other systems will be ded, but if it is weak tension will flow rapidly. Of particular tension system shares its boundary with more than one tension systems.

### Need :-

Need is Lewin's concept for any motivated state which be brought about by a physiological condition (such as hunger, thirst + sex), the desire for something or an external object (eg - spouse, house etc), or an intention to achieve a goal (eg - score 80% marks). Lewin refrains systematically discussing source, nature, number, + kind of needs because he feels that the term need will be dropped from use in favour of a more suitable concept which is more observable + measurable.

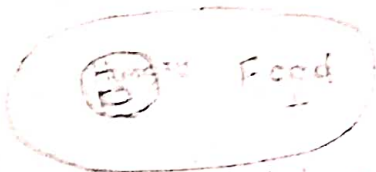
### Tension + Motoric Action :-

Having explained the dynamics of tension system Lewin goes to explain how tension causes action. Lewin held that pressing on outer boundary of person can't cause locomotion. Therefore instead of linking need or tension directly to action by the way of motoric, Lewin links need with certain properties of environment, which then determine the kind of locomotive that will occur. This is very ingenious way of connecting motivation with behaviour.

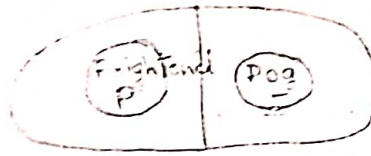
### Valence :-

A valence is a conceptual property of an object (region) of the psychological environment. Valence is the goal value of that object or region. Valence are of two types - (1) Positive + (2) Negative. A positive valence contains goal objects which satisfy the need i.e. reduces tension + has attractive value where negative valence are those objects which act as repellent.

→ threaten the individual there by increasing tension. eg food is positive valence for one who is hungry, whereas one who fears dogs, the dog nearby is negative valence.



Showing case of positive valence



Showing the case of ~~negative~~ valence

Vectors:-

Mathematically speaking vector is a directed line. Lewin utilized the concept to represent the point of application direction & the strength of force towards the object. A force unlike Tension exists in  $\Psi$ cal environment & is co-ordinated with need. Tension is property of IP region.

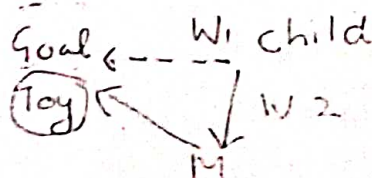
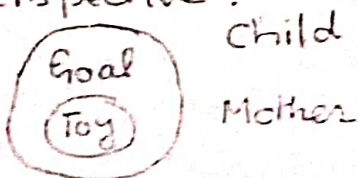
The force or vectors have 3 conceptual properties -

- (1) Direction (2) Strength (3) Point of application.

If there is only one vector acting upon the person, then there will be locomotion or tendency to move in the direction of the vector. If two or more vectors are pushing the person in several direction, the resulting locomotion will be the resultant of all the forces.

Locomotion:-

Locomotion is the specific path an individual takes in moves his  $\Psi$ cal environment. Any locomotion can be fully accounted for by the concepts of need, tension, force, valence, barrier, the properties of medium, dimension of reality & unreality & time perspective.



A child wants a toy. Direct physical approach to  $w_1$  is not possible, but  $\Psi$ cal locomotion via a path  $w_2$  is possible if mother can be persuaded.

### Return to Equilibrium: -

The ultimate goal of all  $\Psi$ cal processes is to return the person in state of equilibrium. This can be done in several ways.

- (a) One way of dissolving disequilibrium (ie state of tension throughout the various systems of the person) is by an equal distribution of tension throughout the various systems of the person.
- (b) Another way of returning to a state of equilibrium is to perform an appropriate locomotion in the  $\Psi$ cal environment. An appropriate locomotion is one that brings the person to the region of a satisfying goal object. For instance, if a person is in the state of tension because he is unemployed, then finding a job will remove the tension.
- (c) Tension may also be reduced by  $\Psi$ cal equilibrium by a substitute locomotion. This process requires that the systems be closely interdependent so that the satisfaction of one discharges the tension from the other need system.
- (d) Tension may be reduced by purely imaginary locomotion. A person who imagines that he has performed some feat or occupies a prominent position gains a bit of vicarious satisfaction from merely daydreaming about it.

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## INDIAN APPROACH TO PERSONALITY

Indian philosophy has a long past & it has traditionally remained part & parcel of philosophy. Personality is one subject that has been popular with Indian thinkers & the result has been evolution of number of models of personality. Few of the important models have been discussed below.

### (i) Traiguna Typology:-

It is based on three cosmic elements of satva, rajas & tamas. These 3 gunas have specific psycho-physical properties. <sup>Gunas</sup> They are innate but only with <sup>the</sup> interaction with env<sup>n</sup> they produce their effect.

### (ii) Abhidharma a Buddhist Religious Text - (Pitakas)

This text discusses the personality theory in which it clearly mentions the characteristic of ideal & non ideal types of personality. The non ideal type personality has to strive for <sup>becoming</sup> ideal type if nirvana has to be attained.

### (iii) Natya shastras & Kama shastras:-

Both these shastras have discussed personality typologies of men & women separately.

