Psikologi Personaliti dan Dinamik Manusia

FEM4105

FEM 4105 (UNIT 1-6/6)
Program Bacelor Sains (Pembangunan Manusia)

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UNIT 1

INTRODUCTION

1.0 INTRODUCTORY UNIT

In this unit students will be exposed to basic definitions and elements of Psychology of Personality. A brief introduction on scope of study, theories and assessment on personality will also be discussed.

Unit Content

1.1 Definition
1.2 Scope in Psychology of Personality
1.3 Theories of Personality
1.4 Studies on Personality
1.5 Personality Assessment
1.1 Definition

Important concepts such as personality, human dynamics and personality disorder will be defined and discussed briefly in this section.

Personality

What is personality?

The word "personality" originates from the Latin word persona, which means mask. In ancient Rome, actors used different masks to represent or typify a particular character that they played, rather than a device to disguise the identity of a character. It tells the audiences to expect a particular set of attitude and behavior from the masks that they are wearing. Therefore, personality refers to the personas that people project and display. It reflects the internal (the self) and external characteristics and behavior of a person. According to Ryckman (2004)

**Personality** can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behavior in various situations.

Personality is also viewed as the entire organization of a human being at any stage of development. It is the integrations of systems or habits that represent an individual characteristic adjustments to the environment, which includes the way a person remembers, thinks and feels. Thus, personality is the various enduring and distinctive patterns of behavior and thought that is distinctive to a particular person. This patterns of behavior, thoughts and emotions are unique to every individual, and
the way they interact may help in their adaptability with other people and situations around them. According to Mischel (1976) the distinctive patterns of behavior (including thoughts & emotions) that makes up a person personality, characterize each individual’s adaptation to the situations of his or her life. Similarly, a classic definition of personality by Allport (1937) viewed personality as the dynamic organization within the individual of those psychophysical systems that determines his unique adjustments to his environment.

Another important and comprehensive working definition of personality can be seen from the definition by Carver & Scheier (2000), where personality is defined as a dynamic organization, inside the person, of psychophysical systems that create a person’s characteristic pattern of behavior, thoughts and feelings. According to this definition the dynamic organization refers to an on-going readjustments, adaptation to experience, continual upgrading and maintaining of self. Meaning, personality doesn’t just lie there, it has process and it is an organized entity. Our personality changes in concordance to our experiences. The concept inside the person refers to the internal storage of patterns, supporting the notion that personality influences behaviors, while the psychophysical system refers to the physical component of “who we are” as a person. Meanwhile the characteristics patterns implies that consistency and continuity are also unique to everyone, and the behavior, thoughts and feelings indicate that personality includes a wide range of psychological experience and manifestation, i.e. Personality is displayed MANY ways.

Thus, personality is actually describing about someone’s inner and external qualities, that is trying to capture the person’s essence. For example, WHY people do what they do or why some people behave in a particular ways as compared to others? It is the style that brings a unique and personal touch of their actions. In another word, personality refers to a person’s unique and relatively stable patterns of thoughts, feelings and actions. It is also regard as an
interaction between the human biological make-up and the environment that they live in.

What do we mean when we say that a person have wonderful personality?

Generally, a wonderful or terrific personality often refers to positive personality that a person have, such as pleasant, friendly, helpful, nice to be around, easy to get along, etc. In contrast, when we say a person have a terrible personality, we meant that the person have negative characteristics such as unfriendly, aggressive, unpleasant, hostile, aggressive, aloof, etc. Therefore, if we are a manager looking for the right candidate to fulfill a certain post, of course we would choose a person with a positive personality. Similarly, if we want to commit to a personal relationship, we would definitely find someone with positive characteristics/personality to marry.

In short, a persons' personality can either limit or expand our options and choices in life. By having a positive personality (good characteristics), the possibilities that we might experience a good and better life is higher, compared to if we possess a negative personality. By having and adopting a positive personality, meaning the good characteristics and qualities that we have leaves a positive impact in our lives and on other people around us.
Human Dynamics

What is Human Dynamics?

The word dynamic refers to the concept active, energetic and vibrant. Similarly, the term Human Dynamics, refers to the concept of human functioning. In Human Dynamics, the main focus would be on the active social interactions and communications between people that might leave an impact on people’s behavior and personality development., which includes the interaction and dynamic interplay between elements in a person’s cognitive, emotions and physical domain. In the human system, cognitive domain is related to the mental processes (thinking values, structure, focus, objectivity, perspective), the emotional domain is more subjective and concerned with relationships (such as feelings, communication, organization, and synthesis) while the physical domain is more pragmatic (related to with the action process, doing and operationalizing things). All this will form a distinct personality dynamics, through the fundamentally different inner process and ways of functioning in the world.

Often, the personality dynamics of human being are not determined by culture, age or gender because they appear in every culture. Each personality dynamic constitutes a whole way of functioning, and they differ distinctly from others in the way they process information, learn, communicate, solve problems, etc. Each personality dynamic has specific requirements for learning, maturing and functioning optimally and the path of development for each varies. Therefore the human dynamics process are able to determine the personality dynamics, and by knowing a person’s personality dynamics means, understanding about his or her personality.
Personality Disorders

What is Personality Disorder?

A personality disorder is a chronic and pervasive mental disorder that affects thoughts, behaviors, and interpersonal functioning. Currently, the The Diagnostic and Statistical Manual of Mental Disorders–IV-TR or DSM-IV-TR (American Psychiatric Association, 2000), lists 10 different personality disorders. The personality disorder are grouped into three clusters, as follows:-

Cluster A (odd or eccentric disorders)

- Paranoid personality disorder
- Schizoid personality disorder
- Schizotypal personality disorder

Cluster B (dramatic, emotional, or erratic disorders)

- Antisocial personality disorder
- Borderline personality disorder
- Histrionic personality disorder
- Narcissistic personality disorder

Cluster C (anxious or fearful disorders)

- Avoidant personality disorder
- Dependent personality disorder (not the same as Dysthymia)
- Obsessive-compulsive personality disorder (not the same as Obsessive-compulsive disorder)

The DSM also contains a category for behavioral patterns that do not match these ten disorders, but exhibit the personality disorder characteristics. This category is labeled as Personality Disorder NOS (Not Otherwise Specified). Personality Disorder or character Disorder is a mental disorders characterized by rigid and on-going patterns of thought and action that may cause serious impairment and difficulties in individual personal functioning.

In conclusion, a precise and objective definitions of personality is quite difficult and depends on a particular personality psychologists theoretical orientation. Due to the diversity of schools and interests, the definitions on personality also varies. Generally, a complete or precise definitions of personality will depend on a particular theoretical perspectives (this will be further discussed in Unit 3). Thus, to fully understand particular views of psychologists on personality, examination or emphasized should be put on their theoretical foundations. Due to their differences in perspectives, their definitions on personality also differs, mainly along their theoretical lines.

Each individual are different from one another. Their personality will determine individual differences because their distinctive patterns of behavior (including thoughts and emotions) that characterize each individual’s adaptation to the situations of his or her life, will differentiate them from others. The way and how people think, feel and behave will determine individual differences. Thus, people can be classified according to their intelligence and personality characteristics.
Based on the above discussions, personality is actually patterns of behavior, thoughts and emotions unique to an individual, and the way they interact to help or hinder the adjustment of a person to other people and situation. It includes the entire organization of a human being at any stage of development. The integrations of all the habits that represent an individual's characteristic adjustments to the environment, their socialization processes, and the way they behave and act also determine their personality development. In fact, the various enduring and distinctive patterns of behavior and thought that are characteristics of a particular person makes up individual personality.

As mentioned above, issues relating to human personality disorder is also essential in understanding human behavior and personality. This is because, in our everyday life, interacting with people, it is important for us to understand why certain individual develops ‘unconventional personality’ that is characterized by a stereotyped, maladaptive and inappropriate coping mechanism used by some individual. In short, personality disorders are not atypical episodes, but rather a maladaptive pattern of perceiving and responding to other people and to stressful circumstances by some individuals. Trying to understand why some people does not conform to the norms and regulation of a society are among the important issues that need to be looked into.

Self-Evaluation Question

1. How does Carver & Scheier define personality?
2. Name some personality disorder that you know.

1.2 Scope in Psychology of Personality

In this module, students will be exposed to various aspects relating to the study of personality, such as topics on forces, factors and influences that shape human personality. Through various theoretical perspectives, students will understand how and why our personality differs and similar to others. The discussions below will focus on topics concerning the study of personality psychology, fundamental issues and basic concepts relating to it.

Personality Psychology

What is Personality Psychology?

We sometimes wonder, access and describe the characteristics and behavior of people around us. Whether we realize it or not, we are actually trying to evaluate and judge their personality. What we are doing (pondering on how and why people behave as they do), is actually similar to what psychologists in the field of Personality Psychology does. However, our assessment (as a layman) are normally focused on a particular individual personality, but for a personality psychologists, the
conceptions of personality that they make or conclude often based and applied to everyone. Thus, in doing so, researches conducted on personality has led to the development of many theories (some are either similar or totally distinct from existing theories) that facilitate in explaining how and why certain personality traits develop.

Therefore, Personality Psychology is a field that studies personality based on theories of individual differences. The concern of this field is to build a consistent image of an individual and their major psychological processes (Bradberry, 2007). It focuses on the individual differences in every individual, i.e. why and how are we different from other people? However, we must also remember and acknowledge that even though everyone is unique and have their own characteristics, but by nature, there are some similarities among us. Why does this happen? These are among the questions raised in the study of personality.

Fundamental Issues In The Study Of Personality

There are two fundamental issues in the study of personality, that is:

a. Individual differences
b. Intra-personal functioning

a. Individual Differences - every person are unique and different from each other. Why and how are they unique are among the concern and interest in the study of personality.

b. Intra-personal functioning - a set of processes taking place within the person. According to Allport (1969), intra-personal functioning also refers to
the dynamic organization in a person. It is a set of Personality functioning, i.e. a mechanism or process inside us that lead us to certain action.

Besides the above fundamental issues, the following five questions also always arises in the study of personality. These questions are actually some of the most fundamental philosophical assumptions where theorists in the personality psychology field disagree but crucial to be considered. Each theorists has their own image or conception of human nature:-

a. Free will versus Determinism - i.e. are we free to make our own choice, or our action are predetermined by factors and forces beyond our control? In other word do we have control over our own behavior (motivation), or is our behavior govern and molded by some other external forces?

b. Heredity versus Environment – i.e. to what extent does heridity (genetic) or the environment influence a person personality? Or does both contributes to personality development?

c. Uniqueness versus Universality – i.e. concerning the argument whether all human being are unique individuals or are they similar in their nature.

d. Proactive versus Reactive – i.e. by large, are we proactive and act through our own initiative or are we a reactive being, that it react only when there is an external or outside stimuli?

e. Optimistic versus Pessimistic – i.e. are we (human being) optimistic and able to alter our personalities, or pessimistic and remain the same throughout our whole lives?
Basic Concepts in the Study of Personality

Another important elements to looked into in the study of personality are characteristics. Basically, the characteristics of personality refers to the characteristic patterns of thoughts, feelings, and behaviors that make a person unique. Some of the fundamental characteristics of personality includes:

- Consistency – Normally, there is a recognizable order and regularity to behaviors, where in a variety of situations, people may act and behave in a similar ways. Consistency or continuity occurs across time and situation.

- Psychological and physiological – Research proposed that even though personality is a psychological construct, but it is also influenced by human biological processes and needs.

- Impact behaviors and actions - How we move and respond in our social and physical environment is definitely influenced by our personality. Personality also affect (cause) the way we act and take action.

- Multiple expressions - Personality is exhibited in more than just behavior. Nevertheless, it can also be seen and projected in out thoughts, feelings, relationships, and other social interactions.

- Internal Causality – Besides external influences, human personality (which including their action - such as thinking and feelings) also originates from within. The causal force within the person (inner) influence his or her action.
Self-Evaluation Questions

1. Discuss what are among the five basic questions that theorists often ask in trying to understand human being or the image of human nature.

2. Name and discuss some fundamental characteristics of personality includes:

1.3 Theories of Personality

Theories in Personality Study

Theory is an orderly, integrated set of statements that describes, explains and predicts human personality and behavior. Theories are used to explain facts on particular events and situations. Similarly in the study of personality, various theoretical perspectives were developed to help explain the human personality. In another word, theories in personality studies are a set of logically related concepts or
statements, which seek to describe and explain development and predict what kinds of behavior may occur under certain conditions.

As mentioned above, personality psychologists based their studies of personality on theories of individual differences. As according to Bradberry (2007), among the scope or areas given by the psychologists in this field is to construct a constant image of a human being and their major psychological processes. Their main concern is to understand individual differences and similarities from each other. These stance fused together in the study of personality.

Functions Of A Personality Theory

According to Liebert & Spiegler (1993), as a scientific theory, theories in the personality studies served three functions or purposes, i.e.:

- To organize and clarify observations.
- To provide a sense of understanding of the subject matter understudied,
- To guide further research.

Theories in the field of Personality Psychology are considered as a scientific theories because their development followed the rules of a systematic and scientific foundation. As a scientific theory, these early theories suggest ideas and hypothesis based on research and findings carried out. Scientific theories have two components, i.e. theoretical construct and relational propositions. Researchers or psychologists in this field uses various theoretical construct such as anxiety, self-concept, self-esteem, aggression, ego, etc. These theoretical construct helps to describe and explain phenomenon, i.e. it assist to explain the relationship between variables or events and provide a meaningful explanation on all observation made. For example in examining the relationship or link between anxiety (as a theoretical construct) with various events or observations.
The constructs of a scientific theory are related to one another by statements that describe the relationships among the various constructs to help explain a phenomenon/events. This is the second component of a scientific theory, i.e. the relational propositions. In personality theories, many relational propositions are used. For example, in the psychoanalytic theory, it was proposed that frustration led to aggression, while in the disposition or trait theory, the similarities in a person's genetic compositions lead to similarity in human personality.

There are many different theories that attempt to analyze and describe the various aspects of human behavior; either the similarities or the differences among people. Each of the theories attempts to explain personality by finding answers on how and why behavior and personality varies from person to person, and the basis that they used to answer these questions also vary. Many of the ideas developed by the historical and modern Personality Theorists stem from basic philosophical assumptions they hold, thus their perspectives of looking at personality also differ depending on this basis. For example, some theoretical perspectives based their explanation on biological processes to describe or show how a person acquire a particular personality thus causing differences in personalities, but others may associate it with motivations, experiences or other propositions.

As discussed earlier, the study of personality includes several means to the question of who we are and how and why we are similar and yet sometimes (most of the times) are different from others. earlier perspectives. Examples of earlier theoretical approaches that helps in explaining individual differences or to be exact, the human personality, are biological theory, psychoanalytic theory, behaviorism theory, trait theory, cognitive and humanistic. Based on these earlier theories many more new theories developed and surfaced. All this theories have different perspectives in looking and answering individual differences. Unit three (3) of this module will explain further the different types of theoretical approaches that were used to study and understand human personality.
Self-Evaluation Questions

1. Discuss why do we need to study different theories in personality psychology? Illustrate your answer by giving appropriate examples.

