
UNIT 3 DEVELOPMENT OF PERSONALITY AND ASSESSMENT



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3.0 INTRODUCTION

In the previous unit we have discussed the role of Heredity and Environment. In this unit we will discuss development of personality and its assessment. We shall mainly focus on nature and concept of personality, characteristics of personality, and theories of personality, assessment of personality and role of teachers in personality development.

3.1 LEARNING OBJECTIVES

After studying this unit, you will be able to,

- state the meaning of personality.



- list out the characteristics of personality.
- develop the awareness of assessing personality.
- describe the role of teachers in the development of personality of children.

3.2 NATURE AND CONCEPT OF PERSONALITY

The term “personality” is derived from the Latin word “Persona” which means the mask worn by the Roman actors? In this sense, personality means the individual as seen by others. Personality is the totality of everything about a person his/her physical, emotional, mental, social, ethical and spiritual make-up.

In simple terms, personality consists of the following

1. The way you look.
2. The way you dress.
3. The way you talk.
4. The way you walk.
5. The way you act.

3.3 CHARACTERISTICS OF PERSONALITY

1. Personality is what one is: This means that personality traits are developed in each individual upto a stage in life, after that they get stabilised on the other hands one cannot borrow any others persons; whatever is visible is what is inside a person.
2. Personality of each individual is unique: Each individual’s characteristics are different from other individuals. Even twins are not the same in personality characteristics.
3. Personality is dynamic and not static: Personality traits, though selective present in each individual (due to the interplay of heredity and environment), get brushed up from time to time. Though there cannot be new addition to personality traits, however each trait can be brushed up as per changing times
4. Personality functions as a unified whole: each person’s personality expression is the sum total of what one has- one cannot hide one’s traits in totality while interacting with others
5. Personality is the product of both heredity and environment: An individual inherits personality traits by birth, and simultaneously those traits are nourished through upbringing. Further, the socio-cultural and economic environment also contributes to development of certain personality traits.



6. Personality is through and through social: The personality traits of an individual get nourished and brushed up (and some get reduced) due to social forces and interactions.
7. Personality is continually adjusting itself to environment: Though personality traits of an individual are generally inherited at birth, those traits get influenced by environment, and get adjusted to changing environment from time to time.
8. In rare cases personality influences the environment: Largely, one gets influenced by the environmental factors/forces, but sometimes dominating personalities, to an extent, influence the environment surrounding them.
9. Personality is always striving for certain ends: Personality traits are not for nothing- there is a purpose (or purposes) in every individual's personality. According, one fixes the goals of life and tries to achieve those.
10. Personality is self-consciousness. We do not attribute personality to animals: Human beings have mind to things- so human personality is a thinking process. Though animals do not have such things, even individuals need to be made aware of their traits and abilities, and act accordingly.



Check Your Progress- 1

List and describe any two characteristics of personality with suitable examples?

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3.4 THEORIES OF PERSONALITY

Some of the important theories of personality are discussed as under

3.4.1 TRAIT THEORY OF PERSONALITY

G.W. Allport, R.B. Cattell and H.J. Eysenck are the chief exponents of the trait theory of personality. A trait is a dimension of personality which can be measured and must describe the consistent behaviour of an individual. A trait as a dimension is conceived quantitatively as a continuous scale of measurement from extensive positive end to the extreme negative end. A trait in order to be a meaningful measure of human personality, must be a distinctive and 'enduring' characteristic of an individual. According to the trait theorists, if we confine ourselves to a few basic characteristics which are consistent and distinctive of the human personality, the problem of describing it should become simpler. Theorists often distinguish



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between the traits which are readily observed and those which are 'deeper' and nearer to the core personality. One of the approaches to the trait theory describes the readily observable traits as 'surface traits' and the deeper ones as 'source traits'