### (iv) Ayurveda shastras:-

It is one of the important ancient medical text. It describes personality as the combination of Kapha, Pitta & Vata. According to Ayurveda shastras well-being

is attained only when three elements are in balance.

These four approaches don't exhaust the number of approaches but the ones cited above happen to be most important.

### Indian Vs Western Approach:-

(i) Unlike the Western view which visualises the conflict between <sup>nature</sup> & nurture, the Indian view doesn't visualise such a conflict & presupposes <sup>nature</sup> & nurture to be interdependent & coexistent. ~~The~~ Indian approach is therefore devoid of nature vs nurture controversy.

(ii) Most western  $\Psi$ gists have viewed human nature as hedonistic whereas Indian thinkers have emphasized spiritual nature of man. The ultimate goal of life is Moksha, & our dharma lies in attainment of this goal.

(iii) Indian approaches distinguish between personality & individuality. Personality as per this view changes but individuality doesn't. Western approach makes no such discrimination.

(iv) Indian personality theories are holistic. They are holistic. They include both temporal & spatial

dimensions. Focus is not on a particular phase but behavioural changes during entire life are considered & explained. Most western theorists have focussed on a particular phase or period of life in their personality descriptions. But for Erickson none of Western theorists have attempted to include the changing behavioural changes over entire life in their description of personality.

### TRIGUNA THEORY:-

The Indian thinkers have visualized two aspects of personality (1) 'Me' (2) 'I'. 'I' refers to the pure ego i.e. param-atman whereas 'Me' refers to Jiv-atman. It is called as empirical ego. As one goes deeper & deeper one realizes his pure ego or param-atman. The Indian thinkers perceive (Samkhya theory) & visualizes the behaviour displayed by the individual as manifestation of his gunas which are three in number.

(i) Sattva - This guna predominates cognitive phenomena like thoughts, perception etc & its predominance will make individual a spiritual seeker. The guna is essential for goodness, poise, enlightenment, patience & endurance.

Rajas is marked by <sup>presence is passion</sup> action & dynamic quality. It dominates movement or craving for doing things.

Rajas makes a person inclined towards loving, longing, yearning & striving.

↳ is born ignorance.  
Tamas. Its dominance results in inertia, dullness, passivity etc. Tamas results in degeneration & of one's finer qualities & promotes laziness, & inattentiveness. It is the source of delusion of all embodied beings, binding them with qualities of carelessness & sleep.

All three gunas are present in each individual but in varying proportions. Prakriti (Personality/Nature) depends upon the relative amount of each guna one has. One is Sattvik if Sattva predominates. Rajasik is Rajas is dominant & Tamsik if Tamas is in greater amount. The whole karma-kanda (the world of activities) is said to be complex intermingling of three gunas. The world of human beings is but a part of whole creation & as such, it is fettered by these three gunas. A <sup>person</sup> in whom sattava dominates & is a fully developed will be open to experience, rational, analytical, & ~~has~~ ever keen to improve his deficiencies. He will a man with a understanding. If a person dies with the sattava guna fully developed in him he will attain pure worlds of the most exalted who know the highest.

A man with Rajas dominating exhibits greed & expressed restlessness & longings. If an individual dies with Rajas he will be born again amongst those who are bound to learn.

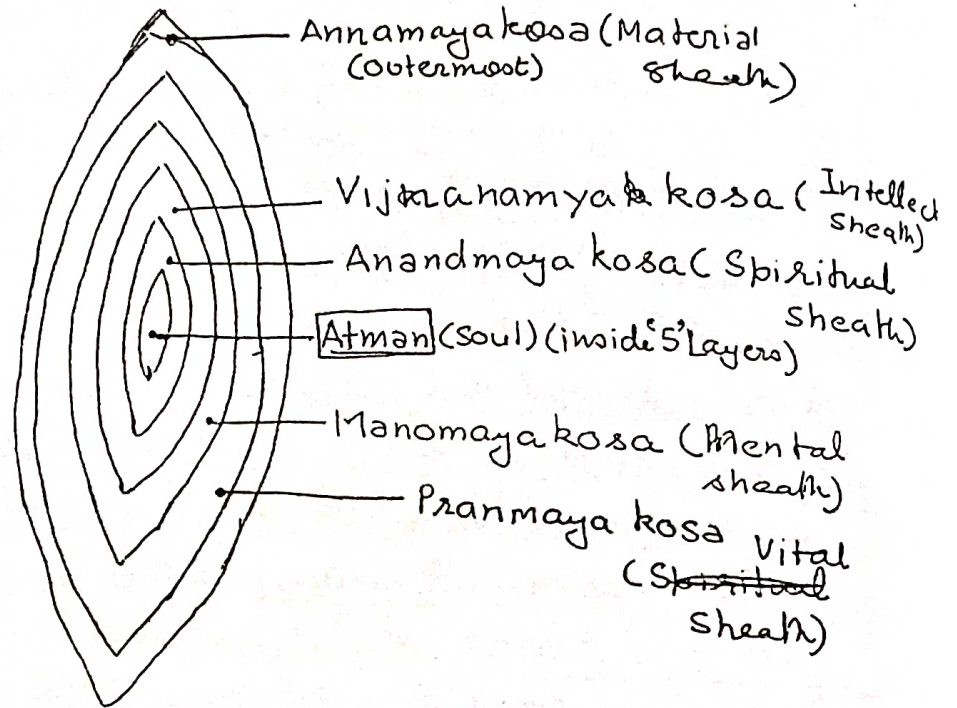
Tamas when it gets upperhand in the individual manifests itself in obscurity, stagnation, carelessness & delusion. If he dies then he would be born among most deluded.