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1.4 Study on Personality

Personality Study

The study on personality are very complex and often leave a domino effect. It is complex because, it deals with the human thoughts, feelings and behavior. As we all know, human being are not always predictable and reliable. This is because, many factors around us may influence us, i.e. as we interact with our environment (social and physical environment), it influences the way we behave, the way we think and the way we feel. Sometimes, gradually without realizing, it transform our personality. And, this brings about the domino effect because when one thing (aspect) change, it can bring along changes in other aspects of the person. This is why research in personality is very important, because as stated in the definitions by Carver & Scheier (2000) (among other thing) personality is
a dynamic organizations.... it does not just lie there, but will keep on readjusting, adapting and upgrading itself.

Uses of Personality Research

Below are some of the uses and benefits of continual research carried out relating to personality:-

• Study the development and external factors and the role of personality play on individuals thoughts, attitude and behavior
• Study people with specific psychological disorders, symptoms or characteristics.
• Develop personality test, i.e. able to evaluate and measure specific psychological phenomenon
• Develop treatment approaches to improve personality (especially for those suffering from personality disorder)

Four Fundamental Concern In Studying Personality

• A theory of Personality
• An approach to the assessment (or measurement) of personality.
• Research Procedures for testing hypothesis (or implications derived from theory)
• Application derived from the theory including methods of personality change (i.e. psychotherapy)
Self-Evaluation Questions

1. Why do we need to understand others personality?

1.5 Personality Assessment

Basically, studies on behavior or individual personality can be done either through a qualitative methods or quantitative methods. Quantitative methods involves measurement or attempts to measure or record behaviors, thoughts, or feelings. A person personality trait can be measured quantitatively using a personality tests or standard instruments. It is one of the commonly popular method used by personality psychologists. Meanwhile, qualitative methods involves interview or careful observation of people, followed by careful description and analysis.

Personality assessment is actually, assessing and measuring a persons' personality. All theories assume that individual differences exist and can be accurately measured. Thus, different theoretical perspectives used different assessment techniques to assess personality of samples understudied. Examples of personality assessment techniques are self-report inventories, projective techniques, clinical interviews and behavioral assessment. Therefore, the types of tests or assessment
methods used will greatly depend on the objectives and theoretical perspectives held. For example, different theoretical orientations tend to be associated with different assessment techniques such as psychoanalytic researchers prefer to use the projective technique. Person-Centered theories use subjective or in-depth interviews, while behaviorist and social learning theorists will employ the objective or behavioral method. Further discussions on these different types of personality assessment will be presented in Unit 5.

EXAMPLES OF EXAM QUESTIONS

Essay Questions:

1. What is personality? In your opinion why are there many different definitions on personality existed?  
(10 marks)

2. Name and discuss some of the fundamental characteristics of personality. Give appropriate examples in your illustration.  
(10 marks)
UNIT 2

METHODS IN STUDYING PERSONALITY

2.0 INTRODUCTORY UNIT

In this unit students will be exposed to various approaches and methods used in studying human personality, such as the clinical methods, experimental methods and the correlational method. Topics on research ethics will also be emphasized in this unit.

Unit Content

2.1 Clinical Research Method
2.2 Experimental Method
2.3 Correlational Method
2.4 Research Ethics

An important criteria for a personality theory is that it MUST be testable and able to stimulate research. Generally, theory develops from research conducted – where new theories may be develop or existing theories will be
modified, elaborated or discarded, based on the research it generates. Research in personality involves asking and answering questions about why people behave, think and feels the way they do. However, the methods that they use may be different, depending on the aspects of personality under scrutiny. Some personality psychologists are interested in overt and observable behavior, but others prefers to measure individual feelings and conscious experiences.

In personality studies, three major research methods commonly used are:-

- The Clinical methods
- The Experimental method
- The Correlational method

Although the methods are different, however, all three uses a systematic objective observations as a fundamental foundation is their data collection. Their differences can be observed in the types of observation made, the circumstances in which the observation are made and how the data from the observation are examined (Liebert & Speigler, 1993). In the following sub-sections discussion will be made on the different methods used in studying personality.

## 2.1 CLINICAL RESEARCH METHOD

**What Is Clinical Research Method?**

Clinical method are very popular among psychologist and counselors in studying human personality. Case study or case history is the primary clinical method employed by psychologists to assess respondents (patients) background for clues that can help them understand the person’s personality and source of emotional problems. It is quite similar to writing a mini-biography of a
person's emotional life such as their feelings, fears and experiences, from their early days to the present.

This method was extensively employed by Sigmund Freud in developing his psychoanalysis theory. Through the sessions that he have with his patients, Freud probe into their childhood lives (past experiences), to search for answers that might cause their present neurotic behavior. And through such methods, Freud developed his theory on personality, focusing on past emotional and sexual conflicts (trauma) as a contributing forces to their neurotic personality.

After many observations and case-history taking, researchers who uses the case study methods then searched for similarities and consistencies in their patients (samples) lives. On this basis, they generalize their findings to everyone. For the psychoanalytic and neo-psychoanalytic theorists, clinical method is very useful because it provides a wider, in-depth and wealthy understanding on human personality.

As addition to the case-study methods, personality psychologists also uses a variety of other clinical methods in their investigation on personality. Among other technique used that can be use to assess personality are tests (standardized inventory), interviews (in-depth) and dream analysis. According to Schultz & Schultz (1997), the differences between an assessment and research in personality study are based on whether the data are used to treat a patient (assessment) or just to test a theory (research). However, some theorists uses the same methods for both purposes (assessment & research).

**Limitation of Clinical Method**

Even though clinical research method is considered as a scientific and systematic method of data collection, but it does have some limitations and does not entails the precision and control that an experimental and correlational methods have. This limitations are:-
• Data obtained from the clinical observation are more subjective - relates to internal, mental and unconscious early life experiences.

• Interpretation of subjective data obtained may be exposed to and reflect therapists/psychologists personal biases.

• Memories of childhood events or unconscious elements may be distorted over time, thus their accuracy is very much questionable.

**Tools used in Clinical method**

- Audio
- Video
- Manually recorded - paper/pencil

**Self-Evaluation Question**

1. Who often use clinical method in understanding human behavior? Why? What are the disadvantages of using this method?
2.2 EXPERIMENTAL METHOD

As stated earlier, objective observation (data) is very crucial component and fundamental characteristic of any scientific research. For the observation to be objective, it must have the following characteristics:

- The observation must be controlled
- The observation must be able to be duplicated and verified later.

Through experimental research methods, the objectivity of the study can be fulfill.

What is Experimental Method?

An experimental method is a research technique carried out to determine the effect of one or more variables or events on behavior. A researcher is able to determine the effect of a particular variables by controlling or arrange "unneeded" variables in an experimental setting. In experimental method, only the variables needed (to be studied) are allow to operate while other variables must be eliminated or hold constant during the experiment.

Experimental methods is very useful if personality researcher wants to determine the causal relationship between variables. In an experiment, the researcher (psychologists) will need to determine his or her independent variable(s) and only this variable will be manipulate, while the dependent variables (subjects' behavior or response) will be observe. To ensure that no other variables (besides the controlled or manipulated variables) influences the dependent variables, researcher must study two groups of subjects, i.e. the experimental group and the control group, which must be selected randomly from the same populations. In the experimental group, subjects will be given treatment (manipulated), while in the
control group, subjects are not given any treatment (no manipulation on variables).

In an experimental method, pre-test and post test (measurements) are very important in order to determine whether there are certain effects due to the experimentation (manipulation). Thus, pre-evaluation or measurement need to be carried out before the real experiment is conducted, to ensure and eliminate any other unwanted influences from other variables. During the pre-test, the measurement for both group must be similar (no change) because no treatment (manipulations) done on the variables yet. Only after experimentation (post-test measurement), researcher will expect some changes in the respondents behavior (changes effect).

**Limitation of Experimental Method**

Even though the experimental method has the potential for being the most precise methods of data collection when it is well controlled and systematically conducted, however it does have some limitations. Among the limitations are:-

- Due to safety and ethical considerations, some aspects of behavior and personality cannot be rigidly controlled under the laboratory conditions.

- There may be cases where the changes in subjects/respondents behavior or personality are not due to the manipulation (treatment) of the variables, but due to the subjects themselves - where they might behave differently because they know someone is observing them. Often, when people know they are participating in an experiment, they try to behave accordingly to the objectives of the study.

- Sometimes it is difficult to generalize findings that were conducted in a lab to real-life setting environment.

- Not all variables can be manipulated.
Self-Evaluation Question

1. What is the differences between clinical method and experimental method?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What are the limitations of an experimental method?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
2.3 CORRELATIONAL METHOD

What is Correlational method?

In a correlational research methods, researcher (personality psychologists) investigate the relationship between variables under observation. If in the experimental method, the researcher will manipulate the independent variables, but in the correlational method, the researchers are more interested with the variables existing attributes. The aim of the correlational method is to predict and understand the relationship between variables that the researcher want to study. An example of a correlational method study:-

- To determine the relationship between students motivation (independent variables) and their academic achievement (dependent variables).

Researchers applying this methods are interested to examine the relationship between the variables. For example, from the above examples, the researcher are interested to observe whether motivations and academic achievement are related, i.e. how does the behavior of one variables (e.g. academic achievement) change or differs as a function (potential influence) of the other variable (e.g. motivation). Using this method, researcher will measure both variables (motivation and academic achievement) understudied. It is important that the variables are not being manipulated or change. This is very important because from statistical analysis done, the researcher will be able to predict the chances and strength of the relationship between the two variables.
The statistical test that is used to determine the relationship between the variables observed is known as correlation coefficients. In the analysis, the information obtained is able to provide precise information about the directions (positive or negative correlation) and strength (range from +1.00 to -1.00) of the relationship between the two variables. A positive (direction) high score (strength) correlation between the two variables (e.g., motivation & academic achievement) indicate that, the higher the motivation, the better will be their academic achievement. In another word, motivation can predict academic achievement among respondents studied.

Limitation of correlational method
- It only give information about the relationship between variables.
- Correlation does not prove causation or causal relationship
- Not able to capture subjects feelings and behavior correctly.

2.4 RESEARCH ETHICS

The issue of ethics in conducting research is important and also fundamental in conducting research related to human being. An important aspect of research is the respect and consideration we show to the people who participate in the study with us. Normally, most of the respondents for research are volunteers subjects. Often, the output (product) of the research will bring benefits to the society, either in the forms of new methods of learning, treatments for disease, and ways of conducting our affairs.
The issue on research ethics lies in the research methodology itself:

- What are the rights of the subject involved in the study?
- Is it ethical to manipulate subjects understudied?

Suppose you want to engage in some activity, but there appears to be some ethical issues that could interfere with your plans. As a researchers we must always consider whether the study that we want to implement have an ethical or moral issue attached to it. If so, analyze that issue in order to decide if the research activities can be further carried out.

The following discussion will focus on four areas of concern concerning the rights and dignity of the subjects involved in any researches carried out (Wulff, 1979; Sigma Xi, 1986). i.e.:

1. Consent
2. Harm
3. Privacy
4. Deception.

**Four Ethical Issues**

1. **Consent** – This is where respondents have the choice whether to participate in the study or not. Three elements of consent are capacity, information, and voluntariness. For a consent to be given all three elements must be fulfill.
   - Capacity - ability to acquire or retain knowledge, and the authority, or legal qualification, to perform an act. Is the subject able to decide if he wants to participate?
   - Information - subjects need to be inform about the purpose of the study and their roles as respondents.
2. **Harm** – The most important issues in all of research ethics is that subjects will not be harm by the research, which includes physical harm, psychological stress, personal embarrassment, and humiliation. Researchers must always put the dignity of the subject (be it human or animal) first. Therefore, researchers must always reduce the risk of harm as much as possible.

3. **Privacy** – Respondents anonymity is very important. Every researcher must ensure that their (respondents) involvement in the study are not being exposed and subjects has the right to keep silent of their involvement. Even though findings or information collected for the study will be publish, must somehow researcher must ensure individual be done that the public and perhaps published, but it must be done in a way that insures the individual’s privacy or secrecy. Violation of privacy can sometimes harm the subject.

4. **Deception** - involves misrepresentation or purposive omission of facts related to the aim, nature, or consequences of a research. Subjects need to be fully informed about the purpose of the study. Failing to do so, the researcher can be sued if harm comes to the subjects or if their privacy is violated.
Self-Evaluation Question

1. What is Research Ethics? Discuss what are the considerations that you must take to ensure the rights and dignity of the subjects involved, before conducting any research.

EXAMPLES OF EXAM QUESTIONS

Essay Questions:

1. As a Personality Psychologist, you would like to study aggression among children living in adoption centers. Discuss:

   - What are the best methods that you can use in carrying out your research?

   - What ethical consideration you need to consider before conducting your research activities?
UNIT 3
THEORETICAL APPROACHES IN PERSONALITY

3.0 Introductory

As mentioned earlier in the first unit (unit 1), personality psychologists use a variety of theories in the study of human personality. Generally, these theories help to understand why and how differences and similarities subsist in people. In this unit, students will be exposed to various theoretical perspectives.

Unit Content
3.1 Psychoanalytic Theory
3.2 Social-Psychological Theory
3.3 Behaviorism Theory
3.4 Social Learning Theory
3.5 Trait Theory
3.6 Cognitive Theory
3.7 Humanistic Theory
3.1 Psychoanalytic Theory

In the early 1900's, Psychoanalysis gained in both popularity and criticism. Psychoanalysis was the first approach to the formal study of human personality. It was first created by Sigmund Freud in the 1900's and still remain profound, despite its controversial nature. Until today, much of the existed personality theories adopt the work of psychoanalytic in explaining human behavior. Many of the personality theories proposed after Freud derives and elaborated from his basic views. According to the psychoanalysis approach, the main influence or factors that shape human personality, motivation and psychological orders is the unconscious inner forces, the biological based urges of sex and aggression and internal conflict that people experienced during their childhood lives.

Psychoanalytic personality theory emphasizes the roles of intra-psychic events, (processes occurring in the mind), unconscious drives and early childhood development as the main forces that influence personality development (Liebert & Spiegler (1990). Meanwhile, according to Friedman and Schustack (1999), childhood experiences, repressed erotic feelings, and unconscious conflicts can affect adult behavior. In his psychosexual theory, Freud proposed that behavior is motivated from within by powerful internal drives and impulses, such as sexuality and aggression. Adult behavior is shaped by unresolved psychological conflict, which can be traced to childhood experiences in family. From the discussion above it clearly depicts that in through psychoanalytic perspectives, theorists seek to understand the inner forces (conscious and unconscious), that energizes and direct peoples' behavior.
One of the most controversial theories that derive from psychoanalytic perspectives is the Psychosexual theory. Freud believed that human personality developed through stages based upon a particular erogenous zone. If a person is not able to complete successfully the developmental task at each stage, that means the child will become fixated on that particular erogenous zone. And when he/she becomes an adult, over-indulgence or under-indulges phenomenon will appear in their behavior. According to Freud, all human being are under the “dictatorship” of instinctual, unconscious, and irrational forces (Schultz & Schultz, 1997) that will influence their personality. Human are dominated by forces outside of conscious control and are said to be incapable of dealing with their own psychological problems.

According to Psychosexual theory, personality structures are made of three important structure, i.e. ID (unconscious element), EGO (semi-conscious element) and SUPEREGO (conscious element that function on the basis of morality).