Twelve Basic Traits

- | | |
|---|--|
| 1. Cyclothymia
Emotionally expressive, frank, Placid | Vs. Schizothymia
Reserved, close-mouthed, anxious |
| 2. General Mental Capacity
Intelligent, smart, assertive | Vs. Mental Defect
Unintelligent, dull, submissive |
| 3. Emotionally Stable
Free of neurotic symptoms,
Realistic about life | Vs. Neurotic Emotionally
Variety of neurotic symptoms,
evasive, immature |
| 4. Dominance
Self-assertive, confident,
Aggressive | Vs. Submissiveness
Submissive, unsure, complacent |
| 5. Surgency
Cheerful, joyous, humorous,
Witty | Vs. Desurgency
Depressed, pessimistic, dull |
| 6. Positive Character
Preserving, attentive to people | Vs. Dependent Character
Fickle, neglectful of social chores |
| 7. Adventurous Cyclothymia
Likes meeting people, strong
Interest in opposite sex | Vs. Withdrawn Schizothymia
Shy, little interest in oppositesex |
| 8. Sensitive
Emotionally dependent, immature
Mature, gregarious, attentionseeking | Vs. Mature:Tough, Posed
Independent-minded, Self-sufficient |
| 9. Socialised, Cultured Mind
Polished, poised, composed,
introspective, sensitive | Vs. Boorishness
Awkward, socially clumsy, crude |
| 10. Trustful, Cyclothymic
Trustful, understanding | Vs. Parancis
Suspicious, jealous |
| 11. Bohemian, Unconcernedness
Unconventional, eccentric, fitful
hysterical upsets | Vs. Conventional Practically
Conventional, Unemotional |
| 12. Sophistication
Logical mind, cool, aloof | Vs. Simplicity
Sentimental mind, attentive to people |

3.4.2 PSYCHOANALYTIC THEORIES OF PERSONALITY

(a) Sigmund's Theory of Personality

Sigmund Freud (1856-1939) was the founder of psychoanalysis His theory of psychoanalysis is dynamic and based on the assumption that per-sonality and



personality development are determined by conflicts and events that are largely unconscious in nature and which can be understood only by its in depth study. Freud's anatomy of personality is built around the concept of id, ego and super ego. Each of these aspects of personality is related to the other two. Personality is a three-tier system of Id, Ego and Super ego. The Id is totally unconscious; Ego is partly conscious; and Super Ego is totally conscious. The Id is the primary aspect of personality. Freud believed that Id is a mass of blind instincts. It has no logical organization. Indeed contradictory impulses may exist in it side by side. Id is amoral. It possesses no sense of values It cannot distinguish between good and evil. It is dominated by the pleasure principle. The Id processes are unconscious Id is best characterised as the conative, unconscious aspect of personality.

Libido and Infantile Sexuality

Libido is that part of the Id structure that seeks its gratification from purely sexual activity. Sexual gratification is like other gratifications and should be considered a normal need of an individual. Freud considered it as the total striving of an organism. Freud stressed that libido was always present in the organism, even in the infant. Every child is born with an organically determined sexual excitability. Libido can be stimulated through the following zones.

1. Oral Zone: From birth to 2 years. At this stage, the infant gets pleasure from sucking the lips.
2. Anal Zone: From 2 to 3 years. The child derives much pleasure through anal expulsion or anal manipulation.
3. Genital Zone or Phallic Stage: From 3 to 5 years, the child derives gratification by touching his genitals.
4. Latency Stage: From the age of six till about thirteen, there is the latency stage where there is avoidance of sexuality on account of the pressures of society.
5. Fixation Stage: During this period of adolescence, homosexual and heterosexual interests develop.

Freud found that most of his patients suffered on account of sex repression i.e. non-gratification of sex. Sublimation of sexual desires helps in the development of an integrated personality.

(b) Alfred Adler (1870-1937)

According to Adler, self-assertion rather than sex impulse is the major drive. Alfred's theory minimized the role of sex on which Freud so much concentrated. Adler thinks that every individual strives to develop a unique style of life in which sexual drive plays a minor role. Adler thinks that inadequacy of childhood is primarily responsible for the development of feeling of inferiority in the



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beginning. This feeling of inferiority arises from a sense of incompleteness or imperfection in life. It helps to strive for a higher level of development. We have the example of Demosthenes who sturred as child but became one of the greatest orators of the world. Similarly President Roosevelt of America was a weakling in his youth but by systematic exercise later on became a physically strong man. A person's behaviour to overcome his feeling of inferiority to achieve feeling of superiority is revealed through his style of life. There are different ways in which a person can strive to be superior. The style of life is the principle by which the personality of an individual functions. The style of life is shaped by two factors—inner self and the forces within the environment. Experiences of early life have great influence on the style of life of an individual. Adler believes that each individual creates a self-structure out of his heredity endowment and the impressions he receives from his environment. Adler states that while style of life is mechanical, the creative self is inventive and makes something that never existed before. The creative self gives meaning to life. It is influenced by nurture. Adler stresses the impact of social interaction. Working for the welfare of others compensates one's weakness and inferiority complex. It helps him to express his superior feelings.