If a person is able to realise that the true agent of actions is not himself but the interplay of the gunas within him, & he also fathoms that which is beyond guna, then he is able to attain 'His Being'. When soul of such person rises beyond above the 3 gunas which are the mainsprings from the body, he enjoys immortality & becomes free from birth, death, age sorrow etc.

Parameashwaran & Lakshmi have developed a personality inventory based on gunas.

Kakkar in his book innerworld has analysed the problem of gunas in a psychoanalytic tone.

# Indian Approach To Personality



The Five Sheaths

## TRAIT AND TYPE THEORIES

A type is simply a class of individuals said to share a common collection of characteristic. The first type theory that we know was proposed by Hippocrates who grouped the people into four temperament types namely -

- 1) Sanguine - such individuals are optimistic, cheerful & vigorous.
- 2) Choleric - they are easily aroused, are hot tempered & strong.
- 3) Melancholic - they are pessimistic & depressed.
- 4) Phlegmatic - they are calm, unexcitable & slow moving.

Once this classification was widely accepted but in recent times it has lost its significance.

William James classified the person into the dichotomy of tender & tough minded. The tender minded or the rationalist person is guided by the principles & abstract ideas & tends to be rationalist idealistic. He believes in free & intellectualism. Tough minded person in contrast is realistic, materialistic, pragmatical & influenced by facts.

Kretschmer, a German ψgust was the first man to initiate scientific investigation of correlation between physical traits & personality characteristics. He divided people into four types based on their body build.

① Pyknic - they are short & rounded type of body build. Such persons are extroverted, jovial & sociable & prone to MDP.

② Asthenic - they have slender body & are prone to schizophrenia. They are introverted & keep to themselves.

③ Athletic - they are muscular & are prone to sanity.

④ Dysplastic - It is a mixed type.

Sheldon tried to improve the classification given by Kretschmer. He tried to bring certain body traits within quantitative concepts & relate these with  $\Psi$ ol characteristics. Sheldon identified 3 types of body types & associated with them 3 types temperaments. One of the body types is ENDOMORPHIC. ~~They have~~ These people are soft round & have well developed viscera. Their temperament is Viscerotonic & they are relaxed, loves to eat & are sociable.

The MESOMORPHIC body type is characterized by strong, muscular & rectangular body. They ~~are~~ <sup>have</sup> Somatotonic temperament. Such persons are energetic active & courageous.

\* The ECTOMORPHIC body type which is characterized by long & fragile body, large brain & have sensitive nervous system. They are Cerebrotonic & are therefore introvert, restrained & have artistic tendencies.

Jung classified the people into Extro & Introverts. An extrovert is one who is dominated by external & social values, while an introvert takes a subjective view & is governed by the relationship of things to himself. Extroverts are outgoing, flexible & adaptable & is negligent of ailments & does not care about self. The Introverts are rigid & inflexible. Their conduct, is governed by standards & principles. They are over attentive to ailments & careful of self.

Jung considered all persons to belong to one or other type & assumes that heredity governs these characteristics into intro & extroversion. He however states that these characteristics can be modified when a natural born introvert is forced by circumstances into extroverts. extroversion. but

these transformation he says are superficial

Spranger has identified the people into six types based upon their dominant values. These are 1) Theoretical 2) Political 3) Religious 4) Social 5) Economic & 6) Aesthetic.

Friedman & Rosenman have classified all the people into Type A & Type B depending upon their positivity predisposition for coronary artery diseases.

The INDIAN APPROACH To Personality views the people to be of 3 types i.e. Sattvik, Tamsik & Rajsik depending upon whether they show predominance of Sattva, Tamas or Rajas.

The major limitation of all the ~~or~~ type theories of personality is that every person fits exactly into one of the limited series of classes. Such a rigid classification is not in keeping with the fact that there occurs wide variations in people. Type theories therefore provide partial or one sided view of personality.

(19) Trait is a predisposition to respond in a consistent manner across different situations. Traits differ both in quality & quantity & hence people even with same trait may differ. Traits can be both genetic & environmental. Although traits may be independent behavior is the result of interaction between them.

Among the prominent trait theorists are Allport & Cattell. Allport described traits as neuropsychic structure & he identified three types traits

- ① Cardinal - They are all pervasive & dominant. All our behavior & personal activities can be traced to them. (eg) Machiavellianism.
- ② Central - They are less pervasive but still generalised. They are building blocks of personality (eg) Carefully written letter of recommendation. People around the person can discern them.
- ③ Secondary - They are less conspicuous, less generalised & less consistent (eg) food preferences.

Apart from this there are two or

two or more traits.

1) Common Traits - these refer to any generalised disposition to which most people of a culture can be compared.

2) Individual Traits - They are peculiar to the individual & don't permit comparison operates in a unique way within the individual.