1. The “ID” - ID is inborn and an important part of human personality because it determine that all basic needs must be met. ID operate based on the principle of pleasure and self-satisfaction. When the id wants something, nothing else is important. According to Freud, the “ID” is the reservoir of instincts, where it is powered by libido.

2. The “EGO” - As a child grows and interact more with the world outside them (within the next three years), as the child interacts more and more with the world, the second part of the personality (EGO) begins to develop. The ego is based on the reality principle. The ego recognize that other people also have needs and desires, and that sometimes being impulsive or selfish will only hurt us. Therefore, it is the task of ego to meet the needs of the id, while taking into consideration the reality of the situation. In another word, ego is able to delay satisfaction of id’s demands and serve as a bridge to reality.

3. The “Superego” - Superego is the moral part (instill the codes of right and
wrong) of human personality and it develops due to the moral and ethical restraints placed on us by our caregivers. Normally, Superego develops when a child reaches five or six years old, that is at the end of the phallic stage of development. Many equate the superego with the conscience element in our personality because it dictates our belief of what is right and wrong. It incorporates the norms and standards of society through the process of socialization. The most important function or task of superego is to control id impulses, direct energy towards inhibiting id’s expression of sexual, aggressive and antisocial instincts.

Figure 1: Freud’s Personality Structure

**The Psychosexual Theory**

Below are the stages of psychosexual development by Freud (Schultz & Schultz, 1997). ID, EGO and SUPEREGO functions at stages. However, a persons’ ability to control the impulses or demand of ID, is determined and
controlled as they grow older and through the proper process of socialization with family and society.

1. ORAL STAGE (Birth to 18 months).
2. ANAL STAGE (18 months to three years).
3. PHALLIC STAGE (ages three to six).
4. LATENCY STAGE (age six to puberty).
5. GENITAL STAGE (adolescence – adulthood)

1. Oral Stage (Narcissistic, i.e. self-centered) - child focused on oral pleasures (sucking). Too much or too little gratification can result in a fixation where a person became too preoccupation with oral activities. Often, they have a strong tendency to smoke, drink alcohol, over eat, or biting her nails. They may also become very dependent on others. However, on the other hand, they may also develop pessimistic and aggressive behavior.

2. Anal Stage - The child focus of pleasure is on eliminating and retaining faeces. Child learns to control anal stimulation through parental and societal pressure. In terms of personality, fixation that occurs during the anal stage can cause a person to develop an obsession with cleanliness, perfection, and control (anal retentive) but on the opposite end of the spectrum, they may become messy and disorganized (anal expulsive).

3. Phallic Stage- At this stage the pleasure zone switches to the genitals. Freud believed that during this stage boys develop unconscious sexual desires for their mother (Oedipus complex) while girls towards father (electra complex).

4. Latency Stage - It is during this stage that sexual urges remain repressed/
latent and their energy (libido) is channeled into other activities, for example into school work and sports. ID, EGO, & SUPEREGO (personality structures) are fully developed by age 5 and sexual desires become dormant after resolution of the oedipus complex. However at this stage, sex instinct is sublimated and children are also not interested in members of the opposite sex.

5. **Genital Stage** - is the final stage of psychosexual development. It begins at the start of puberty when sexual urges are once again awakened. Through the lessons learned during the previous stages, adolescents direct their sexual urges onto opposite sex peers, with the primary focus of pleasure is the genitals.

In conclusion, Freud's psychoanalytic theory provided a radically new approach to the analysis and treatment of "abnormal" adult behavior. Earlier views tended to look into the biological or physiological approach in explaining people's personality and abnormal behavior. Freud's psychoanalytic approach was able to understand behavior by looking at the purpose behind the "abnormal" behavioral patterns. Based on these basic theoretical perspectives, contemporary scientists from various discipline of psychology expand and applied these elements into their field of interest.
3.2 Social-Psychoanalytic Theory

What is Social Psychoanalytic?

Similar to the early Freud’s Psychoanalytic theory, the fundamental principle underlying the Social Psychoanalytic or Psychosocial theory is the inner self or instincts as the primary motivators for human behavior; to be precise the individual’s sense of self (ego) as the core of personality. Even though, Erikson accepted Freud’s ideas as basically correct, however, his concern is much more society and culture-oriented than most Freudians. This could be due to his anthropological interests. Eric Erikson, as the founder of Psychosocial theory broke away from rigidly following Freud’s psychoanalytic teaching due to the following reasons:-

1. Rejected the idea that the adult personality is formed from experiences in the first 5 or 6 years of life
2. Recognized social and cultural forces that shape individuals
3. Disliked the generally negative tone of Freudian Theory
4. Personality Development occurs in 8 stages, starting from infancy till old age.

As mentioned above, as a pupil and follower of Sigmung Freud Psychoanalytic theory, Erik Homburger Erikson is a trained in psychoanalysis. Therefore, while he retained many Freudian ideas and model of ID, ego and superego (with modifications), he did have his own distinct theory, that is Psychosocial Theory. His life-span approach emphasis on how human personality develops gradually over time. Based on the epigenetic principle, i.e. the human personality developed through a predetermined unfolding in eight stages. According to the psychosocial theory, the success (or lack of success) from the previous stage will determine the advancement into the next stage. If we
interferes in the natural order of development at the said stage, crises will occur (similar to fixation in psychosexual theory), and will ruin their further development. Thus, each stage is very important because it involves certain developmental tasks that are psychosocial in nature. Each stage has a certain optimal time for each task, so there's no point of rushing children into adulthood.

If a stage is managed well, the child will move on to the next stage with certain virtue or psychosocial strength which will help them through the rest of their lives. However, if crisis occur in any of the stages (and nothing was done to rectify it), mal-adaptations and malignancies develops, and this will effect for the rest of their developmental stages. The 8 stages of Psychosocial theory is as follows:

**Stages in the Psychosocial Theory**

1. Trust vs. Mistrust Stage (Infancy i.e. 0-1 year old)
2. Autonomy vs. Shame and Doubt Stage (Toddler i.e. 1-3 years old)
3. Initiative vs. guilt Stage (Early Childhood, i.e. 3-6 years old)
4. Industry vs. Inferiority Stage (Elementary School Age, i.e. 7-12 years old)
5. Identity vs. Role Confusion Stage (Adolescence, i.e. 12-19 years old)
6. Intimacy vs. Isolation Stage (Young Adulthood, i.e. 20-29 years old)
7. Generativity vs. Stagnation Stage (Adulthood, i.e. 30-50 years old)
8. Ego Integrity vs. Despair Stage (Old Age, i.e. above 50)
3.3 Behaviorism Theory

What is Behaviorism?

By the year 1950's, behaviorial thought ruled contemporary psychology. John Watson was among the earliest psychologists who started Behaviorism in the twentieth century. He argued that the only way to conduct scientific psychology was to focus on observable behavior, and not through making introspective self-reports (Schultz & Schultz, 1997). According to Watson environment is importance in shaping behavior. From his observation, he concluded that animals (including humans) will work toward things that aid their survival and reproduction (e.g. food, water, sex) and avoid things that harm them. One of the people who followed in Watson's footsteps was B. F. Skinner.

Behaviorism focuses on observable behavior of human and animals. Behaviorist are not really interested in subjective thoughts and feelings, but prefer studying human overt behavior - what they could directly observe and measure. Behaviorist examined ways that the environment shapes the behavior of human and animals. According to behaviorist, human current behavior is the result of their past learning. Early behaviorist identified a series of principles to explain the specific process through which these learning occurs through experiments carried out on animals. Through the observation made in the animal kingdom, the situation is then generalized to the human being.

How does observation (experiments) made on animals be applied to understand human personality? Behaviorists argued that we can predict behavior if we know the organism's (person's) history of stimuli, actions, and their corresponding rewards and punishments. Behaviorists disagree to the humanistic approach and psychoanalytic approach to personality development. Skinner
argued that most of human behavior is driven by secondary reinforcers (such as money and social praise) which derive their value from primary reinforcers (such as we work for money because we know that it will result in food and other direct comforts).

Despite its dominance over academic psychology, behaviorism nevertheless are not able to explain human personality well. Therefore, as part of the "cognitive revolution" in the late 1950's and 1960's, some researchers began to expand behaviorism to include internal representations of reinforcement and punishment ("expectations" and "motivation") and the social influences on behavior. One of these researchers was Albert Bandura, whose work on self-representations and self-efficacy, has had a strong influence on current understandings of personality. Bandura's Social Learning theory will be discussed in detail in the following sub-topic.

3.4 Social Learning Theory

What is Social Learning?

As mentioned above, one of the most influential social learning or social cognitive theorists was (and is) Albert Bandura. Bandura applied this theory to personality because he recognize that behaviorism have failed to capture some of the most important aspects of human behavior. Social Learning theory focused on the role of expectations, goals, and idiosyncratic interpretations in shaping the effect of rewards and punishments on behavior and argued that people learned how to behave not only from their personal experience (with reinforcement and punishment), but also from talking to other people and from watching the consequences of others' behaviors. Social learning theory approach to personality
focuses on the role of behavior modeling, as well as the role of social influences, expectations, and interpretations on behavior.

According to Bandura, there are many ways in which concrete behavior can be changed, and one way is through reward and punishment. However, what is more important is behavior or social modeling, as mentioned above. Social modeling has an important effect on human behavior because through watching another person (as role model) can leave a particular response to the situation. From here a person learns about the consequences of that response. To the extent that the observer identifies with the modeler, he will decide to give the same response if he finds himself in a similar situation in the future (if the consequence was positive) or will avoid that response (if the consequence was negative). Another important notion of social learning theory is that every person have their own way of interpreting what they observed in their environment, with particular goals and expectations. This will alter the way a particular reinforcer/punisher will affect his or her behavior.

In conclusion, Bandura argued that people responded not to the objective values of rewards and punishments, but to the values (from the situation observed) as they personally interpreted them. An important influence on individual motivation and ability depend greatly on their own traits and self-efficacy. Thus this theory emphasized the importance of how a person interpret his situation that leads him to behave in certain ways. People spontaneously organize their perceptions, thoughts and beliefs about a situation in simple and meaningful ways (grouping, categorizing), which will then determine their behavior and personality.
3.5 Trait Theory

What is Trait?

One of the major approach in studying personality is using the trait theory. Trait or disposition refers to any readily-identifiable, stable quality that characterizes an individual from other individuals, and it is normally stable over time and situation. There are unlimited number of potential traits that could be used to describe personality. According to Kassin, (2003), trait is a habitual patterns of behavior, thought, and emotion. And it is stable over time. Traits for every individual are different, exclusively to that person, i.e. some people are outgoing whereas others are shy. These traits will influence a person’s action or behavior. Traits serve three major functions, i.e. to summarize, predict, and explain a person’s conduct. Among the important trait theorists are Gordon Allport, Raymond B. Cattell and Hans J. Eysenck.

Gordon Allport (1897-1967)

Gordon Allport was an early pioneer in the study of traits. Allport suggested that each individual has a unique set of personality traits or personal dispositions, but we often use single word to describe personality differences. To him everyone has a different combination of traits, and this what makes them unique from each other. Allport recommended an in-depth study of the individual, through analyzing diaries and use of interviews. By cataloging a dictionary, Allport created a list of 18,000 words that could be used to describe personality traits, which covers the physical, behavioral, and moral characteristics. He believes that everyone of us have a small number of specific traits that made up our
personality. Since Allport's time, trait theorists have focused more on group statistics than on single individuals. Allport called these two emphases "nomothetic" and "idiographic," respectively.

Allport divided traits into the following categories, i.e. the Cardinal traits, Central traits, Secondary traits and Common traits.

1. Cardinal traits - are those which an individual may be strongly recognized for. It is a dominant trait that belongs to a person. The entire life of that person revolve around it/them. However not many people have them.

2. Central traits – Central trait are basic to an individual's personality. They are qualities that characterize a person's daily interactions. Most people have about 5-10 central traits.

3. Secondary traits - are more peripheral in characteristics, and normally, the traits are exhibited in specific situations only. However, secondary traits are more easily modified than the central traits.

4. Common traits - refers to traits that are recognized within a culture. These traits may vary between cultures.

Raymond B. Cattell (1905-1998)

Cartell believed that a common taxonomy can be developed to explain differences between people's personalities. Cattell and his associates generated personality tests based on 45 major cluster traits that they had identified earlier. They then further analyzed the findings using Factor Analysis, which resulted in
sixteen major personality factors. Based on these findings, they developed the 16PF Personality Questionnaire.

According to Cattell, there are 3 major sources of data required to uncover all the major dimensions of personality, i.e. the L-Data, Q-data, and T-data. All these three sources must be incorporated to capture the full complexity of human personality.

1. **L-data (Life data)** – data gathered from one’s life records, which include actual records of a person’s behavior in society (e.g. ratings by peers or official record).

2. **Q-data (Questionnaire data)** – information gathered from questionnaires and interviews. Information through self rating questions allows subjects to assess their own behavior.

3. **T-data (Experimental data)** – Information obtained from objective testing situations. Often the subject is unaware of the personality trait being measured.

Based on the information collected (from various sources), Cattell used factor analysis to discover which traits tend to cluster together, and came up with a list of sixteen factors of personality (each a continuum from one extreme to the other). The factors identified by Cattell were sociable-unsociable, intelligent-unintelligent, emotionally stable-unstable, dominant-submissive, cheerful-brooding, conscientious-undeependable, bold-timid, sensitive-insensitive, suspicious-trusting, imaginative-practical, shrewd-naive, guilt proclivity-guilt rejection, radicalism-conservatism, self- sufficiency-group adherence, self-disciplined-uncontrolled will, and tense-relaxed (refer to the table below)
Primary Factors and Descriptors in Cattell’s 16 Personality Factor Model
(Adapted From Conn & Rieke, 1994).