(c) Carl Jung (1875-1961)

Jung considered personality in terms of introversion and extroversion concepts which have become part of our everyday speech. According to Jung, mental activity takes four dominant forms: sensation, thinking, intuition and feeling. Thinking and feeling are polar opposite and both tendencies are always present in the individual at the same time. If his or her dominant mental activity is thinking, the individual's unconscious tends towards feeling. Similarly, sensing and intuition are opposite. Both are operative in the individual at the same time.

General Characteristics of Extrovert and Introvert

Extrovert	Introvert
1. Fluent in speech.	1. Better at writing than at speech.
2. Free from worries.	2. Inclined to worry.
3. Likes to work with others.	3. Likes to work alone.
4. Friendly.	4. Rather reserved.
5. Not easily embarrassed.	5. Easily embarrassed.
6. Interested in athletics.	6. Fond of books and magazines.
7. Governed by objective data.	7. More influenced by subjective feeling.
8. Flexible and adaptable	8. Lacking in flexibility.
9. Neglectful of ailments and personal belongings.	9. Careful of these.



10. Aggressive.	10. Submissive.
11. Unscrupulous.	11. Scrupulous.
12. Popular with people	12. Not popular with people.

The majorities of individuals demonstrate characteristics of both the introvert and extrovert and are accordingly classified as ambiverts.

Obviously, where so many conflicting and diverse tendencies are operative, there is a great danger of one-sided development. One aspect of the personality of the individual tends to become dominant and totally overshadows the other Jung believes that the total personality consists of three elements of conscious ego, personal unconscious and collective unconscious.

- (i) The Conscious Ego: It is in fact, the sense of “being” which includes conscious aspects of thinking, feeling and remembering.
- (ii) The Personal Unconscious: It includes repressed and suppressed experiences of the individual which are accessible to the conscious. It also includes the experiences of the individual which he has in his social environment.
- (iii) The Collective Unconscious: It is primitive in nature. It is the reservoir from which all other systems emerge.



Check Your Progress-2

Name and briefly describe any two theories of personality.

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3.5 DEVELOPMENT OF PERSONALITY

In this section we will discuss how different aspects of personality could be developed.

These aspects include self-concept, motivation, attitudes, and values

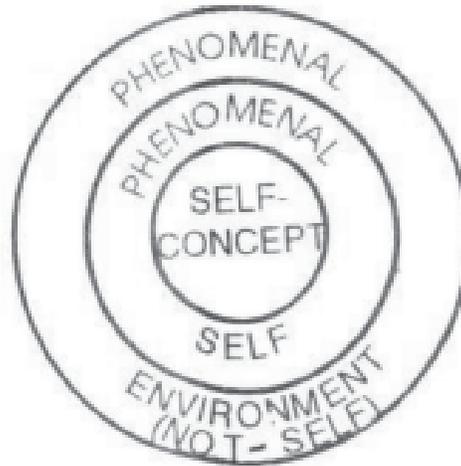
3.5.1 SELF – CONCEPT

The development of personality of an individual is to a great extent dependent upon his view about him/herself. The emergence of a positive self-concept is likely to lead to a well-developed, harmoniously developed personality. It is, therefore, important that the children are made to learn from the very beginning



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to develop positive self-concept which is socially desirable. The child's perception or view of him/herself is called self-concept(see the figure below). The part of the environment in which he/she lives is known as his/her phenomenal self and the rest of the environment of which he/she is aware or to which he responds is called phenomenal environment or perceived environment and not self. Self-concept is what the individual thinks of his/her actual self: "It is me".