Cattell also viewed the personality as the integration of traits. He gave the concept of Surface & Source Traits. By surface traits Cattell means the qualities of one's behavior that are observable directly in action. By surface source traits is meant an organization of qualities at a deeper level. Thus source traits cannot be directly observed, since they indirectly determine overt behavior. In other words source traits determine the surface traits. The source traits are more or less consistent but surface traits may not show the same amount of consistency, as they are not only influenced by source traits but also a no. of other factors operating at a particular time. The feeling of Insecurity for example

is a Source Trait. It cannot be directly observed but it may express itself through surface traits such as general restlessness, timidity etc.

Allport & Cattell research involved multi-trait but not all trait theorists cast such a broad net. Some try to focus on a single trait research. Julian Rotter has developed questionnaire to measure internal & external locus of control. If we believe that we are the cause of most events, we have internal locus of control & if we believe that most events ~~can~~ are caused by luck, fate, or powerful others we have external locus of control. People who live in circumstances that reduce their control to choose external responses & show external locus of control.

Trait approach is also not free from limitations. Traits are held to be enduring & consistent but the behavior <sup>by traits</sup> is variable as it is only influenced ~~but~~ also surrounding situation. Trait approach is a piece-meal analysis of personality & it doesn't throw light on how different traits interact to produce personality.

## SOCIOCULTURAL APPROACH

Freud regarded an individual primarily as an energy system that maintains itself by the transactions with the external world. The ultimate purposes of these transactions are individual survival & propagation of the species & an ongoing evolutionary development. The various psychological processes constitute Personality serve these ends. From the morphology of the ego & the superego to the interpretation of dreams to the origin of civilization, Freud's scheme depended upon the existence of a well defined universal human instinctual & a definite universal ontogenetic progress through the same stages (oral, anal, genital). Freud originally gave the name libido to instinctual source of human behavior.

Freud's Libido theory advocates that human mind contains bio-psychological components such as libidinal complexes, which express themselves in definite behavioral stages, independently to the specific socio-cultural differences. Freud & his disciples were convinced that these differences were superficial & that in most significant psychological sense, all human beings were led along similar developmental routes by their common hereditary endowment. Freud's theory regarding the universality of the Oedipus complex has been criticised by Malinowski.

The Freudian psychology was subjected to new criticisms by a number of American anthropologists.

like Ruth-Benedict, Margaret Mead, Linton Kardiner, a psychoanalyst & Coiro-Du-Bois. This new synthesis emphasized the adaptational rather than the instinctual aspect of Freudian theory. They laid stress on the use of adaptational psychodynamics in the social sciences. Subsequent anthropological fieldwork was carried out in order to demonstrate the relationship between culture & personality. These scholars form a school of anthropological thought known as culture & personality school of thought.

Margaret Mead, through her studies has attempted to show the impact of culture on personality formation. It is a fact that an individual is born in a particular culture & he or she enters into a preformed cultural environment, which plays significant role in his or her personality formation.

Mead studied the impact of culture on personality formation among three primitive groups of New Guinea, namely Mundugumor, Arapesh & Tschambuli. Though these tribes were living in same geographical region, but had different characters & personalities, because of differences in their cultures.

Ruth Benedict another lady anthropologist of America has dealt with the impact of personality on culture. According to her, culture is personality writ at large. This reveals clearly that she was

deeply interested in examining + exploring the  
of personality on culture. It is also a fact that  
is not self-created but it has been created by  
for the fulfilment of various kind of needs. The  
is individual or man, who is creator of culture  
man has developed culture as a means, since  
immortal in order to fulfil his various tasks.  
It is individual who plays significant role in  
down the culture from one generation to another  
tion, innovation, acculturation etc. from the  
culture. In this sense culture is a gift of per

In her famous book "Patterns of Culture" Benedict  
developed the concept of culture pattern. According  
Benedict culture can be viewed as consisting of  
configurations integrated under the domination of  
general master pattern. A culture therefore is analo-  
gous to individual being in that it is a more or less consis-  
tent pattern of thought + action.

Scholars like Linton + Kardiner are the advocates  
of third approach as they believe that culture + person  
are assistant to + influenced by each other.

Linton is of the view that each society has a  
culture by which all its members undergo similar  
of socialization + share similar custom, beliefs  
traditions. As a result a common pattern in the  
behavior of member of that group is evident. The

characteristics reveal basic culture of that society.

These burgeoning social & cultural doctrines

gradually eroded physicalistic foundations of psychoanalysis & a number of followers of Freud became dissatisfied with what they considered to be his myopia regarding the social conditioners of personality and withdrew the allegiance from classical psychoanalysis & began to refashion psychoanalytical theory along the lines dictated by the new orientation developed by social sciences. Among those who provided psychoanalytical theory with the 20<sup>th</sup> century look of sociocultural psychological are - (1) Adler, (2) Horney (3) Fromm (4) Sullivan.

Of those four Alfred Adler may be regarded as the ancestral figure of the 'new socio psychological look' because as early as 1911 he broke with Freud over the issue of sexuality proceeded to develop a theory in which social interest & striving for superiority became two of its substantial conceptual pillars. No less an authority than Fromm acknowledged that Adler was the first psychoanalyst to emphasize the fundamental social nature of humans. Later Horney & Fromm took up the cudgels against the strong instinctivist orientation of psychoanalysis & insisted upon the relevance of social psychological variables for personality theory. Finally Harry Stack Sullivan in his theory of interpersonal

relation consolidated the position of a personality theory grounded in social processes.

