PERSONALITY DEVELOPMENT

Personality Development

Objective

To share the theories of personality and personality development

Targeted audience

Early Childhood Education Students

Presenter

Sow Gaik Yen & Chan Wai Cheng

Date: 8 Aug 2010

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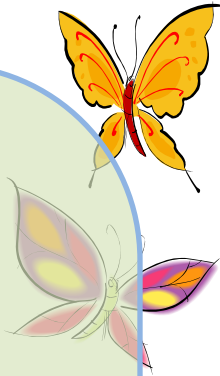
Definition

1. **Personality is often defined as an organized combination of attributes, motives, value, and behaviors unique to each individual.**

2. **An individual's unique pattern of thoughts, feelings and behaviors .**
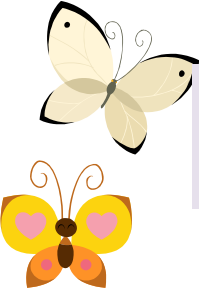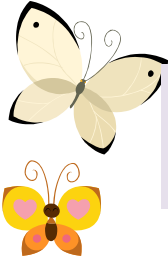
Principle of Personal Development

- Dan McAdam and Jennifer Pals has outlines 5 principles that they believe define personality.

Dan P. McAdams, Ph.D.
Professor
Department Chair
Clinical Psychology, Personality Psychology

Jennifer Pals Lilgendahl,
B.A., University of Chicago;
Ph.D., University of California, Berkeley

Principle of Personal Development

1. We all share a human nature that has been shaped by evolution and has helped humans adapt to their environment.

2. We differ from each other in dispositional traits, broad and relatively stable dimensions of personality. Humans differ in their thinking, feeling and behavior.

3. We also differ in characteristic adaptations, more situation-specific and changeable ways in which people adapt to their roles and environments, including motives, goals, plans, schemas, self-conceptions, stage-specific concerns, and coping mechanisms.

4. We differ in narrative identities, unique and integrative "life stories" that we construct about our pasts and futures to give ourselves an identity and our lives meaning.

5. Cultural and situational influences help shape all of these aspects of personality.

- *SUMMARY*
  Personality is an individual's unique variation on the general evolutionary design for human nature, expressed as a developing pattern of dispositional traits, characteristic adaptations, and integrative life stories complexly and differentially situated in culture.

Theory of Personality

- There are different perspectives on the nature of personality development and how to study it.

1. Psychoanalytic Theory

2. Trait Theory

3. Social Learning Theory

1. Psychoanalytic Theory

Psychoanalytic theorists generally use in-depth interviews, dream analysis, and similar techniques to get below the surface of the person and her behavior and to understand the inner dynamics of personality.

- There is two major psychoanalytic theories.

  a) Freud's Theory of Psychosexual Development

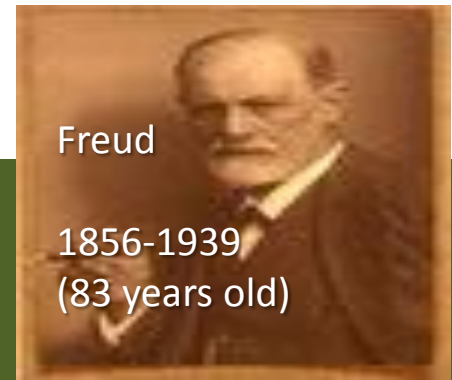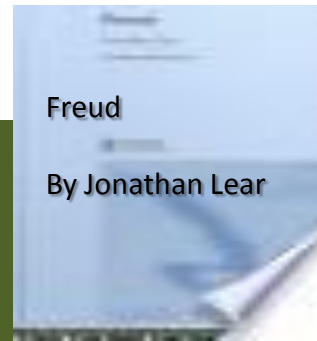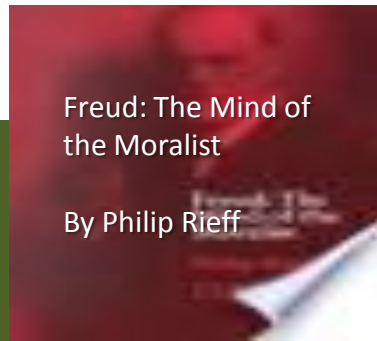 b) Erikson's Theory of Psychosocial Development