<table>
<thead>
<tr>
<th>Descriptors of Low Range</th>
<th>Primary Factor</th>
<th>Descriptors of High Range</th>
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<tbody>
<tr>
<td>Reserve, impersonal, distant, cool, reserved, impersonal, detached, formal, Warmth a aloof (Sizothymia)</td>
<td>Warm, outgoing, attentive to others, kindly, easy going, participating, likes people (Affectothymia)</td>
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<td>Concrete thinking, lower general mental capacity, less intelligent, unable to handle abstract problems (Lower Scholastic Mental Capacity)</td>
<td>Abstract-thinking, more intelligent, bright, higher general mental capacity, fast learner (Higher Scholastic Mental Capacity)</td>
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<tr>
<td>Reactive emotionally, changeable, affected by feelings, emotionally less stable, easily Emotional Stability upset (Lower Ego Strength)</td>
<td>Emotionally stable, adaptive, mature, faces reality calm (Higher Ego Strength)</td>
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<td>Deferential, cooperative, avoids conflict, submissive, humble, obedient, easily led, Dominance docile, accommodating (Submissiveness)</td>
<td>Dominant, forceful, assertive, aggressive, competitive, stubborn, bossy (Dominance)</td>
<td></td>
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<tr>
<td>Serious, restrained, prudent, taciturn, introspective, silent (Desurgery)</td>
<td>Lively, animated, spontaneous, enthusiastic, happy go lucky, cheerful, expressive, impulsive (Surgency)</td>
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<tr>
<td>Expedient, nonconforming, disregards rules, self indulgent (Low Super Ego Strength)</td>
<td>Rule-conscious, dutiful, conscientious, conforming, moralistic, staid, rule bound (High Super Ego Strength)</td>
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<tr>
<td>Shy, threat-sensitive, timid, hesitant, intimidated (Threctia)</td>
<td>Socially bold, venturesome, thick skinned, uninhibited (Parmia)</td>
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<td>Utilitarian, objective, unsentimental, tough minded, self-reliant, no-nonsense, rough (Horria)</td>
<td>Sensitive, aesthetic, sentimental, tender minded, intuitive, refined (Premia)</td>
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<td>Trusting, unsuspecting, accepting, unconditional, easy (Alaxia)</td>
<td>Vigilant, suspicious, skeptical, distrustful, oppositional (Protension)</td>
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<td>Grounded, practical, prosaic, solution orientated, steady, conventional (Praxemia)</td>
<td>Abstract, imaginative, absent minded, impractical, absorbed in ideas (Autia)</td>
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<td>Forthright, genuine, artless, open, guileless, naive, unpretentious, involved (Artlessness)</td>
<td>Private, discreet, non-disclosing, shrewd, polished, worldly, astute, diplomatic (Shrewdness)</td>
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<td>Self-Assured, unworried, complacent, secure, free of guilt, confident, self satisfied (Untroubled)</td>
<td>Apprehensive, self doubting, worried, guilt prone, insecure, worrying, self blaming (Guilt Proneness)</td>
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<tr>
<td>Traditional, attached to familiar, conservative, respecting traditional ideas (Conservatism)</td>
<td>Open to change, experimental, liberal, analytical, critical, free thinking, flexibility (Radicalism)</td>
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<tr>
<td>Group-oriented, affiliative, a joiner and follower dependent (Group Adherence)</td>
<td>Self-Reliance</td>
<td></td>
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<tr>
<td>Tolerated disorder, unexacting, flexible, undisciplined, lax, self-conflict, impulsive, careless of social rules, uncontrolled (Low Integration)</td>
<td>Perfectionism</td>
<td></td>
</tr>
<tr>
<td>Relaxed, placid, tranquil, torpid, patient, composed low drive (Low Ergic Tension)</td>
<td>Tension</td>
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**Hans J. Eysenck (1916 - 1997)**

Another important trait theorist whose work is well recognized is Hans J. Eysenck. Eysenck is also known for developing the first English training program for clinical psychologists. Physiology and genetics are the main components in developing his trait theory. Although he is a behaviorist (philosophically), who considers experiences and learning as important, however, he also felt that what makes people different from others is due to their genetic inheritance or make-up. In short, genetic factors are far more important in shaping a person personality (his emphasize more on human temperament) than on environmental factors. According to Eysenck’s personality theory, he argued that factors must be based on strong psychometric evidence, fits an
acceptable genetic model, make sense theoretically and also must possess social relevance.

Actually, Eysenck's early work took place at approximately the same time as Cattell's and used an almost identical method i.e. using factor analysis to categorized traits into several cluster. His works focused on the differences between two factors introversion and extroversion (extroversion-introversion), and stable and unstable (neurotic). He created a model to show the different factors of personality and how they relate to the above four traits (see figure 2).

1. Extroversion - introversion - Shy, quiet people (introverts) "versus" outgoing, even loud people (extroverts). A highly extroverted is more likely to take risks, to have many friends, and to be outgoing than someone who is highly introverted.

2. Stable-unstable (or Neuroticism-stability) - is basically a measure of emotional stability and instability – ranges from normal, fairly calm and collected people to quite "nervous" one. It refers to a person's tendency to become emotionally upset. Eysenck said that nervous people tended to suffer more frequently from a variety of "nervous disorders" we call neuroses (but not necessarily neurotic individual - only that they are more prone to exhibit to neurotic problems).
As mentioned above, Eysenck concluded that all human traits can be broken down into two distinct categories or Supertraits (Extroversion-Introversion and Stable-unstable (Neuroticism)) (See figure below 3).
According to his theory, both internal and external stimuli influence human being. The effect of this responses differs according to the intensity of the stimuli, the situation, state of mind, and many other factors. Nevertheless, after a certain point, we are able to see some trends on how we respond to a certain stimulus. For example, a person who is very conscious about others opinion on her, might shy away from a stranger (specific response). Repeatedly, this behavior may become a habit (habitual response). Suppose now that she also avoids meeting and mixing with many people (strangers and acquaintances), and limit her social activity to only a few trusted friends, then all these habitual responses are combined and become a part of a larger group known as trait. In this case, the trait may be called shyness or maybe social phobia (which is actually a component of one of the supertraits, introversion-extroversion, neurotics).

Besides the above trait personality theorists discussed above, the Five factor model theory and the Big Five Personality Traits are also commonly used to assess personality differences.
The Five Factor Model

Robert McCrae and Paul T. Costa Jr. developed The Five-Factor Model. According to the Five-Factor Model there are five basic personality traits, i.e. extroversion, neuroticism, conscientiousness, agreeableness, and openness to experience.

However these traits operates on a continuum and a person may either possess a little or a lot of that particular trait. Five Factor Model can be use to predict when psychological disorders will occur and in doing so are able to give us an idea of how we can assist those suffering from a disorder. The five basic personality traits are described below:-

1. Extroversion - shows how much they relate to and prefer to work with other people. People at the high end of the spectrum prefer group activities and large gatherings. At the other extreme are introverts who prefer individual and more quiet activities.

2. Neuroticism - tendency to worry, i.e. shows if we have an overall calm or anxious disposition. Unstable emotions - someone high on the scale. They may have mood swings and become easily upset over daily events. An individual low on the spectrum would be reserved, calm, and unemotional.

3. Conscientiousness - how structured we are – i.e. do we follow a rigid schedule or are we the laid back type of person. Those at the high end might be seen as stoic and highly methodical, while those on the low end are sometimes seen as gullible and weak-willed.
4. **Agreeableness** - orientation towards other people, i.e. shows levels of empathy and aggressiveness. People who are at the high end of this trait are helpful, sympathetic, and understanding. At the low end a person is seen as argumentative, skeptical, and strong-willed.

5. **Openness to experience** - creativity, shows levels of practicality and curiosity. At the high end of the scale individuals are outgoing and interested in new ideas. At the opposite end, people are reserved, traditional, and conforming.

**Big Five personality traits**

Meanwhile, Goldberg developed the Big Five model of personality, and the term is sometimes used interchangeably with the Five Factor Model. Although the two models are quite similar, but each have its own conceptual differences. Whilst the Costa and McCrae’s Five Factor model is hierarchical in nature, Goldberg’s Big Five model is circular in nature. Through empirical research, Goldberg developed five broad factors (main traits) or dimensions of personality. Each of these 5 main traits are then measured by six facets or subordinate traits.

The Big Five factors and their constituent traits can be summarized as follows:

- **Openness** - appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity, and variety of experience.
- **Conscientiousness** - a tendency to show self-discipline, act dutifully, and aim for achievement; planned rather than spontaneous behavior.
- **Extraversion** - energy, positive emotions, surgency, and the tendency to seek stimulation and the company of others.
- Agreeableness - a tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others.

- Neuroticism - a tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, or vulnerability; sometimes called emotional instability.

### 3.6 Cognitive Theory

**What is Cognition?**

Cognition means the act or process of knowing. In the study of personality, Cognitive theorists focused exclusively on individual’s conscious and mental activities as the determinant of emotions and behavior. Among other, the emphasis is on ways in which people know, perceive, evaluate, learn, think, make decision and solve problems. People tend to have habitual thinking patterns which are characterized as personality, and our personality, then, would be our characteristic cognitive patterns. Thus, the basic premise behind cognitive theory is the idea that the way we think about or perceive ourselves and others, determines how we respond to the world with our emotions and behaviors. Without these mental processes, human being could not display emotions, and may even know how to function and behave. In other words, thoughts (cognition) always come before any feelings and before any action.

Cognitive theory became popular by the year 1980’s and 90’s. It evolves from social learning theory and extensions of behavioral theory. It’s link to humanistic psychology can be seen clearly from its focus on the "information stored about the self", and their suggestions that everyone are able to change
their personality if they alter their ways of thinking. During that time, many self-help books and articles have been written from the perspective of cognitive; each telling us various ways to change the way we think about ourselves and the world around us. The focused was on motivation and encouraging people to improve themselves. By thinking positively, and changing our thoughts, it was said that we can change our mood, decrease our anxiety, and can even improve our relationships with others. The basic idea is, according to this approach, if we perceive the glass as half full rather than half empty, then the world will look much brighter. And in a brighter world, we would be a happier person.

Therefore, according to the cognitive perspective, personality is a person's mental organization (Carver & Scheier, 2000). We must be able to cope with, integrate and organize all the information that we receive from the environment, in order to cope with all the information that we receive in our everyday lives, including sensory information. The cognitive perspective is also often known as the information-processing model, with the computer as a metaphor, whereby, the way the human being process information is similar to the computer's program. In cognitive psychology, these "programs" include methods for attending, perceiving, representing, encoding, retrieving, and decision-making and problem-solving.

George Kelly

Cognitive theoretical perspective in understanding human personality begins with George Kelly's work. In his writings, he criticized earlier personality theories, for he felt that those theories are unbelievable and 'nonsense'. To him, people are different from each other because the way we interpret and predict the event around us is different. He called these personal constructs – i.e. our individual way of gathering information from the world and developing hypotheses based on these interpretations. Generally, personality is the
constructs that we use and some constructs are more important for different people. Some constructs can be used broadly, but others can only be used for specific events (e.g. specific traits).

The main idea behind Kelly's theory is called the Fundamental Postulate, i.e. a person's process are psychologically canalized by the ways in which he anticipates the event (Kelly, 1995). Based on our past experiences, we behave in concordance with how we expect the world to be. For example, if we viewed people as friendly and helpful, we are much more likely to engage with others and seek their advice. In contrast, if we perceive people as selfish and cruel, it would be wiser to avoid interpersonal relationships with them. Underlying the Fundamental Postulate of Kelly's theory are eleven consequence, which together explain how we interpret information, why we often see the world differently, and how we influence the perceptions of others (Kelly, 1995).

Albert Ellis - A-B-C Model

Albert Ellis, a therapist cum cognitive theorist, introduce the A-B-C process model in understanding individual’s personality. His interpretation of cognitive theory was greatly recognized and accepted by those in the same field. In our everyday life, almost everyone of us went through the routine of interpreting the stimulus we encountered. According to the cognitive theory of personality, we believe, According to Ellis, we experience Activating Events (A) everyday that prompt us to look at, interpret, or think about what is occurring. Our interpretation of these events result in specific Beliefs (B) about the event, the world and our role in the event. Once we develop this belief, we experience Emotional Consequences (E) based solely on our belief (see figure 4).
Besides the various approaches discussed above, there are few other important cognitive theories/ theorists that view mental process as an important element in understanding personality differences. Among them are Bandura, Rotter and Mischel who held onto Cognitive Social Learning Theory. They believe that cognitive factors, determine how people will react to environmental forces, more than the influence of immediate reinforcements. They suggested that our expectations of future events are major determinants of performance.

Rotter Cognitive Social Learning Theory

According to Rotter, a large degree of our behavior is influence by our interaction with people in our environments. Although Rotter assumes that human personality is learned and can change at any time, he also believe that personality has a basic unity, which preserves it from changing uncontrollably due to any minor influences. Rotter also adopted a goal-directed view of motivation, which is greatly influenced by the empirical law of effect - i.e. a chosen course of action will push us towards an expected goal.
Mischel’s Cognitive-Affective Personality System

According to Mischel, cognitive factors such as expectancies, subjective perceptions, values, goals, and personal standards, are important in shaping personality. In his early theory, Mischel questioned the consistency of personality, but later acknowledge that behavior is also a function of relatively stable personal dispositions and cognitive-affective processes interacting with a particular situation. Although this theory recognizes the apparent inconsistency of some behaviors, but this is unavoidable due to the conditioned called consistency paradox and person-situation interaction. However not solely, because he concede that inconsistent behaviors reflect stable patterns of variation within a person - also known as the behavioral signature, i.e. a unique and stable pattern of behaving differently in different situations.

Critiques on cognitive theories:-

- Behaviorists viewed it as weak due to the abstract nature of thoughts and the difficulty in defining them.
- No agreed definition or application of the theory, and the underlying theory of personality development is rather weak.
- Although it may have very positive outcomes in treatment, it does not provide a solid understanding of development. It does not address the real reason behind a personality issue.
3.7 Humanistic Theory

What is Humanism?

Humanistic or Humanism is a system of thoughts that emphasized the importance of human interests and values. The basis for the development of Humanistic approach is on the existentialism. Humanistic approach to personality flourished in the 1960's and 70's. Humanists theorist disagree with the psychoanalytic and behaviorism, and argued that it does not really explain the actual image of a human behavior. For example psychoanalyst only study the emotionally disturbed side of human nature, whilst the behaviorist focuses only on the overt behavior of a person. To the Humanistics, human behavior is too complex and need to be viewed broadly. Thus the Humanistic approach is very optimistic and focuses on noble human capacity to overcome hardship and despair.

Among the important theorists under the Humanism are Abraham Maslow, Carl Rogers and Rollo May. Their emphasized is on human strengths and aspirations, conscious free will, and the fulfillment of human potentials. Humanistic perspective viewed human being as an active, creative being concerned with growth and self-actualization. Humanistic approach encompasses phenomenological (focuses on subjective experience) and existentialism (focuses on the authenticity, freedom, responsibility, and individual options when confronted with threat of meaninglessness and non-existence) approaches to human nature.

Although their emphasis (Rollo May, Carl Rogers, and Abraham Maslow) are different, but they all agreed on few basic points, i.e. they believed that all human being have innate goodness, i.e. if people could uncover their "true self" (Rogers); if they could "self-actualize" (Maslow); if they had the "courage to be" (May), then their life would be happy, fulfill and worthwhile. In contrast to
Freud's perspective, humanistic focused on the present (here and now), as the determinants for human personality and behavior, instead of their past life. The humanistic psychologists claimed that everyone are responsible and free to shape their own behavior (personality), and not the unconscious forces that control their behavior. They also believe that to understand a person, we must understand them holistically, and not judging them through bits and pieces of information that we have of the person.

**Maslow's Hierarchy of Needs**

Abraham Maslow is best known for his theory - "hierarchy of needs" (1970, 1987). His work started with studying basic motivation of animals, but then shifted to motivation in human being. Maslow interest was in the positive qualities among human, i.e. on the successful people - to be exact, he was fascinated in what motivates them. Thus, his theory emphasized on individual personal growth, resilience, and the achievement of human potential. However, his views of motivation was very different from the trait perspective.

Maslow's Hierarchy of Needs theory described a series of needs that people need to satisfy before they could reach their full potential (self-actualization), i.e. focusing on the whole person's subjective experience of life. However, before they could reach the self-actualization stage, there are other earlier needs that people must satisfy. He organized these needs into a hierarchy, with the more basic, fundamental needs at the bottom and the more complex, self-actualizing needs at the top (see figure 5). The levels of needs, in ascending order, are as follows:-

1. **Physiological needs** - such as food, water, sleep, etc. These are the things that we must have in order to survive.