A new born infant finds the world a confused mass. As he/she grows up, he begins to differentiate. He/she slowly begins to distinguish between what belongs to him. He/she reacts to the world which he/she perceives. The perception of oneself changes with maturity. With the change in perception behaviour also changes. Praise and blame, rewards and punishments and the personality of the teacher influence the self-concept of children. Lives of great men provide motivation for developing positive self-concept and therefore students should be asked to study their lives. Thus, the teacher should guide them to set realistic goals which are in accordance with their reach to attain them. Setting unrealistic goals is likely to develop frustration and despair.

3.5.2 MOTIVATION

The term motivation refers to the "arousal of tendency to act to produce one or more effects." Motivation is the process of arousing, sustaining and regulating activity.

Classroom Motivation: Different Techniques

Students in the classroom learning need constant motivation from the teacher so that optimum use of their talents may be made for their development of motivation. Since individual children differ in regard to their specific needs according to their personality patterns and socio-economic back-ground, the teachers will have to vary their motivational techniques and employ them judiciously. In other words, every individual pupil should be led towards goal



that he is aware of and will want to attain. Secondly, goals should be within each pupils's reach, and should seem attainable to him. Thirdly, he should be able to judge whether or not he is attaining his goals and how he is falling short. Fourthly, a teacher should not rigidly and strictly adhere to one technique of motivation but he should make use of all techniques judiciously and scientifically.

1. Attractive Physical and Environmental Conditions

First of all the teacher should attend to the physical conditions of the classroom. There should be no distracting factors in and around the classroom. Noise, strong light and some undesirable scenes often distract the attention and do away with the interest. Abnormal temperature is also a disturbing element. Monotony creates boredom.

The rooms should be ventilated and tastefully decorated. There must be flowery plants in the school compound. Cleanliness should be stressed adequately.

2. Sublimation of Innate Impulses

Most of the behaviour of small children is directed by their innate impulses. Children are very curious by nature. They like to do many things. Every new and strange things attract them. An efficient teacher will stimulate the impulse of curiosity. He will always start the lesson by exhibiting some very new and strange aspect of the same. Similarly, children like to construct things. The teacher should encourage the children to learn by constructing and creating things.

3. Stimulus Variation by the Teacher

It has been generally observed that children are not able to attend to one thing for a very long period. The effectiveness of the teaching-learning process depends to a great extent on the stimulus variations used by the teacher behaviour. Some of the common teacher behaviours in the classroom which fall under variation are:

- (i) Teacher movement
- (ii) Teacher gestures
- (iii) Changes in speech pattern
- (iv) Changes in sensory focus
- (v) Changes in postures.

4. Reinforcement: Praise and Blame

These may be classified as:

- a) Positive Verbal Reinforcement—Following a pupil's answer, the teacher verbally indicates pleasure at the pupil's response by the use of words like 'Good', 'Fair', 'Excellent', 'Correct', etc.



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- b) Positive Non-Verbal Reinforcement—That include:
- Nods and smiles.
 - Teacher’s friendly movements towards pupils.
 - Teacher’s friendly look.
 - Teacher writing student’s response on the blackboard
- c) Negative Non-Verbal—This comprises gestures—sneering, frown-ing, expression of annoyance, impatience, etc.
- d) Negative Verbal—This includes comments like ‘No’, ‘Wrong’, ‘No good’, ‘poor’, ‘of course not’, etc.
5. Extrinsic Learning Rewards and Punishment
- The process of giving rewards and punishment is known as reinforcement. Rewards, whether material or symbolic and psy-chological, enhance and satisfy child’s safety, belonging and esteem needs, and as such are capable of acting as incentives. Material rewards seem to work better for poor children and symbolic rewards seem to work better for children from rich homes.
6. Pleasure and Pain
- According to the oldest theory of behaviour, pleasant experience which give satisfaction are sought after and painful experiences are avoided by an individual. This theory has direct implication in classroom teaching-warning. The teacher must provide pleasant and satis-fying experiences to the students so that they are motivated for further learning.
7. Attainable Goal
- There should be a goal to be reached in every lesson. Only then the student can endeavour to continue their efforts to a particular direction. The goal must be made clear to students.
8. Experience of Success
- Experience of success motivates a child to continue an activity. The teacher should, therefore, make school work, both curricular and co-curricular, sufficiently varied so that each pupil has a chance to experience success at his own level. He must ensure frequent and regular experience of success or re-inforcement throughout all phases of learning, but particularly during the earlier and more difficult phases.
9. Competition and Co-operation
- Competition is a spur to activity. But competition on individual basis is likely to be unequal and therefore threatening to some students. Competition



between groups makes it possible to spread the share of success or failure. Co-operation too provides motivation since it provides social situation to learners when they find satisfaction of their acceptance and belonging needs.