1a. Freud: Psychoanalytic Theory

- **Freud: Psychoanalytic Theory**
  - Sigmund Freud, the Viennese physician who lived from 1856 to 1939.
  - Sigmund Freud's psychoanalytic theory was one of the first, and one of the most influential, theories of how the personality develops from childhood to adulthood.
- **Instincts & Unconscious Motives**:
  - Freud strongly believe in unconscious motivation- the power of instincts and other inner forces to influence behavior without awareness.
  - A pre-adolenscent girl, for example, may not realize that she is acting in babyish ways in order to regain the security of her mother's love.
  - Freud's theory emphasizes the nature side of the nature – nurture issues: biological instincts – forces that often provide an unconscious motivation for actions – are said to guide human development.

FREUD
Paul Ro

Freud: The Mind of the Moralist

By Philip Rieff

Freud

By Jonathan Lear

Freud

1856-1939
(83 years old)

1a. Freud: Psychoanalytic Theory

- **Id, Ego, and Superego:**
Accordingly to Freud, each individual has a fixed amount of psychic energy that can be used to satisfy basic urges or instincts and to grow psychologically. As a child develops, this psychic energy is divided among 3 components of personality.

1a. Freud: Psychoanalytic Theory

Id, Ego, and Superego

- **Id:** At birth, all psychic energy reside in the id – the illogical, irrational, impulsive part of the personality. Young infants/baby do seems to be all id in some ways. When they are hungry or wet, they cry until their need are met.

- **Ego:** The rational dimension of personality. The ego begins to emerge during infancy when psychic energy is diverted from the id to energize cognitive processes such as perception, learning & problem solving.

- **Superego:** Moralistic, judgmental dimension of personality. The superego develops from the ego as 3 to 6 years old children internalize the moral standards & values of their parents. Once the superego emerges, children have a parental voice in their heads that keeps them from violating society's rule and make them feel guilty or ashamed if they do.
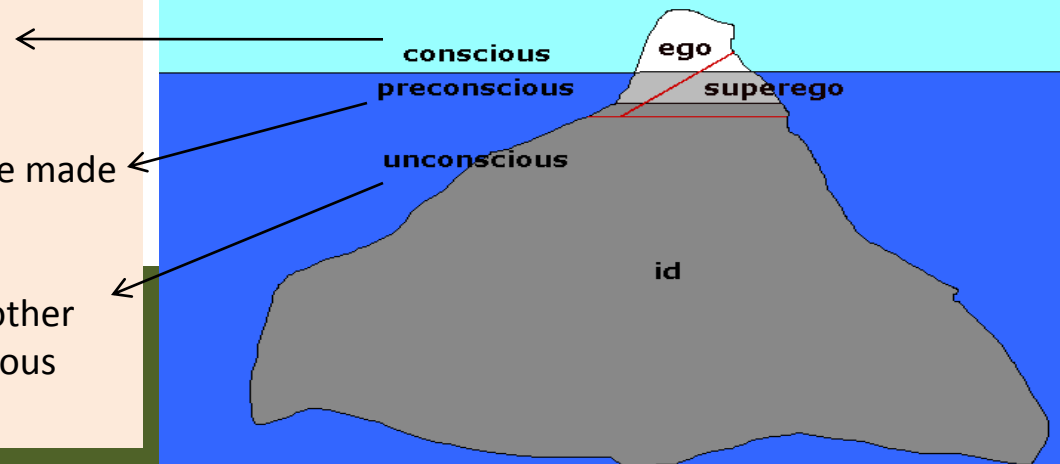
Level of Consciousness

Conscious : Information in your immediate awareness.

Preconscious: Information which can easily be made conscious.

Unconscious: Thoughts, feelings, urges, and other information, that is difficult to bring to conscious awareness.