2. **Safety and physical security needs** - such as shelter from weather,
protection from attack, etc. These elements are important, but not quite as important as the physiological needs.

3. Belongingness and love needs - such as establishing social ties, companionship and acceptance by others.

4. Esteem needs – such as self-respect and respect from others. It reflect needs for a sense of mastery and power, and appreciation from other.

5. Self-actualization needs - Peak experience i.e. highest level of needs/motives such as self-expression, creativity, self-discovery, connectedness, and purpose. At these moments people feel connected to their surroundings and aware of all the things around them.

Figure 5: Maslow’s Hierarchy of Needs
(Source: Schultz. & Schultz, 1996)
As mentioned above, before a person can move on to the next higher level of needs, the lower stages needs MUST fulfilled or satisfied first. If basic physiological needs are not satisfied, he/she will not be able to work on developing self-respect. Below are examples of characteristics of people who has reached self-actualization Maslow (1968):-

- efficient and accurate in perceiving reality
- accepting of themselves, of other people and of nature
- spontaneous in thought and emotion, rather than artificial
- concerned with the eternal philosophical questions of humankind
- independent and autonomous
- have a continued “freshness of appreciation” of ordinary events
- often experience “oceanic feelings” that is a sense of oneness with nature
- identify with all of humanity and are democratic and respectful of others
- form very deep ties but only with a few people
- appreciate for its own sake the process of doing things
- have a philosophical, thoughtful, non-hostile sense of humour
- have a fresh creativity and inventiveness
- maintain an inner detachment from the culture in which they live
- may appear temperamental or ruthless as they are strong and independent people guided by their own inner visions

Carl Rogers (1902-1987)

According to Rogers, all human being are responsible for their own lives, and has basic tendency i.e. - to actualize, maintain, and enhance their experience. He believed that all people have a tendency toward growth (actualization) and the need to maintain and enhance life. The goal of existence is to satisfy this need. Using psychotherapy, Rogers often tried to help patients find their “true selves”, meaning helping patients detect and remove the disparity between how they feel,
think and behave, with the ways they thought that are expected of them. Rogers perspectives focused on the:

1. Unconditional Positive Regard - i.e. the acceptance and love one receives from significant others is unqualified.

2. Conditional Positive Regard – i.e. the acceptance and love one receives from significant others is contingent upon one’s behavior.

Childhood experience played a significant role in shaping self-actualized behavior. Thus, it is crucial for children to receive positive regard (e.g. love, approval from significant people in their lives such as parents). Receiving unconditional positive regard (affection and acceptance) with no strings attached is very important but in our society this regard is often conditional. For example, to be loved and approved, the child must be well-mannered, clever, quiet, etc. Sometimes if too many conditions are expected, it can severely limit the development of self-actualization. An finally, external conditions over control a person’s behavior and we came to accept it. This pattern of self-acceptance and self-rejection is called conditional self-regard, which can lead to perceptual distortions of oneself - denying the conflict between self and reality. Rogers felt that these distortions can become so severe that they may lead to personality breakdown.

Rogers believed that how a person behave and think, generally, originated in their social judgments. His focus was on the individual self-concept. Self-concept is a set of beliefs about behaviors, thoughts, and feelings that a person’s hold. A person whose self-concept was radically different from his true self would always be confuse. But, Why would someone develop such an inappropriate self-concept? According to Roger, society helps in the development of a person’s self-concept, even though they (society) disapproves some of the behavior. Therefore, the goal of Rogerian therapy is to help people discover their true selves.
Through psychotherapy, Rogers tried to highlight these "conditions of worth" and facilitating integration of previously-ignored aspects of the self.

EXAMPLES OF EXAM QUESTIONS

1. Discuss what are the differences between Psychoanalytic and Behaviorism perspective in explaining human personality?

2. Describe and discuss Maslow's theory on the Hierarchy of Needs. In your opinion why do we need to fulfill the lowest basic need before we can go on to achieve the next level of needs.
UNIT 4

PSYCHOLOGY OF PERSONALITY AND HUMAN DYNAMICS

4.0 INTRODUCTORY UNIT

In this unit students will be exposed to important concepts in the study of Psychology of Personality and Human Dynamics, such as the concepts of self, gender identity, anxiety and aggression.

Unit Content
1.1 Self Concept
1.2 Gender Identity
1.3 Anxiety
1.4 Aggression
4.1 SELF

As mentioned in the earlier chapter, the study on psychology of personality is based on the perspective of individual differences, that is, why are people different from each other or what makes them different. According to Bradberry (2007), human psychological process that make up a person personality and identity contribute to these differences. In developing our personality, all of us will develop our own element of ‘self’, i.e. self-concept and self-esteem, which will actually contribute to the development of our personality. Knowledge of own skills and abilities, interest and own physical attributes may contribute to the understanding of individual self.

What is Self?

Self, an organizing system in psychology, refers to our conscious awareness of who we are. It refers to the “I” or “ME” of a person. Self reflects a person own being or identify, as object separated from other people or from the environment. Many personality theorists such as Sigmund Freud, Alfred Adler, Carl Jung, Gordon W. Allport, Karen Horney, Carl Rogers, Rollo May, and Abraham H. Maslow emphasized on the concept of the self in looking at individual personality. According to Carl Jung the self is a totality consisting of conscious and unconscious contents that dwarfs the ego in scope and intensity. Personality is the psyche that comprises of feeling and behavior, conscious and unconscious Engler, (2003). Therefore, the goal of a positive and healthy personality is towards the maturation of the self.
Human being think and appraise themselves in many ways, which actually showed that they are aware of who they are, their abilities, strength and weaknesses. As an example, the statement, "I am strong" is a self-assessment that contributes to the self-concept. On the contrary, by saying "I am happy" is not generally be considered part of someone's self-concept, because the feelings of happiness happy is a temporary state. Nevertheless, since 'self' is dynamic in nature, a person's evaluation on his/her "self" may change over time, depending on the experiences they went through. The formation of self-concept (which lead to identity formation) in children emotional development is very important because aspects of a child's emotional development is the formation of his self-concept, or identity—namely, his sense of who he is and what his relation to other people is.

Similarly, according to Adams' (1955), "I" is for personality. When we say "I", we are actually encapsulating everything about ourselves, such as our likes, our dislikes, our fears and virtues and also our strengths and weaknesses. It is actually the collections of beliefs that we hold about ourselves. Generally, self have two distinct meaning, i.e. self as an object (self-concept/self-image) and self as a process (Self-esteem).

Self Concept
What is self concept?

Self concept is a picture of the way we look, behave and the impact that we make on others. When we speak about self-concept, we are actually talking about our traits, abilities, weakness or strengths and also our feelings, perceptions and evaluations of who we actually are. Thus Self Concept is the collection of beliefs we hold about who we are.
According to Shavelson, Hubner, and Stanton (1976), the term self-concept refers to an individual perception of himself. Self-concept can be divided into the following categories, such as:

- Personal self-concept, i.e. opinion about own self.
  - For example, "I am strong"
- Social self-concept, i.e. our perception of how others think about us.
  - For example, "my mother think I am clever"
- Self-ideals, i.e. how or what we want to be
  - For example, "I want to be an astronaut"

Therefore, in view of the above, the construe of self-concept is not limited only to the present situation, but also include the past selves and the future selves. Future selves or "possible selves" is sometimes known as the self-ideals. Self-ideals represent individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming. In short, they are associated to a person's hope, fear, standard, goals, and threats.

Meanwhile, according to Franken (1994), Self-concept is very much related to self-esteem because a person who have good self-esteem will have a clearly differentiated self concept. This is because when we know who we are and understand about ourselves (self), then we can control our behavior. By knowing our abilities and our weaknesses, we can actually maximizes our efforts (and outcomes) because we know what we can do and what we cannot do.

During middle childhood, children begin to view themselves more in terms of their psychological traits and less on their external physical attributes. Their self-concepts are divided into personal and academic spheres and they realize that they are good at some things and not so good at others.
Self-Esteem

What is Self-Esteem?

Self esteem or self as a process is related to the psychological process by which we manages and copes, thinks, remembers, perceives and plans our behavior. It includes the evaluation that we make of ourselves, i.e. the value that we place on themselves, whether we are good or bad people, talented or untalented person.

According to Blascovich & Tornaka (1991), self esteem refers to individual’s sense of judgement or value about his/her self worth. It is a personal evaluation of worthiness that is expressed in the attitudes the individual holds toward himself. The subjective feelings of the "self worthiness" can be expressed verbally or through certain behavior. For example, verbally, self esteem can be observed when a person said such words as "I think I am very good in mathematic or I’m sure I have lots of friends."

A high self esteem people have a clear sense of what their personal qualities are, think well of themselves, set appropriate goals and cope successfully with difficult situations. However, those with low self-esteem will not have confidence and have a negative perceptions of themselves and their abilities.
How to foster a healthy self-concept and self-esteem among children and avoid self-defeating reactions?

Several ways can be employed to foster positive self-concept and self-esteem among children and adolescents. Among them are:-

- Build a positive and real relationship with children, and avoid judging them. Mutual sharing helps children feel valued and appreciated.

- Cultivate achievement by regulating your expectations towards them. Always assist them when you want them to do something beyond their abilities or limit. Always emphasize the positive in work and play; praise the action but not the child. By displaying their work may alleviate and enhance their self-esteem.

- For middle aged children, self-esteem is very much related to their everyday behaviors and high academic performance. Therefore by improving this domain may help to improve their views about themselves. Normally, by age 7 or 8, children have at least three different self-esteem i.e. academic, social and physical, that become more refined in the middle childhood. Based on these, a general self-esteem will be formed.

- The construction of adolescents self-image can be influenced from the following factors,
  - Pubertal development, drug use and academic failure lower self-esteem.
  - Gender differences
    - girls score lower than boys in overall sense of self-worth;
    - girls are found to worry more about their physical appearance & more insecure
Feedback from peers and adults, where adolescents often report that they often engaged in behaviors that are "false", not representative of their true self.

Family socio-economic status and ethnic group may also influence adolescents self-esteem. Those from lower economic status sometimes have low self-esteem because their perception of 'what money can buy' influences their perceptions of themselves and family.

**Measuring Self-esteem**

Self-esteem can be measured in several ways. However, psychologist will normally employ a well-established and standardized instruments (tests) to evaluate/assess a person's self-esteem. Among the most popular and well-utilized instruments are:

- Rosenberg Self-esteem Scale (1965)

**Rosenberg Self-esteem Scale (1965)**

- This test was originally developed to measure adolescents' global feelings of self-worth/self-acceptance. The test consist of ten items and scoring were based on a four point response ranging from strongly disagree to strongly agree.

- In general, the Coopersmith Self-esteem Inventory was developed to assess attitude toward oneself. However, in specific, it was also used to measure peers, parents, school and personal interests. Two separate forms may be employed, based on aged specific respondents, i.e., a School Form (for children ages 8-15) and Adult Form (for adolescents/adult aged 16 and above). The instrument consists of 50 generally favorable or unfavorable aspects of a person, such as "like me" or "not like me".

Body Image

What is body Image?

Body Image is defined as an individual's experience of his/her body. It is a mental picture of a person have about his/her body. Often, it is associated with the person's thoughts, feelings, judgment, sensations, awareness and behavior. Individual with healthy body image will have a positive and accurate mental picture of her body and her feelings. Likewise, their assessment and relationship towards her body are also positive, confident and self-caring. Therefore, healthy body image and self-esteem are closely related (especially for women) because a person with high self-esteem will have a positive judgment about themselves, or will influence their general attitude of approval or disapproval of their worthiness and capabilities.
What is Body Image Dissatisfaction?

Focuses on individual dissatisfaction and distorted perceptions towards self and their body. Often, the individual is not satisfied or does not like his/her own body or specific parts of his/her body. They also have unclear and distorted views about their body because they are not able to accurately judge their own body size. Body image distortion are more common among girls (adolescent) and women (adult) because aging women often cannot accept changes that happens to their body due to age factor.

Anorexia Nervosa and Bulimia Nervosa are two examples of diseases (health related problems) associated with distortion of body image, which are normally common among younger women. Women suffering from Anorexia Nervosa perceived themselves as overweight. Wanting to be slim often influence them to avoid food, and this consecutively results in drastic weight loss due to their extreme dieting or starvation. Even though they have the perfect body, anorexic will always perceive themselves as fat, and this will lead to further dieting and starvation. Below are among the clinical features of individual suffering from Anorexia Nervosa:-

- Refusal to maintain body weight
- Intense fear of becoming fat
- Disturbance of perceiving body weight
- In females, absence of at least three consecutive menstrual cycles

Similarly, a person suffering from Bulimia Nervosa will also have a distorted body image of themselves and together with negative emotions (due to feelings of unworthiness about themselves and hopelessness) forced the person to view themselves negatively. Those people suffering from Bulimia Nervosa will experience changes in weight, and what makes them different from Anorexic above is that a bulimic person often experience a cycle of binge eating. Among the clinical features of a person suffering from Bulimia are:-
- Recurrent episodes of binge eating
- A feeling of lack of control
- Self-induce vomiting, laxatives and diuretics
- A minimum of two binges episodes

Self-Evaluation Questions

1. What is self? Describe how self contribute to the formation of individual Personality.

2. What's the difference between self concept, self esteem and body image? Give examples.

3. Describe two examples of health related problems that are caused by negative body image?
4.2 Gender Identity

This sub topic will look into the definitions of gender, gender stereotyping and related theories.

**Gender and Gender Identity**

Below are some of the terminology that are used interchangeably to understand gender, such as:-

- Sex (biologically based, genotype)
- Gender (socially assigned and learned, phenotypic)
- Sex role identification (self-determined sense of identity as male or female)
- Sex role orientation (extent to which behavior conforms to sex role stereotypes for masculinity and femininity);
- Sex roles (expected roles according to one’s gender or also known as gender roles).

Gender is the sense of being male or female. The acknowledgement of gender identity is already well established in young children. One way how gender is manifested is through play, where during the preschool years boys will increasingly play with boys, while girls tend to play with girls.
Gender Identity Differences

The term gender identity differences refer to a awareness about the differences in gender and their gender role. In their pre-school years, children also begin to develop expectations about appropriate behavior for girls and boys. Like adults, preschoolers expect males to be more independent, forceful and competitive and females to be warm, nurturing, expressive and submissive. However, these are expectations and not necessary the truths about actual behavior.

Theoretical approaches to gender identity

Gender Identity can be explained from the Biological perspective, Psychoanalytic Perspectives, Social Learning Approach and Cognitive Perspectives.

1. Biological perspective

The Biological perspective view human being based on their sex differences. Males were assumed to be bigger, more muscular, and stronger than female. Meanwhile, females were viewed more based on their ability to become pregnant, bear children and nurse them. In terms of activity level, males have higher metabolic rate, thus they are more active if compared to female. The development of primary and secondary sex characteristics were said to be earlier for female, than male, where female reach puberty earlier (menarche in female and spermarche in male). However, both male and female have different physical roles in sexual activity. Females are often said as more resistant to disease (viability).
2. **Psychoanalytic perspective**

Psychoanalytic perspectives attribute gender differences to IDENTIFICATION, that is, the process in which children attempt to be similar to their same-sex parent, incorporating the parent's attitudes and values. Gender development results from moving through stages related to biological urges.