10. Knowledge of Progress

Pupil's knowledge of their progress, of how well they are moving towards their goal is a very effective form of motivation. It also helps them put greater efforts. Individual progress charts not only inform a child about how he is doing but also keeps the child involved in learning activity.

11. Novelty

The striving toward self-actualization makes pupils search the new and the different. Field trips, excursions, dramatics, sports, literary activities, etc., satisfy the pupil's needs for self-actualization by providing them opportunities. But their safety needs require that they should know beforehand when and how the new experiences will be provided.

12. Individual Differences of the Children

Children have different interests and capabilities. All the children cannot be motivated alike for all the lessons at all time. It is the duty of the teacher to discover individual interests and capabilities of children to motivate them accordingly.

13. Teaching Skills

Teaching skills of the teacher greatly influence motivation. It is not easy to give an exact number of teaching skills involved in motivating students in the class. Commonly identified skills in the teaching-learning process may be listed as under:

- (i) Skill in introducing the topic.
- (ii) Skill in putting questions.
- (iii) Skill in dealing with pupil's answers
- (iv) Skill in stimulus variations.
- (v) Skill in the use of blackboard or the chalkboard
- (vi) Skill in handling teaching aids and other equipments
- (vii) Skill in non-verbal cues
- (viii) Skill in reinforcement.
- (ix) Skill in the use of illustrations and examples.
- (x) Skill in the exposition of sub-matter.
- (xi) Skill in explanation



- (xii) Skill in encouraging group discussion
- (xiii) Skill in planned repetition.
- (xiv) Skill in thawing out conclusions from students
- (xv) Skill in teacher liveliness
- (xvi) Skill in the closure of the lesson
- (xvii) Skill in using appropriate methods of teaching

14. Teacher's own Motivation and Interest in Teaching

The teacher must be interested in what he is teaching and in the children whom he is teaching. If he is not interested in the work himself, he can never motivate the class. It may be said that a teacher who has been teaching the same subjects to the same classes for years tends to lose interest. But this is not the fact. The subject-matter may be the same but the children are not the same. Even the subject-matter is changing and developing. Moreover, with experience the teacher will discover new approaches and methods of teaching even the same subject-matter.

3.5.3 ATTITUDES

One of the chief objectives of education is the development of desirable attitudes in the students. The students must develop several attitudes in the students such as –attitude towards studies, self, friends, certain ideals etc. An attitude is dispositional readiness to certain institutions, persons or objects in a consistent manner which has been learned and has become one's typical mode of response. For eg, one's views towards food or drink, sports, maths or democracy are attitudes. It includes certain aspects of personality such as interests, appreciation and social conduct. An attitude is learnt or adopted.

3.5.4 VALUES

A value stands for ideals men live for. They are the guiding principles of life which are conducive to one's physical, social and mental health. Values may be defined as (i) What we believe-professed values (ii) What we practice-operational values, and (iii) What we learn from experience in order to adapt and renew traditions received from the past-traditional values.

a) List of Values

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| 1. Truth | 31. Dignity of Labour |
| 2. Beauty | 32. Socialism |
| 3. Goodness | 33. Punctuality |
| 4. Co-operation | 34. Humanity |



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| 5. Courage | 35. Social Service |
| 6. Citizenship | 36. Regularity |
| 7. Comparison | 37. International understanding |
| 8. Devotion | 38. Patriotism |
| 9. Discipline | 39. Self-control |
| 10. Duty | 40. Patience |
| 11. Tolerance | 41. Self confidence |
| 12. Equality | 42. Curiosity |
| 13. Dignity of Individual | 43. Wisdom |
| 14. Friendship | 44. High Thinking |
| 15. Freedom | 45. Sense of Responsibility |
| 16. Humbleness | 46. Fearlessness |
| 17. Honesty | 47. Good will |
| 18. Good Behaviour | 48. Loyalty |
| 19. Simple living | 49. Kindness |
| 20. Justice | 50. Generosity |
| 21. National Consciousness | 51. Dedication |
| 22. Peace | 52. Good Character |
| 23. Respect for others | 53. Moral virtues |
| 24. Non-violence | 54. Spirituality |
| 25. Curiosity for knowledge | 55. Politeness |
| 26. Obedience | 56. Modesty |
| 27. Self-respect | 57. Good Temper |
| 28. Sympathy | 58. Insight |
| 29. National Integration | 59. Sacrifice |
| 30. Leadership | 60. Simple living and High thinking |