Freud's view of human mind

conscious

ego

preconscious

superego

unconscious

id

1a. Freud: Psychoanalytic Theory

- **Freud's Theory of Psychosexual Development**
    - Sigmund Freud - Personality was formed during first 5 years of life. Early experiences play a large role in personality development and continue to influence behavior later in life.
    - Freud didn't see psycho-sexual growth continuing during adulthood. Freud developed a theory that described development in terms of a series of psychosexual stages.
    - According to Freud, conflicts that occur during each of these stages can have a lifelong influence on personality and behavior.
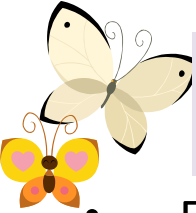
1a. Freud's Psychosexual Theory

- Freud maintained that as the child matures biologically, the psychic energy of the sex instinct, which he called libido, shift from one part of the body to another, seeking to gratify different biological needs.
- The child move through **5 psychosexual stages**.

	Stage (Age Range)	Description
1	Oral Stage (1st year)	Libido is focus on the mouth as source of pleasure. Obtaining oral gratification (satisfaction) from a mother figure is critical to later development.
2	Anal Stage (1 to 3 years)	Libido is focused on the anus, and toilet training creates conflicts between the child's biological urges and the society's demand.
3	Phallic stage (3 to 6 years)	Libido centers on the genitals. Resolution of the Oedipus or the Electra complex results in identification with the same-sex parent and development of superego.
4	Latent period (6 to 12 years)	Libido is quiet; psychic energy is invested in schoolwork and play with same-sex friends.
5	Genital stage (12 years and older)	Puberty reawakens the sexual instincts as youths seek to establish mature sexual relationships and pursue the biological goal of production.

# 1b. Erik Erikson (1902-1994)
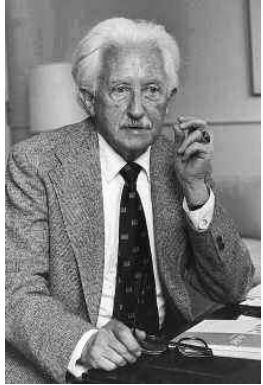
Erik Erikson

1902-1994
(92 years old)

1902 – Born in Frankfurt, Germany on June 15th 1902
1911 – Adopted by step father Theodor Homburger
1928 – Studied child psychology with Anna Freud
1939 – Becomes US citizen and changed his name to Erik Erickson

He was not interested in field of psychology in the beginning.
More focused in becoming artist and took art class after graduated from high school.

He was recognized for his contribution to the fields of psychology with his developmental theory of *the eight stages of life cycles*.

Erik Erikson :*"There will be crisis/challenge that each individual has to faced in different stage of the life. Each stage is built upon the previous stage. Therefore, if those crisis can be well overcome, the individual will develop positive personality traits while failure to master specific qualities will affect a person's future development……"*
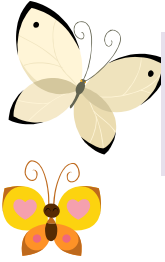
1b.Erik Erikson: Psychoanalytic Theory

Erikson's Theory of Psychosocial Development

✓ Much like Freud, Erik 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(*social influences such as peers, teachers and culture)* and the possibility of personality change and develop through the entire life span

✓ 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 experience and information we acquire in our daily interactions with others.

1b.Erik Erikson's eight psychosocial stages

Stage	Psychosocial crisis	Important event	Favorable outcome	Unfavorable outcome	Virtue
Stage 1 birth – 18 months (Infancy) *Infant needs to form the 1st trusting and love relationship with caregivers*	Trust vs mistrust	Feeding	Develop faith in the environment and future event when caregiver provide care, attention and reliability	Suspicion; fear of future events	Hope
Stage 2 2-3 years (Toddlerhood) *Children's energy are directed to development of physical skills*	Autonomy vs shame, doubt	Toilet training (include gaining more control over food choices, toy preferences, and clothing selection.)	Develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy. Interested with surrounding and new explorations	Feeling of shame and self-doubt. Lack of confident	Will