3. **Social Learning Approach**

According to the Social-learning approach, children learn gender-related behavior and expectations from direct training, that is from their own observation of others. Sources of information (learning could come from family, peers, society and media. Thus, gender related behavior and expectations are learned from observations of others in their environment.

4. **Cognitive Perspectives**

According to the Cognitive perspective, prior to the development of gender identity (the perception of oneself as male or female), first children need to develop Gender Schema, i.e. a cognitive/mental framework that organizes information relevant to gender. During their preschoolers years, children began developing "rules" about what is right, and what is inappropriate for males and females. By the age of four or five years old, concurrently they develop the gender constancy concept, that is, they believe that people are permanently males or females, depending on fixed, unchangeable biological factors.

Maccoby and Jacklin (1974) conducted a classic meta-analytical survey on gender differences. Their findings showed that males are more aggressive than women. This beliefs are still common among our society, even though they are not universal. They also found that the females have higher verbal ability than men, however even though there are differences, but the magnitude appears decreasing. Males were also found to have higher visual-spatial ability and they have higher
mathematical ability, as compared to female. Even though this findings is still fairly consistent, but its not universal and may be decreasing. Among others the study also showed that males are more hyperactive, females are more nurturant and viable. However, females were found to be more prone to depression as compared to men.

**Self-Evaluation Questions**

1. Discuss the different theoretical perspectives that can be used in understanding Gender Identity.

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**4.3 Anxiety**

What is Anxiety?

Anxiety can be defined as a state of tension experienced by a person when encountered with certain stimulus. It is normally described as a psychological emotional state or reaction. An anxiety state consists of unpleasant feelings of tension, apprehension, nervousness and worry and activation of the autonomic nervous system. Anxiety can be discriminate from other emotions such as anger or sadness clearly through its experiential qualities.
Similarly, Seligman, Walker & Rosenhan (2001) regard anxiety as "Butterflies in the Stomach", where anxiety were defined as the physiological and psychological state that a person experienced. It is often characterized by the cognitive, somatic, emotional, and behavioral components, whereby these components are combined to create a painful feelings that we associate as uneasiness, apprehension, or worry. However, in certain situation, anxiety is good because it may motivate a person and help a person to deal with difficult situation, for example at work or at school, by prompting one to cope with it. Nevertheless, what is unhealthy is when anxiety becomes excessive, and lead a person towards anxiety disorder. For most people, when anxiety is aroused, it will motivate the person to take action. However, the danger is when a person is unable to dealt with his/her anxiety effectively, traumatic and upsetting incidences may take over.

Anxiety sometimes are accompanied by certain physiological sensations such as heart palpitations, nausea, chest pain, shortness of breath, stomach aches, or headache. In addition, according to Spielberger & Rickman (1990), besides nausea, some other physiological manifestation of anxiety that can be observed in an individual are increased in blood pressure, rapid heart rate, dryness of mouth, vertigo, irregularities in breathing, muscle tension and muscular-skeletal disturbances such as restlessness, tremors and feelings of weakness. What actually happens here is, when anxiety occurs, physically, the body prepares the organism to deal with a threat. In doing so, blood pressure and heart rate increases, sweating is increased, bloodflow to the major muscle groups is increased, and immune and digestive system functions are inhibited (the fight or flight response). Meanwhile, external signs of anxiety may include pale skin, sweating, trembling, and pupillary dilation.

Types of Anxiety
According to Sigmund Freud, there are three types of anxiety, i.e.:-

- Reality anxiety – i.e. fear of real threats and dangers looming in the world.
• Neurotic anxiety – i.e. fear that the instinct will get out of control and cause the person to do something for which he or she will be punished.
• Moral anxiety – i.e. fear of conscience or to be precise conscience stricken behavior. Generally, people with well developed superegos tend to feel guilty when they do something or even think of doing something that is contradictory to the moral code.

Meanwhile Spielberg (1956, 1988) categorized anxiety into two types, i.e. state anxiety and trait anxiety. State anxiety refers to an emotional condition characterized by consciously perceiving feelings of tension, uneasiness nervousness and heightened activation of the autonomic nervous system. Meanwhile, trait anxiety refers to individual differences in the tendency to perceive or appraise stressful situations as personally dangerous or threatening.

Below are several types of anxiety that is related to psychotic behavior in human being.
1. Panic Disorder
2. Agoraphobia
3. Specific Phobias
4. Social Phobias
5. Post-traumatic Stress Disorder (PTSD)
6. Obsessive-Compulsive Disorder (OCD)
7. Generalized Anxiety Disorder (GAD)

1. Panic Disorder
   - Unpredictable attacks of anxiety that are accompanied by physiological manifestations. Often, before the diagnosis of panic disorder is made, the person will undergo medical assessment for symptoms related to heart attack or other medical conditions. A person suffering from panic
disorder normally lives in fear of another attack and often are reluctant to be alone or far from medical assistance. Panic disorder attack can occur at any time, even during sleep, and it may last from minutes to hours.

2. Agoraphobia

- Agoraphobia is often characterized by the avoidance of an individual to be in an open or public places. It is an abnormal fear of being helpless in an embarrassing or inescapable situation. Due to this fear or anxiety feelings, people with this disorder may become house bound for years, with resulting impairment of social and interpersonal relationships. Agoraphobia may occur alone, or may accompany panic disorder.

3. Specific Phobias

a. Phobia is a persistent fear of objects or situations, i.e. some people will experienced phobia when encountered with towards a particular stimulus. When these situations or objects appear, they can produce immediate and severe symptoms of anxiety.

4. Social Phobias

- Social Phobias is a persistent irrational fear of situations, whereby an individual feels that he/she is constantly being watched and judged by others, as in public speaking, eating or using public facilities. Thus, for fear of being scrutinize, they become fearful when they have to performance in any social of situations.
5. Post-traumatic Stress Disorder (PTSD)
   a. Post-traumatic stress disorder is a psychiatric illness that can occur following a traumatic event, in which there is the threat of injury or death to the person or someone else.

Instruments to measure anxiety

A person anxiety can be measured using different types of methods. Below are some examples of most common standardized scales used by psychologists to assess a person’s anxiety:-

- Taylor Manifest Anxiety Scales (MAS-Taylor, 1953),
- Cattell’s Trait and State Anxiety Measures (Cattell and Scheier, 1963),
- Affect Adjective Check List (AACL – Zuckerman and Lubin, 1965)
- SCL-90 Symptom Check List (SCL-90 – Derogatis et al., 1973),
- Profile of Mood States (POMS-McNair et al, 1971)

Self-Evaluation Questions

1. What is anxiety? Name the different types of psychotic behavior associated with anxiety.
4.4 AGGRESSION

Aggression

Why do some people become aggressive? Baron & Byrne (1981) defined aggression as any type of behavior or action aiming at destroying, damaging, injuring people and people’s effort to run away from it. It is more on direct action, not necessarily the emotion, motives or attitudes. Similarly, Lee Ellis (1990) viewed aggression as wanting to hurt someone or something and then acting accordingly; expecting they will get hurt. Thus, aggression simply refers to the behavior that is intended to inflict harm on another person and it can be either physical, mental, or verbal aggression. It can be regarded as an intentional behavior aimed at causing either physical or psychological pain to another person. Aggression towards another person is often seen as blaming the victim, i.e. they believe (convince) that the victim deserves the negative events to which he or she has been subjected.

Types of Aggression

There are many different types of behavior that fit the definition of aggression, the major two being affective and instrumental aggression.

Affective (hostile) aggression

Affective or hostile aggression is simply anger and its main aim is to bring injury or harm to other people. It is an act of aggression stemming from
feelings of anger towards a particular target (person/situation). In another word it is emotional in nature and its primary purpose is to do harm. Since hostile aggression is generally provoked by pain or upset, anything that increases emotional arousal increases the likelihood of hostile aggression. In addition, hostile impulses are likely to lead to fatal actions if accompanied by facilitating stimuli, such as weapons.

- Instrumental aggression
  - Instrumental aggression is an act of aggression as a means to some goal and it is not necessarily caused by anger or emotion. Instrumental aggression is molded by environmental rewards and social learning. Its goal is to gain some desired rewards, such as money or valuable goods. In some situation, instrumental aggression derived from self-protection and defense, and is seen in situations such as war where individuals are commanded to act violently by a superior.

Factors that Influence Aggression

Below are some of the factors that can cause aggression among people:

- Biological factors - Freud and Lorenz believed that aggression is an instinct that must be let out.

- Cultural Influences - Aggression is a cross-culturally variable, for example war among different community (or tribes) and culture may be accentuate due to scarce resources.

- Individual Differences –
- Aggressiveness as a Trait - relatively stable over time and partly due to hereditary factors.
- Physiology - influenced by specific brain structures and may be affected by hormones, alcohol or drugs.

- Environmental Factors - There are many sources of aggression available in the social and physical environment, whereby the environment offers a lot of cues and stimulus that may trigger aggressive behavior among people. Among them are:-
  - Aggression as a Response to Aggression - Aggression often bring out counter aggression.
  - Physical Pain - Pain frequently incites aggression. Although unlearned, the link between pain and aggression can be influenced by learning.
  - Heat - People tend to be more aggressive in hot environments as compared to cool and mild weather.
  - Frustration - The original frustration-aggression hypothesis held that frustration always leads to aggression and that aggression is always the result of frustration.
  - Research suggests that arbitrary, strong frustrations without reasonable explanations particularly incite aggression.
  - Arousal - Arousal can energize dominant learned aggressive responses. Arousal created by exercise or by viewing erotica can increase subsequent aggression.
  - Alcohol – alcohol tends to lower inhibitions against committing behaviors frowned on by society, including aggressive behaviors. For example, fights frequently break out in bars and nightclubs.
• Economic Frustration
  o Economic frustration can contribute to social upheavals. For example, according to the J-curve theory, violent social revolutions are most likely to occur when a prolonged period of economic development is followed by a brief period of economic reversal.

• Media
  o Media is a source for aggressive cues and the weapons effect. Stimuli (such as weapons) frequently associated with aggression may become learned aggressive cues. The effects of television violence on children cannot be denied. Finding from many past studies showed that there is a strong causal relationship between children's viewing violent TV program and behaving aggressively.
  o Viewing violent pornography on the media can also increase aggression, particularly by males against females, and it can lead men to hold negative attitudes toward women and to endorse rape myths. For example, an act of sexual violence has become a common and serious problem around the world.

Aggression and Violence

In many situation aggression may lead to violence. Opotow (2000) defines aggression as any form of behavior directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment. Based on the definition, aggression is viewed as a form of direct violence, that is overt in nature and directed at a particular individual. In this stance, violence can be seen to occur at every level, either in the family, community, nation, or around the world.
Many psychologists have different opinions on whether aggression is based on biological domain or is caused by the environment. Deviance studies have found that violence are closely linked to a variety of physiological circumstances. Research into the association between goal frustration and aggression found that, frustration can lead to aggression and other disruptive behavior. Meanwhile, Behavior lists view aggression as a learned response, where punishment (negative reinforcement) as a deterrence for violence but only effective under very specific conditions, such as it must be swift, certain and severe.

According to the Social learning theory, aggressions is a learned behavior. The environment provide rich personal experiences (models) from which people can copy (learn), such as from violent families and media. In contrary, the social cognition approaches view aggression as the product of defective behavioral decision-making, i.e. reactive aggression were said to transpire as a response to perceived provocative situation, and the reactively violent people may be overly sensitive to aggravation and often misread situational cues. Thus, cultural and social circumstance plays a major task in deciding the kind and degree of aggression that are acceptable or unacceptable.

**Theoretical Approach**

As mentioned above aggression and violence can be understood by looking into different theoretical perspective, such as the psychoanalytic perspective, Evolutionary (instinct) and Social learning perspective.

**Psychoanalytic Theory of Aggression**

- Freud hypothesized that aggressive behavior is principally the result of an innate biological motives, mainly the Eros and Thanatos. Eros is an innate drives for
physical pleasure, such as sexual, while Thanatos refers to innate drives leading to destruction and violence. This inborn destructive tendency creates a drive state that must be reduced. Confronting such situation, the person therefore engages in aggressive behavior that serves to satisfy and temporarily eliminate the uncomfortable drive state. Aggression resulting from the death instinct may be directed inward (lead to feelings of worthlessness and depression, e.g. suicide) or outward-directed aggression (lead to hostility toward others). According to this perspective, even though the specific aggressive behavior patterns that a person experienced are experiences and learning processes that take place during childhood, but biological elements is still the underlying basis for aggression (Kraus, 1997)

**Evolutionary Perspective**

- Based on the survival instinct. According to Konrad Lorenz (1966), all human beings have the fighting instinct, i.e. an innate biological basis. According to this perspective, the roots of human aggression lie in the defensive aggression seen in many animal species (Albert et al., 1993; Rushton, 1988). Aggression may be accentuated if taken together with alcohol (Phil et al., 1997), low blood sugar levels (Neideffer, 1977) or if injected with male hormones (Reinisch, 1981).

**Social learning perspective**

- The basic principles underlying this perspective are people learn from their experience, people thought they will be rewarded for the aggressive behavior and also people are often encouraged to be aggressive due to specific social condition. According to the operant conditioning approach, aggressive behavior develops as a result of a pattern of positive and negative reinforcements, and from there they learn how to behave and act accordingly to their social and cultural context. Learning involves four fundamental factors, i.e.
  - Learning is motivated by drive
Learning is given direction and guidance by cues
Learning involves a response
Learning constitutes reinforcement

The most aggressive behavior is learned by observing such behavior in people who serves as model and information goes under internalization process. Children who observe and are exposed to violent act at home (domestic violence) and those from criminal family, are more likely to be violent as adults (Keenan & Shaw, 1994, O'Keefe, 1994)

Forsyth (1995) listed different forms of aggression that is often accompanied by act of violence. Among them are criminal violence, sexual assault, domestic violence, family violence, adolescent violence and collective violence.

- Criminal violence
  - Actions that injure people
  - Against the law

- Sexual assault
  - Rape, rape attempt and other sexual assault

- Domestic violence (family violence)
  - Violence occurring at home and among own family.
  - Family violence is a serious problem and may be due to broad social factors such as poverty, unemployment, substance abuse, relationship problems, personality traits, family history of abuse, sexism.
  - Child abuse, wife/husband abuse and parental abuse
  - Physical, emotional and sexual

- Adolescent violence
  - Carried out by adolescents and early adults

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Examples of violent and abusive acts are rape, attacking teachers, fights among adolescent and vandalism.

- Collective violence
  - Gangsters and gangs violence – i.e. not carried out by individuals, but more of a group-based violence.
  - Examples of collective violence - Terrorists, Mafia, IRA, JRA

Steps to control and prevention of aggression/violence

Below are some of the strategies that can be implemented in controlling aggression or violence:

- Increase penalties for violence
- Reduce violence on television
- Reduce children’s exposure to violence
- Reduce alcohol and drug use
- Reduce the availability of cues for aggression
- Directly instruct youth & adults to avoid violence
- Emphasize the ‘power of positive thinking’
- Emphasize antiviolence norms
- Establish school and community anti-violence programs
- Reduce unemployment and stabilize employment
Other Programs and strategies: Malaysian case.