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b) Ways and Means of Inculcating of Values (Role of Education)

Relating to the inculcation of values, it would be sufficient to say that values are not taught or made to learn but the students themselves attain them. If we again and again say to the students that they should always speak the truth, telling a lie is a sin it would not make them to learn speaking the truth and not leave telling of lies. But if the teacher instead of giving such types of sermons himself follows the path of truth and the students find a teacher always speaking the truth, it would definitely have some impact on the children and it is possible that they might adopt the path of truth. For example Gandhi had seen the drama of Harish Chander and this drama had an indelible impact on his mind and Gandhi adopted the path of truth for the whole of his rest of life. Therefore, about values it can be said that values are not taught, but they are caught. Therefore, it should be the effort of school or the teachers to inculcate such values among the students which they want. These should synchronise with the environment of the school and the conduct of the teacher.

In addition to whatever has been said above value education can be provided to the students through other different mediums. These means or mediums are as given below:

1. Morning Assembly

Before starting the teaching work in the schools, it is very necessary to hold a morning assembly. Its duration should be between 15-20 minutes. No doubt, there should be a prayer in the assembly, but besides prayers, there should also be provision for religious discourses, patriotic songs, moral lectures by the teachers and students off and on according to the times. Such types of provisions can be made in the morning assembly.

2. Compulsory Subject

By compulsory subject, here it means that moral education should be given the name of a subject and taught as a compulsory subject like other subjects. This moral subject should contain the substance of all the religions and not the knowledge of any one particular religion. It should contain those principles which are the essence of all the religions equally. There should be a provision of at least two periods in a week for this subject in the time table. Redesigning of Curriculum. In order to provide value education, there is a need of redesigning of curriculum. In some subjects, some changes should be made of such a type that these subjects can be taught keeping in view the social moral, cultural and national values. It is possible through the subjects like History, Geography, Social Studies, Languages, Literature, Art and Music etc.

3. Extension Lectures

Such scholars should be invited to the institution from time to time which



have an inseparable relation with the moral subjects. These invited scholars should express their views on the subjects of human interests under extension lectures.

4. Declamation Contests

Declamation contests should be organized in the schools on the subjects or headings relating to educational values. The students should be encouraged to take part in these contests.

5. Skits and Dramas

Value education can be provided quite conveniently through the medium of skits and dramas in the schools. The subject matter of skits and dramas should be related to moral, social and cultural values.

6. Celebration of Birthdays

The birthdays of those great men should be celebrated in the schools which preached higher values all through their lives and presented their ideal form before the society. For example, the birthday of Mahatma Gandhi, Guru Nanak, Guru Gobind Singh, Buddha, Jawaharlal Nehru and Dr. S. RadhaKrishnan should be celebrated in the schools. Celebration of their birthdays would give inspiration to the students and they would try to follow the path shown by them.

7. Celebration of International Days

International days should be celebrated in the schools as the World Peace Day, Human Rights day etc. By doing so there would be the development of world brotherhood among the students.

8. Use of Mass-Media

Maximum use of mass-media should be made to give value education to the students. The use of newspapers, journals, doordarshan and radio etc. can produce awakening among the students towards values.

9. National Service Scheme

The spirit of social service and national service can be inculcated among the students through the medium of National Service Scheme. By doing works relating to service, moral, social and cultural development can be made in the students.

10. Value Oriented Magazines

Whatever magazines are published by the schools, the articles which are compiled in it should be of such a nature through which the students could get some education and lead to their character development.