1b. Erik Erikson's eight psychosocial stages…cont'd

Stage	Psychosocial crisis	Important event	Favorable outcome	Unfavorable outcome	Virtue
Stage 3 3y – 5 years (Pre-school) *Children would be more initiative*	Initiatives vs guilt	Independence	- Ability to be a "self starter" to initiate one's own activities and tendency to complete the task they start. - Learns to imagine, to broaden skills through active play Learn to cooperate with others	A sense of guilt and inadequacy to be on one's own. Tend not to seek challenges or hold back to express what they like to do.	Purpose
Stage 4 6 – 11 years (School age) *Children need to cope with new social and academic demands*	Industry vs inferiority	School	-Ability to learn how things work and organize. - Enjoy responsibilities and confident in their ability to complete the tasks assigned	-A sense of inferiority at understanding and organizing. -Do not like responsibility as having no confident in accomplishing it.	Competence

1b. Erik Erikson's eight psychosocial stages..cont'd

Stage	Psychosocial crisis	Important event	Favorable outcome	Unfavorable outcome	Virtue
Stage 5 12-18 years (Adolescence) *Teens needs to develop a sense of self and personal identity*	Identity vs identity confusion	Peer relationship	Seeing oneself as a unique and integrated person	Confusion over who and what one really is	Loyalty
Stage 6 19-40 years (Young Adulthood) *Young adults need to form intimate, loving relationships with other people.*	Intimacy and solidarity vs isolations	Love relationship	Ability to make commitment to others.	Inability to form affectionate relationship. Results in loneliness and isolations	Love

1b. Erik Erikson's eight psychosocial stages

| Stage	Psychosocial crisis	Important event	Favorable outcome	Unfavorable outcome	Virtue
Stage 7 40-65 years (Middle Adulthood) *Adults need to nurture things that will outlast them eg : having children or creating a positive change that benefits others*	Generative vs stagnation	Work and Parenting	Concern for family and society	Concern only for self. One's own well-being and prosperity	Care
Stage 8 > 65 years (Maturity) *Older adults need to look back on life and feel a sense of fulfillment.*	Integrity vs despair	Reflection on and acceptance of one's life	A sense of integrity and fulfillment; willingness to face death	Dissatisfaction with life, despair over prospect of death	Wisdom

2. Trait Theory

Golden Allport

✓ Trait theorists assume that personality traits are relatively enduring (stable). **Like** psychoanalytic theorists, they expect to see carryover in personality over years. **Unlike** psychoanalytic theorists, however, they do not believe that the personality unfold is a series of stages.

✓ Trait theorists emphasize the continuity of major dimensions of personality such as Big Five. Consensus has been forming among the scholars around the idea that human personality can be described in terms of a 5 factor model.

✓ Evidence suggests that all 5 of the Big Five trait dimensions are generally influenced and emerge early of life. The Big 5 also seem to be universal; they capture personality differences in a variety of cultures.

Dimension	Basic Definition	Key Characteristic
1. Openness to experiences	Curiosity & interest in variety vs. preference for sameness.	Openness to feelings, action, ideas, value.
2. Conscientiousness	Discipline and organization vs. lack of seriousness	Competence, order, striving for achievement, self discipline.
3. Extraversion	Sociability and outgoingness vs. introversion	Warmth, assertiveness, activity, excitement seeking, positive emotions.
4. Agreeableness	Compliance and cooperativeness vs. suspiciousness	Trust, straightforwardness, compliance,.
5. Neuroticism	Emotional instability vs. stability	Anxiety, depression, self-consciousness.
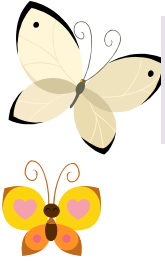
3. Social Learning Theory
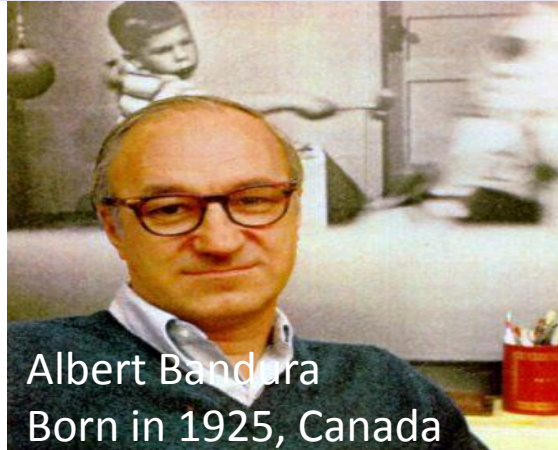
Albert Bandura
Born in 1925, Canada
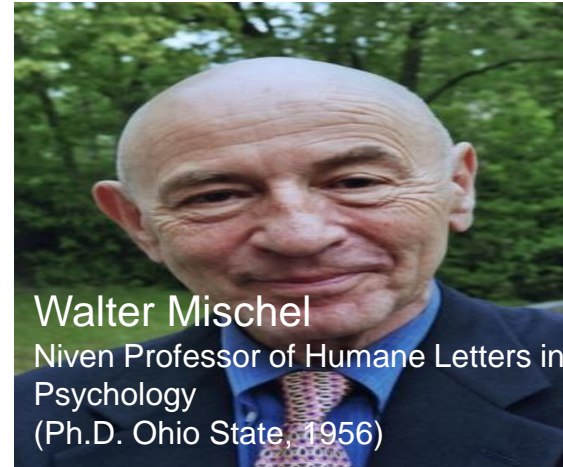
Walter Mischel
Niven Professor of Humane Letters in Psychology
(Ph.D. Ohio State, 1956)