In sharp contrast to Freud's major assumption that human behavior is motivated by inborn instincts + Jung's principal axiom that human conduct is governed by inborn archetypes. Adler assumed that human conduct is governed by inborn archetypes. Adler assumed that humans are motivated primarily by social urges. Humans are according to Adler inherently social beings. They relate themselves to other people engage in cooperative social activities.

Adler's second major contribution to personal theory is his concept of creative self.

A third feature of Adler's psychology that sets apart from classical psychoanalysis is the emphasis upon the uniqueness of personality. Adler considered each person to be a unique configuration of motives, interests & values & every act performed by the person bears stamp of his or her own distinctive style of life.

finally Adler considered consciousness to be the center of personality & this makes him a pioneer in ego oriented psychology. Following Adler, Horney also believed in Freud's deemphasis of interrelationships among people.

led him to an erroneous overemphasis of the ~~relationships~~ on sexual motivation and conflict. He transformed Freud's instinctual focus into a cultural focus. People internalize negative cultural stereotypes in the form of basic anxiety and inner conflicts, such as that the individual with an emotional problem is "a stepchild of our culture". For Horney, concerns over security and over intrapsychic and interpersonal alienation provide the primary motivating forces for personality. These concerns may lead us to erect a protective structure in an attempt to provide what is doomed to be a false sense of security. As a consequence, "in the center of psychic disturbances are unconscious strivings developed in order to cope with life despite fears, helplessness, and isolation. I have called them 'neurotic trends'." (1942)

Horney felt that the Oedipus complex is not a sexual-aggressive conflict between child and parent but an anxiety growing out of basic disturbances, for example, rejection, overprotection, and punishment, in the child's relationships with the mother and father. Aggression is not inborn, as Freud stated, but is a means by which humans try to protect their security. Horney also took issue with the following Freudian concepts: repetition compulsion; the id, ego, and superego; anxiety; and masochism (1939). Horney endorsed Freud's doctrines of psychic determinism, unconscious motivation, and emotional,

nonrational motives.

According to Horney, children naturally experience anxiety, helplessness and vulnerability, in much the same way that Adler described inferiority as a childhood experience. Without loving guidance to help children learn to cope with threats imposed by nature and society, they may develop the basic anxiety that is Horney's primary theoretical concept. Basic anxiety refers to the feeling a child has of being isolated and helpless in a potentially hostile world. A wide range of adverse factors in an environment can produce this insecurity in a child: or indirect domination, indifference, erratic behavior, lack of respect for the child's individual needs, lack of guidance, disparaging attitudes, too much admiration.

Horney's term for all of these adverse factors is basic evil. Erik Erikson describes as contributing to a sense of basic mistrust. In general, Horney suggested that anything that disturbs the security of the child in relation to his or her parents produces basic anxiety.

The basic evil experienced by the child naturally provokes resentment, or basic hostility. This in turn produces a dilemma or conflict for the child, because expressing hostility would risk punishment and would jeopardize or her receipt of parental love. This conflict between resentment and need for love replaces the Freudian conflict between instinctual impulse and internalized prohibitions.

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children caught in this bind - dependent on their parents  
anxious because of their parents, hostile toward their parents,  
and unable to express their true feelings directly - tend to  
rely heavily on one of three modes of ~~social~~ social behaviour,  
each of which might well carry into adulthood.

One such mode - moving toward others - involves excessive  
compliance. Security is sought by making oneself indiscriminately  
compliant, subject to the will of others, and inclined to do  
whatever they wish in order to gain their approval & affection.  
The result may be a kind of security, but a costly kind that  
involves total repression of basic hostility and leaves the  
individual feeling depleted, exploited, and unhappy.

A second mode of social behavior - moving against others -  
involves pursuit of satisfaction through ascendance and domination  
of others. Self-protection is provided via one's power over others.  
Basic hostility may be expressed, but basic anxiety is usually  
denied. As a result, feelings of weakness and vulnerability  
are neither explored nor resolved.

A third approach - moving away from others - is self protection  
by withdrawal. Some people avoid the risk and pain of social  
relationships by avoiding relationships in the first place. This  
strategy does provide some protection, but it also cuts short any  
real prospect for growth in the social realm.

Horney believed that normal people use all three modes of  
social interaction at times but in a relatively balanced and  
flexible manner, adjusting their approach to situational demands.  
Neurotic people, she argued, allow one approach to dominate their social  
interactions, and this rigidity gets them into trouble. 65

# PROJECTIVE TECHNIQUES (P.T.)

P.T. which originated in a clinical setting are indirect measures of personality. In these tech. the individual is given a structured situation to which he responds. By unstructured situation is meant a situation, whose meaning + interpretation varies from the individual to individual. The most important assumption of projective techniques is that while responding to an unstructured situation an individual projects his own feelings, emotions, motives etc (which are mostly latent + concealed w/o being aware of doing so. As the individual is not aware of these revelations, he does not resort to any defensive reactions. Such latent + concealed experiences are generally not liable of exposure by questionnaire.