11. Role of the Teacher

The teacher should play an important role in the inculcation of educational



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values. All these resources are used by the teacher which have been mentioned above. We have already discussed the role of the teacher in this respect. Whatever a child learns after coming into this world he learns by imitating the others. For students, the teacher is their ideal and they copy the life styles of their teachers. The teacher should present their ideal before the students for the inculcation of these values among the latter. The attitude of the teacher should be liberal. A teacher can provide value oriented education only when he himself has faith in it. There should be no difference between what a teacher says and what he actually does. It should always be the endeavour of the teacher that whenever there is something in the context of value he should at once elucidate the same and should give emphasis to value oriented education. Teacher is the only personality in the society through which the social, moral, cultural and spiritual development of students is possible. Therefore the personal life of the teachers should be above board, neat and clean and worthy to be imitated so that he is able to leave an indelible imprint of his personality on his students.

**Check Your Progress- 3**

Briefly describe the factors responsible for the development of personality.

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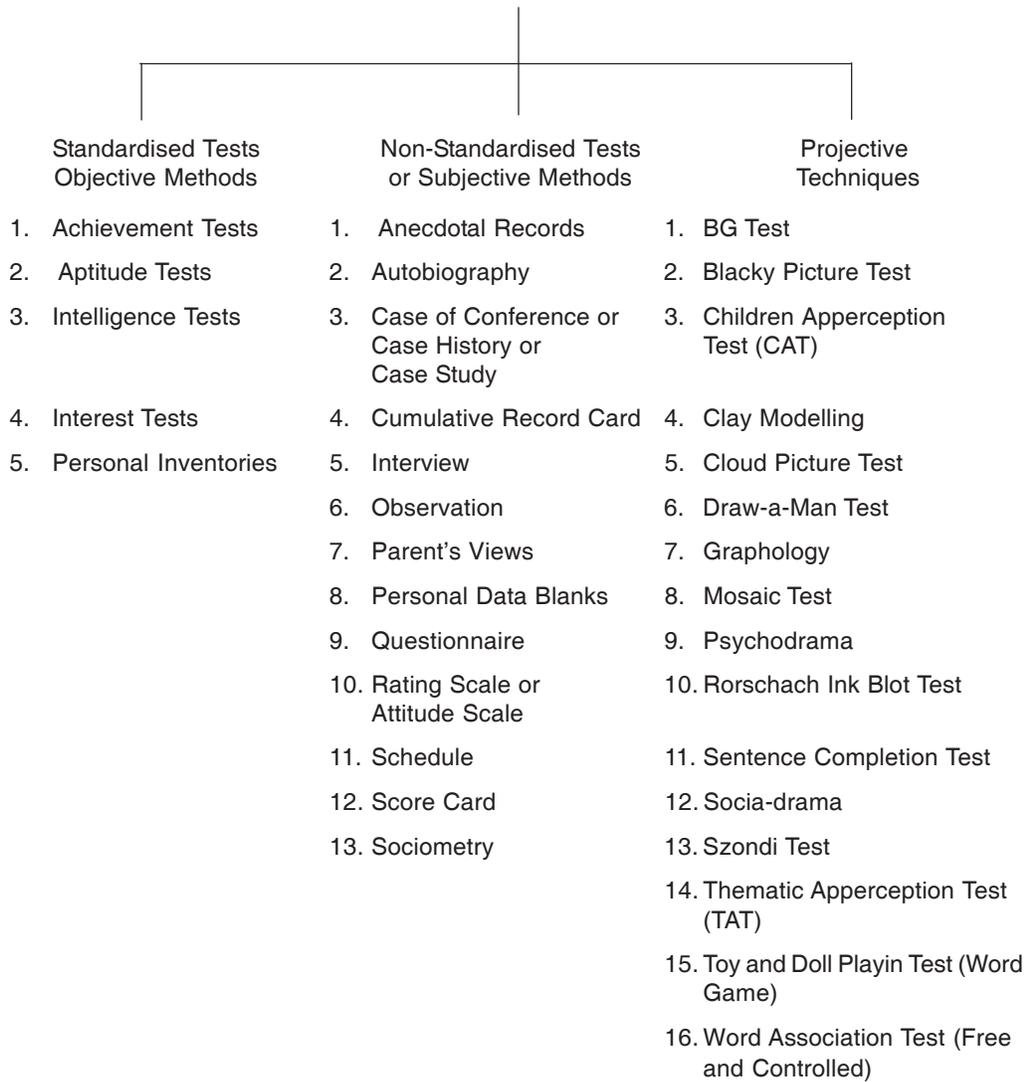
3.6 ASSESSMENT OF PERSONALITY