✓ Social learning theorists such as Albert Bandura and Walter Mishel not only reject the opinion of universal stages of personality development but also have questioned the existence of enduring personality traits that show themselves in a variety of situations and over long stretches of life span. They emphasize that people change if their environments change.

  ✓ An aggressive boy can become a warm and caring man if his aggression is no longer reinforced;

  ✓ Personality is a set of behavioral tendencies shaped by interaction with other people in specific social situation.

✓ Social learning theorists believe strongly in situational influences on behavior.

4. Personality Development

Main factors that are contributing to the development and shaping of a personality.

(a) Heredity – genetic. (eg: the influence of 9 temperamental traits) ("nature factor")
Some genetically inherited physical and mental capabilities have an impact on how others see you and, subsequently, how you see yourself.

(b) Environment – acquisition of values, beliefs and expectations due to socialization, interaction with others, parents'/caregivers behavior with him/her, the contribution made by school and unique experiences encountered along the life. ("nurture factor")

**(b)(i) Child rearing/nurturing practices**
Western culture – encourage children to become self –reliant and independent. Children are often allowed to act somewhat like equals to their parents. (decision making about type of food etc). Asian is traditionally not been allowed to act as equal to their parents.

b(ii) Gender differences
Children are encouraged to prepare for their future in jobs fitting their gender and receive messages from caregivers and other adults as what is appropriate for them to do in life. Eg: boys are given more freedom to experiment and to participate in physically risky activities.

(c) Unique Situation
Eg : being abused during childhood or experienced some horrified life threatening event/witness a tragic event – can leave mental scars that make one to be fearful, less trusting, less confident.
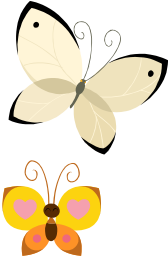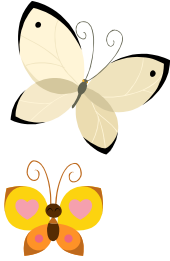
4a. The 9 Temperament Traits

Research conducted by Doctors Chess and Thomas

*T*emperament - the set of genetically determined traits that determine the child's approach to the world and how the child learns about the world which helps to determine child's personality. ("nature")

Temperaments	Example	Discovering the potential
Activity Level How active the child is ?	Child is having difficulty to sit still vs child that can sit and quietly watch	Highly active children may channel extra energy into success in sports
Regularity The predictability of biological functions like appetite and sleep	Some infants quickly establish a routine of eating and falling asleep at the same time each day, whereas others, may be much less predictable in their daily habits.	Likely to to adapt with careers with unusual working hours
Approach-withdrawal The initial response to new situation/stimulus	Some children move easily into new settings, taking very little time to join a new group of playmates, while others may observe the scene for a long time before going into a new situation.	Slow to warm up children tend to think before act
Adaptability How easily the child adapts to transitions and changes	Similar to approach-withdrawal, adaptability deals more with how long it takes a new child to adjust to the new stimulus	A slow-to-adapt child is less likely to rush into dangerous situations, and may be less influenced by peer pressure.
Intensity The energy level of a response whether positive or negative	Does the child show pleasure or upset strongly and dramatically? Or just quietly ?	These children may be gifted in dramatic arts