The two distinguishing features which sets P.T. apart from other personality assessment measures are -

- 1) P.T. always uses an unstructured + indirect situation for assessing the personality traits.
- 2) P.T. are characterized by global <sup>approach</sup> ~~approach~~. In P.T. attention is focussed upon measurement of personality as a whole. P.T. requires no observer + hence subject to a greater extent, objective report as he does not fear that he is being observed.

Importance of

## Projective Tests.

- 1- Rorschach Test - given by Herman Rorschach.
- 2- Thematic Apperception test (TAT) by Murray.
- 3- Children Apperception test (CAT) by Bellak.

## Advantages of P. Tests.

- 1- Faking and malingering is minimum.
- 2- Good measures of diagnostic purposes.

Easy to administer & they retain interest in subjects.

They use global holistic app. to measure personality. Measures deep & unconscious aspects of personality besides conscious aspects.

### Disadvantages:-

- 1) No consistent meaningful & testable theories underlie the P.T.
- 2) There are no <sup>empirical evidence</sup> evidences for most of the postulated relationships between Proj. Test indicators & personality traits.
- 3) There is no standardized measure of administering them.
- 4) They can't be <sup>easily</sup> applied on the people with <sup>average</sup> or superior intelligence.
- 5) The <sup>scoring</sup> method is given but yet they dependent to a great extent on the subjective understanding of the examiner.
- 6) Ample evidences are available to show that P.T. have methodological flaws, are full of statistical errors & are ill-designed.
- 7) There is no evidence that conflicts, motives & fantasies diagnosed by P.T. will yield congruent results when interpreted by different psychologists or the same <sup>Success</sup> ~~psychologist~~ at different time.
- 8) P.T. have poor ability to predict future or <sup>Success</sup> in different fields of life as they have low reliability & variable validity.

### PERSONALITY INVENTORIES / QUESTIONNAIRE / SELF REPORT INVENTORY.

Personality inventory is essentially a self rating questionnaire in which the individual describes his own feelings, environment, and reactions of others towards himself. In nutshell a person reports about himself in the light of questionnaire but there-in <sup>f</sup> hence this method is called as self report inventory. Further as testee is presented with series of questions which he is required to <sup>answer</sup> these

measures are also known as questionnaire method.

report - Inventory can be classified into 5 types.

Inventories that attempt to measure social + certain other such as dominance, ego, strength, self confidence etc. Example -

Inventories that evaluate the adjustments of the person to different aspects of the environment such as school, home, health.

Example - Bell adjustment inventory.

Inventories that attempt to evaluate pathological traits such as hysteria, schizophrenia etc. ex. MMPT.

Inventories that attempt to screen individuals into four groups ex. - Cornell's index.

Inventory that attempts to measure attitude, interest + values

ex. - SVIB (Strong's Vocational Interest-Bank).

### Problems With Personality Inventory :-

There are several factors which limit the degree of trust that can be placed in the responses. Some of the important ones are

- 1) The subjects may <sup>not</sup> have insight <sup>not</sup> & <sup>not</sup> be <sup>not</sup> able to answer <sup>not</sup> the questions because of ambiguity of test items, may be interpreted in the way in which the test constructor did not intend.
- 2) The subject may approach the test with different response sets. It is often seen that personality variables play an important role in the response sets that the person uses. The common response sets used are - faking good & faking bad.

### Advantages -

- 1 - Can be easily scored & administered.
- 2 - Relatively economical.
- 3 - Reliability & Validity is high.
- 4 - Saves time.

## Difficulties In The Measurement of Personality:

Question of faking malingerinag is acute in personality measurement.

The behaviour measurement by personality test is transient or changeable as a result reliability is effected.

There is a greater specificity of responses in the sphere of personality, for example individual may be quite sociable or extroverted at office, but rather shy & introverted at formal social receptions. Such specificity is in twin related to difficulty of grouping items into clearly defined categories of personality traits.

The search for adequate criterion data for establishment of validity has generally proved less successful in personality test.

There are some special problems related to P.T. Most P.T. are inadequately standardized in respect to both administration & scoring.

## RATING SCALES

Def: A rating scale is defined as a technique through which the observer or rater categorizes the objects, events or persons on a continuum represented by a series of continuous numerals.

Purpose: The purpose of a rating scale is to know what kinds of impressions the objects or persons have made upon the rater. It is, therefore, essential that the rater must have experience of knowledge of those objects, events or persons. The experience may be direct (actual behavior) or may be indirect or remembered (perceived behavior).

A rating scale usually has two, three, five, seven, nine or eleven points on a line with descriptive categories at both ends followed sometimes with a descriptive category in the middle of the continuum. <sup>An illustration is given below</sup>

The rating scale has two components, namely the stimulus variable and the response options. The stimulus variable (s) consists of trait names or qualities to be rated and the response options consist of numerical or descriptive categories.

The rater or observer is a trained person and rates the objects, events or persons on the given scale according to his impression and thereby provides a quantitative analysis of his observations. Ratings

### THE RATING SCALE

Def: A rating scale is a device by which a rater can record his judgment of another person according to traits.

Retrospective ratings tend to summarize all the impressions gathered by the rater regarding the rates over an extended period of time.

CONCURRENT RATINGS - These tend to summarize the impressions that are gathered as it happens in the case of an interview.