Methods of assessment are broadly classified as (i) Objective methods (ii) subjective methods and (iii) Projective methods. Firstly, methods and techniques are also categorized as standardized and non-standardized. There are self-reporting methods in which the person to be assessed, reports about himself. Such methods include autobiography, interviews, questionnaires, etc. and personal inventory. Secondly, there are rating techniques in which assessment is done on the basis of what others say about an individual. Such methods include all types of rating scales, biographies, case history, etc. Thirdly, we use behavioural measures in which the actual behaviour of the individual in real life situations is observed. Fourthly, there are projective techniques which use the reactions of the person to imaginative situations involving fantasy. Lastly, there are machines and technical instruments with which we can assess some personality variables.



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Methods of Assessing Personality



Check Your Progress-4

What are the methods to assess personality? Describe each one of them

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3.7 ROLE OF THE TEACHER IN THE PERSONALITY

DEVELOPMENT OF STUDENTS

Some of the important guidelines for teachers are as under:



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- **Attention:** Following points deserve mention:

1. One of the best methods of developing personality is to pay due attention to children.
2. The quality of attention counts.
3. If children ask a question, the teacher should try to answer it immediately. They are important and they need to be paid attention. If the teacher brushes them aside, they get the impression that they are ignored and they lose confidence.

- **Discipline :**

1. The teacher should be fair, frank, honest, and loving, but firm and consistent.
2. Rules too gentle are seldom obeyed, too severe seldom executed
3. Discipline should be tailored to children's needs.

- **Example :**

1. Children should be impressed by actions which speak much louder than words.
2. The teacher should be careful about how he lives. He may be the only textbook some of the children will ever read.

- **Fun :**

The teacher must have fun with them once in a while. This is also educational in its own way.

- **Inspiration :**

The secret of providing inspiration as a teachers is to

- Know what he is doing
- Love what he is doing
- Believe in what he is doing.

- **Love :**

It is a popular saying: "Love the child and the child will love you. Hate him and he will hate you."

- **Patience :**

For a child to be trained by love takes a lot of patience.



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● **Praise :**

1. Children thrive on praise. It is one of the most important parts of teaching.
2. If a child lives with criticism, he learns to condemn. If he lives with praise, he works hard to top capacity.
3. It is important to praise a child for his good behaviour than it is to scold him for his bad behaviour.

● **Understanding :**

To understanding children, a teacher must first understand himself. It may be emphasized that the teacher is not concerned with one or the other aspect of the development of the personality of a child. He is expected to be all things to all pupils – a physician concerned about their physical health, a mental hygienist leading them carefully to sound mental health, a philosopher guiding them painstakingly in their search for truth, a moralist assisting and encouraging them to acquire goodness, and artist helping them to find beauty. He must be a minister ministering to their every need. Such a ministry calls for dedicated service.



Check Your Progress- 5

Is a teacher responsible for the development of personality in her/his the students? Discuss briefly.

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3.8 LET US SUM UP

The term “personality” is derived from the Latin word “Persona” which means the mask worn by the Roman actors. In this sense personality means the individual as seen by other. Personality is what one is. Personality of each individual is unique. Personality is dynamic and not static. Personality functions as a unified whole. Personality is the product of both heredity and environment. There are many theories of personality which speak about the development of personality and have important educational implications. A child’s understanding of self, his attitudes, the motivation he gets and the values he develops help in the development of his personality. A teacher plays a major role in the development of a child’s personality. Personality can be measured by objective, subjective and projective methods.



3.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

- i) Personality of each individual is unique
- ii) Personality is dynamic and not static.

Check Your Progress-2

Trait theory of personality and psychoanalytic theory of personality.

Check Your Progress-3

Self-concept, motivation, attitudes and values

Check Your Progress-4

(i) Objective methods(ii) subjective methods and (iii) Projective methods.

Check Your Progress-5

Yes.The teacher should pay attention to the child, love, understand and praise the child so that he develops a good personality.

3.10 SUGGESTED READINGS AND REFERENCES

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3.11 UNIT END EXERCISES

1. Define personality.
2. What are the characteristics of personality?
3. What are the different ways to measure personality?
4. Explain one theory of personality.

Notes