4a. The 9 Temperament Traits ..cont'd

Temperaments	Example	Discovering the potential
Sensory threshold How sensitive the child is to physical stimulus : touch, taste, smell, sound, light	Respond to a bad tasting medicine with a very loud, "Yuck!" and lots of facial grimacing and spitting. On the other hand, another child with the same threshold of responsiveness but a low intensity of reaction may only wrinkle his nose in distaste.	High sensitive individuals more likely to be artistic/creative
Persistence How long a child with stay at any given activity in the face of obstacles.	Resolving puzzle	Highly persistent child is more likely to succeed in reaching goals. Low persistence may develop strong social skills because he realizes other people can help
Distractibility How much irrelevant stimuli is needed to interfere with an ongoing activity.	Is the infant easily soothed when upset by being offered alternate activity ? child might sit in a chair with a favorite book regardless of how many times his mother calls him to the dinner table	High distractibility +ve : easy to divert child from unfavorable behavior. −ve prevent from finishing school work
Quality of mood The tendency to react to the world primarily in a positive or negative way	Is he a happy child or is he generally anxious?	Serious children tend to be analytical and evaluate situations carefully.

4a. The 9 Temperament Traits ..cont'd

Temperamental traits are biologically determined personality characteristics that are neither "good" nor "bad."

Through understanding of these temperament uniqueness, parents would be able to appreciate more their child's unique personality and tailor their parenting techniques to be more effectively help taking the 1st step towards developing and enhancing child's self esteem.

Measuring Personality

Types	Approaches
Interview	Professional ask questions and clients answered.
Projective test	Present ambiguous visual stimuli to client and ask client to respond with whatever comes to mind Example: Rorschach Inkblot test (describe what images are seen in 10 inkblots. A way to determine personality by the interpretation of abstract inkblots..) Thematic Apperception test (tell story about picture)
Behavioral measure	- Direct observation - Rating scale(numerical value is assigned to specific behavior that is listed in a scale); - Frequency count – assessment on which the frequency of particular behavior is counted Example: Minnesota Multiphasic Personality Inventory (MMPI) Myers-Briggs Type Indicator (MBTI)(16-type indicator based on Carl Jung's *Psychological Types*)
Personality inventory	The test that consisted of statement that required a specific, standardized response. . Answer is compared to the established norms.

Everyone is a unique blend.
What's yours?

A Brief Personal Scale

✓ Here are several personality trait that may or may not apply to you. Write a number from 1 to 7 next to each statement to individual the extent to which you agree or disagree with that statement.

1 = Disagree strongly
2 = Disagree
3 = Disagree a little
4 = Neither agree nor disagree
5 = Agree a little
6 = Agree moderately
7 = Agree strongly

I see myself as:
Item 1: _____ Extraverted, enthusiastic
Item 2: _____ Critical, quarrelsome
Item 3: _____ Dependable, self-disciplined
Item 4: _____ Anxious, easily upset
Item 5: _____ Open to new experience, complex
Item 6: _____ Reserved, quiet
Item 7: _____ Sympathetic, warm
Item 8: _____ Disorganized, careless
Item 9: _____Calm, emotional stable
Item 10: _____ Conventional, uncreative

✓ To score yourself, reverse the scoring of items marked below with ** so that score 1 becomes 7, 2 becomes 6, 3 becomes 5, 4 stays 4, 5 becomes 3, 6 becomes 2, and 7 becomes 1.
✓ Then add the pair of scores listed here for each of the Big 5 personality dimension:

Dimension	Your score
Extraversion	item 1 + item 6 ** =
Agreeableness	item 2** + item 7 =
Conscientiousness	Item 3 + item8** =
Low neuroticism (high emotional stability)	item 4** + item 9 =
Openness to experience	Item5 + item10** =

Video Sharing

Children see, children do

Children see us……..
Think before we act….
as we have been watching……………

Let's make our influence positive !

Reference

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THANK YOU VERY MUCH

Helping children feel safe and confident helps them reach their full potential...

Regards from Gaik Yen & Wai Cheng