CONSTRUCTION - The rating scales are easy to construct & use. A large no. of rating scales have been constructed. A problem which has been frequently noticed in the use of rating scales is that the traits to be rated are not distinctively defined & may have different meaning for different rates. This defeats the purpose of rating. To overcome the following precautions should be taken in construction of rating scales.

#### PRECAUTIONS TAKEN IN CONSTRUCTION OF RATING SCALES

- ① Each trait to be rated should be clearly defined and explained with specific instances.
- ② Various intervals or points should be clearly defined.
- ③ Since overt traits like leadership, honesty, punctuality etc are more reliably rated than covert traits, <sup>like ego strength etc</sup> attempts should be made to ensure rating scales are concerned with objectively observable traits.

following these precautions various problems of rating scales like can be overcome.

#### TYPES OF RATING SCALES

GUILFORD (1954) has divided rating scales into 5 categories. They are:

- ① Numerical Rating Scale - easiest to construct & apply to objects. In a numerical scale the observer or rater is supplied with a sequence of numbers, which is well defined, and his task is to rate the objects on the given sequence of defined numbers on the basis of his impression (scales with numerical anchors). Sometimes, it is found that numerical scales have only a description of the categories of no numbers are provided (scales without numerical anchors).

② Graphic Rating Scale :- Most popular & most widely used method  
 On the graphic scale the scales are presented graphically in which descriptive cues corresponding to the different scale steps are given. The rater simply puts either a tick mark or a cross mark on any of the descriptive cues to indicate his view.

Ex. E.g. Prof. George lectures in the classroom:

<u>extremely rapidly</u>	<u>Tolerably rapidly</u>	<u>with slow speed</u>	<u>sluggishly</u>	<u>Extremely slowly</u>
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③ Percentage rating:  
 Percentage rating is done whenever the investigator wants a quick rating with maximum uniformity from rater to rater. This technique requires the rater to place the rates among different specified percentage groups or into different percentiles or quartiles such as given below:

Highest 5%, Second highest 5%, Top half but not the top 25%, Lower half etc.

It is common with teachers who are asked to rate their students in classroom in terms of overall performance.

④ Standard Scale, Not very popular  
 A standard scale is one in which the rater is presented with some standards with pre-established scale values. These standards usually consist of objects of the same kind:

⑤ Scale of Cumulated Points: Most popular

In a scale of cumulated points, the person's <sup>total</sup> score is the sum of individual ratings or points assigned on all items of the scale. Such points may be weighted

~~with varying weights toward particular individuals. A form of bias called the halo effect consists of giving~~

generally stated with lower reliability & validity.  
As they tend to lower reliability & validity of  
ratings thereby increasing subjectivity in being  
rated.

② Frequency of the meaning of trait being rated -  
Some traits or dimensions to be rated are vague &  
abstract and as a consequence, their meaning varies  
from rater to rater which affects the consistency in ratings.

③ Non uniform standard of reference -

Most of the rating scales require the raters to rate the  
rates in any one of the following categories

→ Superior, excellent, very good, good

→ Best, good, average, fair, poor

When rater rates a rater question arises as to what  
is the standard against which a rater is being classified  
as superior? Is he being compared with top 5% or 10% or something  
else. The raters have no uniform standard before them so  
the interpretation of category "superior" may not have an  
identical meaning to all. This lowers the consistency  
& thereby their reliability.

④ Rater's personal characteristics -

Rater's personal characteristics also tend to influence the  
ratings.  
for eg most conservative raters tend to  
rate persons almost in middle.

Besides above mentioned general characteristics  
some personal experiences also tend to affect <sup>the</sup> ratings.  
for eg teacher who is annoyed with a behaviour of a  
student in a classroom may rate him low.

In view of above limitations, it is suggested  
that rating scales can be an effective means of appraising  
others only when <sup>the</sup> following points are given due weightage

## Refinement in Stimulus Variables (S) of the R. Scales

- (1) In order to improve the effectiveness of rating scales it is essential to make refinements in stimulus variables of the rating scales. By stimulus variable (S) is meant the traits, dimensions or qualities to be rated.

Various research findings have provided following guidelines which if followed will bring about refinement in stimulus variables & hence produce higher agreement & consistency in ratings. The guidelines are;

- (1) Each trait should clearly refer to only one type of activity.
- (2) A trait should not represent a combination of a number of traits that vary independently.
- (3) Traits should be defined in objective, unequivocal and specific words.
- (4) Traits should be judged on the basis of past and present accomplishment rather than future accomplishment.
- (5) In defining a trait general words like "often", "always", "very", "extremely" should be avoided as they give no hints regarding the appropriateness.

## Refinement in Response Variables of R. Scales

The response variable of a rating scale refers to the response option, which consists of numerical or adjectival categories. Two attempts have been made to bring about refinements in response variables. They are:

- (a) To develop a rating form that forces the raters to discriminate between two or more than two equally, desirable or undesirable response options. E.g. forced choice rating pattern.
- (b) To develop a rating form, which controls raters' differences in judging standards. E.g. percentage scale, graphic scale etc.

## Forced Choice Scale: 4

In the forced choice rating scale the rater is given a set of adjectives in terms of verbal statements for a single item and he/she decides which one (or ones) represent the individual being rated most appropriately and accurately.