- Teach and practice the religion
- Ensure that children and adolescent perform a good solat/prayer for the Muslim and good prayer for the others according to their own religious teaching.
- Stop showing wrestling program at TV's
- Teach our children Rukunegara
- Among the campaign implemented by the government includes
  - Kempen masyarakat penyayang
  - Kempen Budi Bahasa
  - Kempen Bersih, Cekap dan Amanah
  - Penubuhan Jabatan Perpaduan Negara
  - Interreligious Interfaith Council

Self-Evaluation Questions

1. What is Aggression? Discuss the different theoretical in understanding aggression.
EXAMPLES OF EXAM QUESTIONS

1. As a Social Psychologist, you would like to understand why people from different political inclination uses aggression in when debating their views?

2. What is self? Discuss how does self-concept develop in children? Does the development similar among adult?

3. What is anxiety? Debate whether anxiety is good or bad? Why?
UNIT 5

PERSONALITY ASSESSMENT

5.0 INTRODUCTORY UNIT

In this unit students will be exposed to the different methods in assessing personality and the types of tests or instruments generally used to assess individual's personality.

Unit Content

5.1 Personality Assessment
5.2 Assessment Test/Instruments

5.1 PERSONALITY ASSESSMENT

What Is Personality Assessment?

As mentioned in chapter one of this module, personality assessment refers to assessing and measuring a persons' personality (Personality
assessment = personality measurement.). A person's personality can be assessed using a personality inventory, i.e. an assessment tool used to determine an individual's personality types. Individual differences can be accurately measured using appropriate tools and technique, depending on their theoretical inclinations. As mentioned earlier, some of the examples of personality assessment techniques available are self-report inventories, projective techniques, clinical interviews and behavioral assessment. Therefore, the types of tests or assessment methods used will greatly depend on the objectives and theoretical perspectives held. Different theoretical orientations are likely to be associated with different assessment techniques such as psychoanalytic researchers prefer to use the projective technique, Person-Centered theories use subjective or in-depth interview, while behaviorist and social learning theorists will employ the objective or behavioral method.

There are three levels of measurement in Personality Assessment; i.e. using:

1. **Instrument:**
   A large personality inventory consisting of many scales or tests (e.g., the full Big 5 inventory, California Personality Test)

2. **Test/Scale:**
   Several items that measure one personality dimension (e.g., a trait scale on the Big 5, such as extraversion)

3. **Measure/Item:**
   A single item (or behavior) that assesses only one personality trait or dimension (e.g., one item of the Big 5)

**How Does the Personality Psychologists Study Behavior?**

Primarily, human behavior can be studied using the following descriptive or experimental methods.
Descriptive methods

Descriptive methods involve measuring and recording behaviors, thoughts, or feelings in their natural state. Descriptive methods are useful in estimating correlations. There are five types of descriptive methods that can be employed to assess human personality, namely, Naturalistic Observations, Case Study, Archives, Survey and Psychological Testing.

- Naturalistic Observation - that is observing behavior as it occurs in the real-life settings.
- Case Studies - is an intensive examinations of a single person or group.
- Archives – assessing or looking into public records of social behaviors.
- Survey Methods – by asking people questions about their beliefs, feelings, and behaviors. Questionnaires are normally utilized to collect information from respondents.
- Psychological Tests – that is a standardized procedure for sampling behavior and describing it with categories or scores.

Experimental Methods

- Experimental methods is a type of research method in which people are randomly assigned to different, experimentally manipulated conditions (e.g., are exposed to different information or events). It involve attempts to manipulate social processes by varying some aspect of the situation.
  - Independent Variable: The variable manipulated by the experimenter.
  - Dependent Variable: The variable measured by the experimenter (following exposure to the independent variable).
- There are two types of experimental methods, i.e.
Personality Assessment: Classification Schemes

Below are a brief description of the different classification schemes of a personality tests, either unstructured and disguised, unstructured and non-disguised, structured and disguised, structured and non-disguised tests and structured/behavioral tests.

Unstructured and Disguised

- Projective technique is a type of unstructured and disguise personality tests. It allow individuals to respond freely (without response restrictions), and their true measurement purposes are concealed. Individuals usually are not aware of what these tests assess. Examples of such test are the Rorschach Inkbots and the Thematic Apperception Test (TAT). Detail of the test will be discussed in the following sub-chapter (5.2).

Unstructured and Non-Disguised:

- This is a kind of subjective tests. It allows individuals to respond freely, and the true purposes of the test are not concealed. For example, in a clinical interview conducted by a therapists, where they belief that what people say is factual and important to understand.
Structured and Disguised

- An empirically-constructed psychometric tests is an example of structured and disguised tests. This type of instruments or tests tend to force individuals to respond to a limited number of items in the standard tests, but their true purpose is concealed. Examples of structured and disguised test is the self-report Minnesota Multiphasic Personality Inventory (MMPI)

Structured and Non-Disguised Tests

- A Rationally-constructed psychometric tests are an examples of a Structured and Non-Disguised Tests. In this test, respondents are forced to respond to a limited number of alternatives, however their true purposes are not concealed. An examples of this type of test is the 16 PF and Big Five. These tests are used by empirically-oriented researchers who accept self-reports as useful and don’t worry too much about self-report biases.

Structured/Behavioral Tests

- A structured or behavioral tests is objective-behavioral in nature. This type of test also force respondents to respond (behave) in a limited number of ways in controlled situations (e.g., in the lab). Example: The Behavioral Avoidance Test used by social learning therapists.

In sum, different theoretical orientations tend to be associated with different assessment techniques such as:-

- Psychoanalytic → Projective
- Attachment and Person-Centered → Subjective
- Dispositional → Psychometric
- Social Learning → Objective/Behavioral
Further examination about the different tests mentioned above will be further explore in the next section.

Self-Evaluation Questions

1. What is the meaning of personality assessment?

2. Name some examples of self-report tests that you can use to evaluate a person's personality.
5.2 ASSESSMENT TECHNIQUE: TEST / INSTRUMENTS

Below are some of the common assessment techniques used to evaluate a person's personality.

1. PROJECTIVES TECHNIQUE.
   - Projective techniques are unstructured, disguised, and geared to assess broad themes in personality structure and functioning.
   - They are designed to assess covert, unconscious forces that might guide behavior. They generate rich and varied responses (e.g., latent thoughts, aspirations, fears, and deep feelings).
   - Individuals impose (project) their own wishes, fantasies, goals, hopes, and fears on to the stimuli.
   - Stimuli are free of structure and cultural themes.
   - Example: The Rorschach Inkblots and Thematic Apperception Test

The Rorschach Inkblot
• All figures, such as hostile animals, nurturant animals, and authority figures have certain symbols in the scoring.

• In diagnosing a particular certain personality disorder, the content of responses given by the client (respondents) is very important.

Examples:
-- two animals fighting may disclose fundamental personal conflicts.
-- explosions may indicate aggression and hostility.
-- pigs symbolize greedy tendencies.
-- foxes symbolize devious tendencies.
-- spiders, witches, and octopi symbolize dominating mothers.
-- gorillas and giants symbolize dominating fathers.
-- ostriches symbolize hiding from conflict.

The Thematic Apperception Test (TAT)  Henry Murray (1938)

Thematic Apperception Test is the most widely utilized projective test to assess person needs and motive. It consists of a series of pictures that illustrate individuals facing important life situations. The scenes in the pictures are normally very ambiguous and leave much room for interpretation and projection.
• In the TAT, based on the picture showed, respondents were requested to describe or tell stories about each life scene. The stories explain what is going on, the thoughts and feelings of people in the scene, what led up to the scene, and what the likely outcome will be.

• The purpose of this tests is also to tap and disclose individual underlying needs and motives. This is because, when interpreting ambiguous situations, individuals will expose (project) their own goals, needs, worries, & concerns onto the story characters.
  • People are not aware they are talking about themselves and, thus, defenses are by-passed.

Why do some clinicians continue to use the Rorschach?:
  • It was designed to measure idiosyncratic, unusual responses, which tend to be unstable and erratic.
  • Compared to other projective methods, Rorschah can explore at a unique and deeper levels of analysis into the human personality than other tests.
  • Rorschach is sometimes used as a supplementary or additional information from other, more valid tests.

2. PSYCHOMETRIC TECHNIQUES

• Another common technique often employed to assess a person personality is the Psychometric Techniques. Psychometric tests are structured, i.e. they have limited response options, and can either be disguised or non-disguised.
• Psychometric tests appraise more conscious and comprehensible aspects of personality functioning. This technique also ensures higher reliability and validity on the results obtained.
  o They normally entail self-report statements that inquire about specific preferences or behavior. Response options are usually limited to numerical scales (e.g., 1-7 scales). Individuals select answers that are most descriptive of or true of them.

Examples of Psychometric Techniques

• Jackson’s Personality Research Form
  o The Jackson’s Personality Research Form was developed to measure Murray’s (1938) major needs and motives in normal people. It consists of 440 true/false items that assess 22 trait scales or dimensions such as anxiety, energy level, conformity, risk-taking, need for achievement, need for power, and need for intimacy.

• The Minnesota Multiphasic Personality Inventory (MMPI)
  o The Minnesota Multiphasic Personality Inventory was used as a screening tool for psychiatric patients. It consists of a large pool of randomly chosen self-report items. Respondents (patients) were requested to respond to the statements given - in a “true/false/cannot say” format.
  o The Minnesota Multiphasic Personality Inventory were able to identify criterion groups, for example normal people vs. psychopaths, schizophrenics, depressives, hypochondriacs, etc.).

• An example of a common response format utilized in the Psychometric technique are the Likert scale, where respondents were asked to response to a list of answers that befits them. Respondents must
specify their level of agreement to a given statement when responding to a Likert questionnaire item. Below are some of the examples of Likert scales used in research.

**To measure a person's agreement on a particular issue:**
- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

**To measure frequency**
- Often
- Sometimes
- Seldom
- Never

**To measure importance**
- Very important
- Important
- Moderately important
- Of little importance
- Unimportant

**To measure quality**
- Very good
- Good
- Barely acceptable
To measure Likelihood

- Very likely
- Likely
- Unlikely
- Very unlikely

Below are some examples of Psychometric scales that can be used to assess individual personality, interpersonal behavior, self, development, etc.

- **Personal**
  - Self-esteem rating scale
  - Personal Behavior Inventory
  - The 'Why-worry' Scale

- **Interpersonal**
  - The friendliness scale
  - Fear of intimacy scale
  - Adult-self expression scale

- **Self Development**
  - The self-efficacy scale
  - Hardiness scale
  - Empathy scale

- Below are some examples of standardized questionnaires that have been used in testing self-concept among respondents.
Coopersmith’s Self-Esteem Inventory (1989)

- Michigan State Self-Concept of Ability Scale (Brookover et al., 1965)
- Tennessee Self-Concept Scale (Fitts, 1965)

EXAMPLES OF EXAM QUESTIONS

**Essay Questions:**

1. What are the differences between projective technique and psychometric technique in assessing late adolescent personality assessment? Discuss your answer by giving suitable examples.

2. Below are examples of a projective technique used to assess individual personality. Choose and discuss only one of the tests. Give appropriate examples to illustrate your answer.
   - The Rorschach InkbLOTS
   - Thematic Apperception Test
UNIT 6
PERSONALITY DISORDERS
AND PSYCHOTHERAPY

6.0 INTRODUCTORY UNIT

In this unit, students will focus on topics relating to personality disorder, such as the definitions and meaning of personality disorder, factors influencing individual personality disorder and types of common personality disorder. Emphasis will also be given on the different types of psychotherapy methods available to assist people with problems.

Unit Content

6.1 Basic concepts
6.2 Types of Personality Disorder
6.3 Psychotherapy
6.1 BASIC CONCEPTS

Personality Disorder

Personality disorder is a kind of psychological disorder that can be distinguished by its rigid and ongoing patterns of feeling, thinking, and behavior which often lead to serious personal and social difficulties, as well as a general functional impairment. Depending on the types of disorder (will be discussed in the next section), they are usually described in a negative tone such as aggressive, withdrawal, antisocial or neurotic.

According to the American Psychiatric Association (APA, 1994), personality Disorder is "an enduring pattern of inner experience and behavior that deviates markedly from the expectations of the culture of the individual who exhibits it". Meanwhile, a revised definitions on personality disorder according to the The DSM-IV-TR: Diagnostic and Statistical Manual of Mental Disorders, published by the American Psychiatric Association (APA, 2000), defines personality disorder as:

- "an enduring pattern of inner experience and behavior that deviates markedly from the expectation of the individual's culture, is pervasive and inflexible, has an onset in adolescence or early adulthood, is stable over time and leads to distress or impairment".

These patterns are rigid and invasive in many condition. This is because such behavior is ego-syntonic, that is the patterns are consistent with the person's ego integrity, due to their past childhood experience, and this may cause them
to feel and act in socially distressing ways. Thus, leading to conflict and insecurity in many facets of their lives.

In most cases the individual felt that it is appropriate for him/her to behave in such a way. Normally, a person suffering from a personality disorder behave in an abnormal manner, either in their thinking, mood, personal relations or the control of impulses. Therefore, a person is diagnosed as suffering from personality disorder when, their behavior become unbendable, maladaptive and disruptive.

Often, a person with personality disorders will encountered a difficult and non-positive or non-fulfilling life. This is because they have great difficulty dealing with others due to their rigidity and inability to respond to the demand of other people and life in general. People with personality disorders tend to have a narrow vision of the world and find it difficult to partake in social activities, and they often view their behavior as "normal" or "right".

According to Dobbert (2007), despite the fact that many other psychological disorders change in terms of symptom presence and intensity, personality disorders typically remain relatively unvarying throughout life, although they do vary in severity from individual to individua.

Self-Evaluation Question

1. What is Personality Disorder according to the DSM-IV definition?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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6.2 TYPES OF PERSONALITY DISORDER

Types of Personality Disorder

Basically, there are several types of personality disorders. Each Personality disorder are characterized by socially abnormal behaviors and feelings that could cause instability in the person's life. Each type of disorder have its own characteristics set of behaviors and symptoms. Below are some examples of common types of personality disorder:

- Paranoid Personality Disorder
- Schizoid Personality Disorder
- Schizotypal Personality Disorder
- Antisocial Personality Disorder
- Borderline Personality Disorder
- Histrionic Personality Disorder
- Narcissistic Personality Disorder
- Obsessive-Compulsive Personality Disorder (OCD)
- Dependent Personality Disorder
**Paranoid Personality Disorder**

Characteristics of a person with paranoid personality disorder are as follows:-

- Often distrust others
- Regular and continuous suspicious of other people intentions and motives.
- Feel they are much better than others, i.e. have better knowledge and abilities, thus they usually avoid close relationships with other people.
- Always searching for hidden meanings and read antagonistic intentions in other people behavior.
- Often appears cold and aloof, and quick to challenge their friends and loved ones faithfulness.
- Like to blame others, as well as have long and severe resentment towards others.

**Schizoid Personality Disorder**

Characteristics of a person with schizoid personality disorder are as follows:-

- Show very little emotion and often try to avoid relationships with other people.
- They prefer to be alone and do not seek popularity
- When looking for jobs, their tendency is to find types of occupation that require little social contact.
- Lack of social skills, i.e. do not seek attention or acceptance from others.
"Loners" – i.e. other people often perceived them as distant and humorless.

**Schizotypal Personality Disorder**

Schizotypical personality disorder can be considered as a type of mild schizophrenia. A person with a schizoid personality disorder may display the following characteristics:

- Prefer to isolate themselves from mixing with others, and often have odd forms of views, thinking and perceiving than others.
- They often believe that they have "superpower" or sixth sense ability.
- Have very short attention span, as well as often engaging and exhibiting eccentric behavior.
- Most people with schizotypical personality have difficulty in verbal communication (speech) and sometimes difficult to follow.

**Antisocial Personality Disorder**

We often have wrong conception towards people with antisocial personality disorder, and thought them as people who have poor social skills. In contrary, an antisocial individual will normally exhibit the following behavior or characteristics:

- A person with lack of conscience.
- They tend to involve in criminal/delinquent behavior because they believe that their victims is weak and deserve to be taken advantage of.
- They tend to cheat, steal and lie.
- They usually act without thinking, and often have hasty attitudes towards money and wealth - develop “easy come easy go” attitude.
- Do not think or care about other people needs. They are more concerned about what they want.
- Often behave aggressively.

**Borderline Personality Disorder**

Characteristics of a person with borderline personality disorder are as follows:-

- Generally display unstable mood and have poor self-image, i.e. they tend to be short tempered and have constant mood swings.
- Often injure themselves due to their constant feelings of anger (short tempered) and self-blame is common among people with borderline personality disorder.
- Suicidal ideation, intention, threats and actions are common among them.
- Quick to react in aggressively when what they want are not met (fulfilled) accordingly.

**Histrionic Personality Disorder**

Characteristics of a person with histrionic personality disorder are as follows:-

- Always seek attention from other (attention seekers) and be the center of attention.
- They also often interrupt others from talking, just so they can dominate the conversation
- Often want others to praise them, so they often use bombastic and grandiose language in their conversation.
- To gain attention, a histrionic personality disorder person will sometimes dress provocatively or exaggerate illnesses.
- Wanting to believe that they are being loved and liked by everyone, they often exaggerate friendships and relationships with others.
- In general a person with histrionic personality disorder are very manipulative in nature.

**Narcissistic Personality Disorder**

A person with Narcissistic personality disorder will normally display the following characteristics:-

- Very self-centeredness, i.e. He/she is more important than anything or anyone else.
- They like to be the centre of attention and be praised by others.
- Always make a mountain out of a molehill of their achievements, and hope others are aware about their accomplishment and superiority.
- Thinking they are superior than others, a narcissistic person often to be choosy about who to befriend. They believe that not everyone is suitable to be their friend.
- Although most of them tried to construct good impression of themselves, but they often have problems in retaining long-term relationships with others.
- A person with Narcissistic personality like to take advantage on other people because to them their feelings are more important than others.
Obsessive-Compulsive Personality Disorder

The characteristics of an obsessive-compulsive personality disorder person is similar to the obsessive-compulsive anxiety disorder. Below are some of the characteristics that can be observed:

- Too focused or overly obsessed on orderliness and perfection, as well as wanting everything to be “right”.
- Sometimes due to this obsession to be always “right” and perfect, it interferes with their performance and output.
- In many situations, their obsession also may cause them to lose out the bigger picture, because they focus too much on the minute details.

Dependent Personality Disorder

A person with dependent personality disorder will normally display the following characteristics:

- Always clinging to other people because they are afraid of losing them.
- Tendency to have suicidal inclination if some awful event occurs, for example, break-up in a relationship.
- Prefer others to make decisions for them.
- Often have many relationships with other, i.e. jumping from one relationship to the other.
- Although they are being abused by their partner, they still remain in the relationship because they often felt helpless and depressed.
- Over-sensitivity
- Put unusually high standards for themselves and others and tend to be very critical of others when they do not live up to these high standards.
- Do not like working in teams because they believe that other people are incompetent.
- Do not like to make decisions because they are afraid of making mistakes.
- A person with dependent personality disorder will often have difficulty expressing their emotion.

**Are there any warning or Signs of Mental Illness?**

Yes, below are some of the symptoms or indicators that you can observe if something is not quite right with the person:-

- Noticeable change in personality.
- Incapability of coping with problems and daily activities
- Eccentric or extravagant ideas
- Extreme worry
- Continuous apathy and depression
- Obvious transformation in their eating or sleeping behavior
- Constant suicidal ideation
- Excessive mood swing and ill-temper
- Substance abuse (alcohol or drugs)
- Severe and acute aggression, resentment or abusive behavior
Thus, a person experiencing one or more of these warning signs MUST be taken immediately to the psychiatrist or other physician, so as they can be properly and accurately assessed.

Self-Evaluation Question

1. Name the different types of personality disorder and describe their characteristics of each type.

2. Describe the characteristics of each type of personality disorder.
6.3 PSYCHOTHERAPY

What is Psychotherapy?

The word "psychotherapy" (or "psycho" and "therapy") refers to the assessment and resolving problems relating to human behavior which includes, emotions, overt behavior and thinking. It uses psychological methods in treating clients (patients) suffering from mental and emotional disturbances and/or disorders. Another word, psychotherapy is the work of healing emotional pain and often employed by practitioners such as Psychotherapists, Counselors, Psychologists, Psychiatrists, Clinical Social Workers, Family and Marriage Counselors, and other trained and licensed mental health professionals to assist individuals (including adult, children and adolescents) with emotional and behavioral disorder. Depending on individual clients (patient) needs, often, treatment (therapy sessions) may range from just several hours of therapeutic sessions to several years. Thus, the number of sessions and length of treatment will rely upon the complexity and severity of problems experienced by the client (patient).

Although there are similarities between Psychotherapy and Counseling, however counseling is not psychotherapy. That is, normally counseling brings about awareness and a decision, whilst a psychotherapist assists patient in creating an "environment filled with activities" (process) that can produce change in the client (patient). Basically, by treating a variety of mental health issues, psychotherapy assist people solve their problems, achieve goals, and manage their lives. Depending on the condition of patient (client), psychotherapy technique may be employed solely or with other treatment methods (drugs therapy). For Psychiatrists treating patients with severe mental disorder will normally use a
combine treatment methods such as medication, behavior management or work with the related agencies (for examples with school if it involves school children or teachers).

In Psychotherapy itself there are many different types of approaches, but each uses communications (conversation) as the basic tool in "treating" a person's feelings and behavior. Consultation and two-way communication between patient and psychotherapist will often disclose the roots of problems and enable the patient to better understand themselves. Once the root cause has been identified, appropriate "treatment" will be suggested to the patient. Basically, psychotherapy is an active process that demand both parties (therapists and patient) to give complete concentration, energy, and commitment during the sessions. For those suffering from behavior-specific problems/disorder will normally complete the treatment in less than 16 sessions. One word of cautious, psychotherapy is not magic even though many people who went for the psychotherapy sessions showed vast improvement.

In any treatment involving psychotherapy approach, first and foremost, the therapists (such as psychotherapists, psychiatrist, counsellors) will go over patient's medical history or records, family history and also perform a physical assessment to identify any medical problems that could affect patient mental health status. Psychotherapy sessions start after all the relevant information has been collected and examined, and diagnosis made.
What kind of emotional and behavioral problem that can be threatened through psychotherapy?

Below are examples of some common disorders (emotional and mental problems) which are often treated through psychotherapy approaches:

- Mood disorders such as depression and bipolar disorder.
- Anxiety disorders such as obsessive compulsive disorder, posttraumatic stress disorder, phobias and panic disorders.
- Eating disorders such as bulimia, anorexia nervosa and obesity.
- Problems linked with substance abuse such as drugs or alcohol abuse.
- Problems associated to life conditions and events, such as loss and grief, marital problems, abuse, traumatic events, or problem with elder parents and children.
- Mental and emotional problems related to nonpsychiatric medical illness such as personality problem, sexual problem, insomnia, lack of interpersonal skills, difficulties in developing intimate relationships or work based problem.
- For severe mental illness such as schizophrenia and other psychotic disorders, psychotherapy is often used besides medication.

Psychotherapy approach can be use effectively with children. In children (younger and older children, including adolescents), besides verbal communication (talking), playing, drawing, building and pretending, are some of the important ways of sharing feelings and resolving problems. As with adults, prior to the psychotherapy
treatment, an initial assessment of the child and adolescent mental health status need to be carried out. Decisions on sessions needed for the patient will depend upon the child’s current problems, history, level of development, ability to cooperate. In any psychotherapy treatment, what is most crucial is the relationship that develops between the therapist and the patient (children). The trust between them will make it easier for the child to express their feelings because they felt safe and comfortable.

How does a person know if they need Psychotherapy?

- When they themselves or people around them suspect that something is not quite right with their behavior and emotions.
- Thorough proper examination and evaluation physician or a psychiatrist.

Therapy methods

There are various methods in psychotherapy treatment, depending on the type and severity of problems faced by the clients. Among the methods used are:

- Individual Therapy
  - One-to-one basis treatment. Only therapists and client (patient) present during the treatment session.
• Group Therapy
  o With the guidance and of a trained therapist, a small group of people (patients) with similar problem meet frequently to discuss individual problems and help each other.

• Family Therapy or Couples Therapy
  o Therapy session carried out with the guidance of a trained therapist, family members/ couples discussed and trashed out their problems and then will try to ‘solve’ it.

Types of Psychotherapy

There are various types of psychotherapy available, and each of the types can be carried out either in an individual, family, couples, or group setting. Before starting any psychotherapy treatment (sessions), psychotherapists will first determine what are the best and appropriate approach that can be utilized on the particular patient – depending on their problems/disorder. To attain insight into patients problems and determine ways to overcome them, therapists will decide what the best possible techniques, and whether to concentrate on the here and now conditions or focus on their past experiences.

Normally, a therapist will use combinations of several techniques to help patients with problems, however they often use only one specific type of therapy at a time when treating a specific type of problems. For example, for a client who suffers from fear of water (phobia towards water) and at the same time is also suffering from mood disorder, the therapist will first try to ‘cure’ the fear towards water using the behavioral technique, before applying other technique to solve the emotional problems.
Below are some of the common types of therapy available and are frequently prescribed by psychotherapists:

- Behavioral Therapy or Behavior Modification
- Client-Centered/Person-Centered Therapy
- Cognitive Therapy
- Cognitive Behavioral Therapy
- Psychodynamic Psychotherapy (Psychoanalytic)
- Rational Emotive Behavior Therapy

**Behavioral Therapy or Behavior Modification**

- Behavioral therapy or also known as the Behavior Modification technique emphasize on the rewards and punishments concept in their therapy technique, to change thinking patterns and shape behavior.

- Behavioral therapy is used to tackle client’s specific behaviors, which requires replacing negative or harmful behavior to a positive one. Often, substituting unwanted negative behavior to a positive behavior is carried through rewards, reinforcements and desensitization. In desensitization process, patients must elements/factors that cause their problem, i.e. try to face and overcome their fear and discomfort.

- Example a person with obsessive compulsive disorder, such as fear of germs will make them wash their hands excessively → thus, in the treatment they can be train to relax and not wash their hands after touching public doorknob.

- Patients will learn how to get more fulfillment and incentives through their own behaviour and how to unlearn the unwanted behavioral patterns. Cooperation from other people around
them, such as friends and family members are very much needed in the Behavioral therapy process, in order to reinforce the desired behavior.

**Client-Centered or Person-Centered Therapy**

- Client-centered counseling or also known as the Person-Centred therapy is a well-established therapy technique based on Carl Rogers perspective (1959, 1980), in solving human emotional and personality disorder. This technique belief that all human being have the authority of their on lives, and that nature is inherently constructive and social.

- In the therapy session, the therapist listen attentively and nonjudgmental on what clients says/narrate. Through honest listening, the counselor let the client ‘talk’, and in the process sort through their thoughts, feelings, ideas and choices creatively. The unconditional positive environment, compassion and trust offered by the therapist, encourage transparency, self-directed growth and legitimate change in the person.

- This therapy is often employed in combination with other treatment to help patient organize and integrate their life better.

**Cognitive therapy**

- As with the other psychotherapy technique, the cognitive therapy also is used to treat patients who suffers from emotional and behavioral problem. However, their emphasis is more on the cognitive components, with the aim to assist patients awareness, and change their thinking patterns that are considered as
negative or harmful. Thus, in the therapy sessions, patients will search for and identify the correct thinking patterns. Therapist will then assist client to modify his or her belief along a positive path, so as to make it less rigid or extreme.

Cognitive-behavioral therapy

- Meanwhile, the Cognitive-behavioral therapy (CBT) recognize the importance of both cognitive and behavioral components in their therapy. In the CBT, psychotherapist will help client to recognize their own negative thought patterns and behaviors. Once it has been identified, therapist will once again help patient to restore them with the positive ones.

- Cognitive-behavioral therapy is the most popular therapy used in treating depression, either using it alone or in combination with medication. A main purpose of CBT is to diminish anxiety and depression by removing negative beliefs and thoughts relating to their problems.

Psychodynamic Psychotherapy

- Psychodynamic or psychoanalytic therapy is based on the Freud's Psychoanalytic perspectives (Brenner, 2006; Elliott, 2002) – where human mental well-being were said to be influenced by human unconscious conflicts, significant childhood experiences, and painful emotions that are veiled in the rear of an array of defense mechanisms.

- Thus, based on the principles of psychoanalysis that human behavior is determined by one's past experiences, genetic factors and current situation, this therapy intended to assist patient to
understand themselves better. Patients are made to be aware of their emotions and their unconscious motivation or conflict.

- In some of the sessions, therapist may also bring patient “backward”, i.e. revisit their past experience that might have some influence on their current behavior. This were done if therapists feels that is it crucial for the patient to understand how some unpleasant early experience have left them with low self-esteem, an incomplete feelings or excessive anxiety that interferes with their present life. In short the therapist (psychoanalyst) assist client "reveal" unconscious motivations, unsolved problems that were rooted since their early childhood, and make them realize how those motivations affect their present behavior and emotions. However, psychoanalytic therapy technique usually takes a very lengthy process, and may take several years for patient to recover.

Rational Emotive Behavior Therapy (REBT)

- Rational Emotive Behavior Therapy was based on the work of Albert Ellis. Formally known as the Rational therapy or rational emotive therapy, Rational emotive behavior therapy (REBT), is a comprehensive, philosophically and uses an action oriented approach to resolve emotional and behavioral problems, thus enabling them to lead happier and more fulfilling lives (Ellis & Dryden, 2007; Ellis & MacLaren, 2005).
- REBT focuses on a person:
  - ability to handle and ‘create’ their emotions,
  - ability to conquer the past, and instead concentrate on the present;
  - power to select and put into action appropriate actions to current patterns.
Self-Evaluation Question

1. When does a person need Psychotherapy?

2. Can Psychotherapy method be used on children and adolescent? If yes how?
EXAMPLES OF EXAM QUESTIONS

1. What is personality disorder? Name and discuss two types of personality disorder that you know of. Give suitable examples to assist in your discussion?

2. What is Psychotherapy? Based on Carl Rogers technique, discuss how the therapy approach can help individual with emotional problems.

3. Compare the following psychotherapy technique. In your opinion which method is more suitable to help adolescents with antisocial behavior? Why do you think so?
   - Behavioral Therapy
   - Cognitive Behavioral Therapy