Problems in obtaining effective ratings  
Factors which limit or effect sound and valid ratings are:

- (a) factors which limit raters' willingness
- (b) factors which limit raters' ability.

(a) Factors affecting raters' willingness →  
The rater's willingness to rate honestly & conscientiously is limited by two factors

(i) Raters may not be ready to take pains to do rating according to set procedures and instructions

(ii) Raters may identify with persons being rated either positively or negatively which will colour their judgement.

(b) Factors affecting raters' ability →

Sometimes raters are willing to make their ratings objective & accurate but some hindrances may distort their best intention to do effective ratings. Such hindrances directly affect the rater's ability to rate accurately. Thorndike & Hagen (1947) have mentioned following factors which are likely to affect the rater's ability to rate effectively.

(1) Opportunity to observe the individuals being rated -  
for effective rating close contact between the rater & the persons being rated is essential. If the persons are not in close contact with rater, he may not be able to rate them wrt trait under study, even if he has intentions to do so.

(2) Subjectivity in the traits being rated -

Some personality traits may be revealed directly like talkativeness, dominance etc. These are called overt traits. Some traits like ego strength, feelings of anxiety, insecurity etc, can't be ~~revealed~~ directly revealed & are called as covert traits. These covert traits

Improvement in Rating Procedures -  
Even when the stimulus variable & response option of rating scale have been refined, the ratings cannot be objective & consistent unless the procedures are improved. The factors that go together in improvement of rating procedures are -

- ① Selection of raters. The selection of proper and appropriate raters is one of the fundamental aspects of rating procedures. A proper and ideal rater is a person who has been in close contact with the rates and has several opportunities to observe them in situations relevant to the trait on which they are to be rated.
- ② Improving the reliability of ratings: One general limitation of the rating scales is that its between-raters reliability is very low. To improve reliability of the ratings, ~~single~~ ratings done by independent raters may be pooled together provided all the independent raters are equally qualified and/or know the rates equally well. Pooling of the ratings functions in the same way as increasing the length of the test & hence increases reliability. In many practical situations however the pooling of independent ratings is not feasible because raters may not be equally qualified.

### ERRORS IN RATINGS

Ratings are subject to varieties of errors, ~~one~~ One general class of error is called constant errors (because they throw ratings constantly in one direction) consists of halo effect, error of severity, error of leniency, & error of central tendency.

Besides these constant errors are contrast errors, logical errors, & proximity errors in ratings.

**Halo Effect** - It is common constant error in rating. It was discovered by Wells & named so by Thorndike (1920). In the words of Anastasi, halo effect refers to a "tendency on the part of raters to be unduly influenced by a single favourable or unfavourable trait, which colours their judgement of the individual's other traits". Thus halo effect is produced when rater rates the rates in constant direction of general impression, which he has formed earlier.

Halo has two marked effects upon ratings.

- ① It throws ratings either in a +ve or -ve direction, depending upon the general impression & to the extent rating loses reliability & validity.
- ② The second effect of halo is to make the +ve correlations between traits being rated spuriously high.
- ③ Halo effect may be reduced by defining better the trait in observable units of behaviour.

- (b) ...
- (c) arranging the scale points in such a way that the desirable end of some traits fall on the right hand side and the undesirable end of some other traits fall on the left hand side. This prevents the rater in the rate the traits from ...
- (d) using forced-choice format overall undesirable impression

Error of Severity

The Error of severity is "a general tendency to rate all individuals too low on all characteristics" (Kerlinger 1973). Such raters are known as "hard raters". Forced-choice type of rating reduces this error.

Error of Leniency

The error of leniency refers to a constant tendency, irrespective of the traits being rated, to rate the rater too high. Such persons are "easy raters". This can also be controlled by forced-choice technique & having wide range of response categories

Error of Central Tendency:

Error of Central Tendency refers to a constant tendency on the part of the rater to avoid extreme ratings and place his ratings in the middle or average category.

In order to counteract this error Guilford (1954) suggests that greater variation in meaning between the steps of the scale at the extreme than between the steps at the middle should be introduced.

... rating scales. ... bias toward particular individuals. A form of bias called the "halo effect" consists of giving all good, all average, or all ... ratings to people

### ② Contrast Error

Contrast error, first pointed out by <sup>Thurstone</sup> ~~Thurstone~~ refers to a tendency on the part of the rater to rate persons or objects in a direction which is in contrast to the trait he himself possesses. Thus through this error the rater projects his own attitude or bias in the ratings.

### ③ Proximity Error:

Proximity Error, first pointed out by Stockford and Bissell (1943), is one which occurs due to proximity or nearness of two traits being rated. (For e.g. while rating traits of cooperativeness and friendliness) The nearness between two or more traits may be in terms of meaning or in terms of time. Proximity error may be counteracted by allowing a sufficient time interval between the rating of one trait and another.

### Logical Error:

Logical Error is one where the rater gives more or less similar rating to traits which seem to him, somehow logically related with each other (Newcomb 1931). The logical error is most obvious where the traits to be rated are abstract and semantically overlapping.

This error can be reduced, at least partially, when the raters are given the most objective and clearly defined traits for ratings.