PERSONALITY CHARACTERISTICS AND SELF-CONCEPT AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

Every one of us shared many things with others. We people behave in a different way. The study of personality deals with human individuality. As we human being, each one of us showed certain specific patterns of thinking, feeling and acting. Psychologists attracted to study of personality and their observation enabled them to developed various theories of personality. With the help of personality-related information, we enable to choosing people for a variety of placements, permitting advice to people in the need of psychological help, and drawing their perspective. A different theory of personality study contributed to divergent areas of human behavior. It determent human behavior on critical faced of his/her personality and with the help of personality we human being understands what type of individual were and enabled to know us bad and good faces of person. The combined perception of our all-around aspects like physical, moral, social, emotional and educational facts of life which known as self-concept. An individual self-concept influenced by different home environment, socio-economic status, school environment, peer group, playground, etc.

KEYWORDS: Students, Personality, Personality Characteristics, Self-Concept

INTRODUCTION

Personality characteristics and self-concept are multi-dimensional frameworks which represent human perspectives and overviews in our day to day life. With the help of these, an individual can enable to showing their inner potentialities, abilities, capabilities identities, image when a particular situation demanded it. In personality pattern one of the dominant elements is self-concept. On situation, it determines the quality of an individual's behavior which governs his/her characteristics reaction to people. The self-concept is the attributes of self like a mirror. While Self- concept is the perception of self and Personality is the unique psycho-physiological traits one possesses. Personality refers to that pattern in which the thoughts, feelings, social adjustments, and behaviors powerfully impacts one's predictions, self-approach, desirability's, and tendencies. (Winnie and Gittinger, 1973; Krauskopf and Saunders, 1994).

STUDENTS

At the secondary stage, the students are of an adolescent period where they suffer from bodily changes and stress. This affects them in their various field especially in their academic achievement, personality characteristics,and self-concept, etc. This may be because of the lack of proper educational environment at school, home environment, peer pressure, etc. For this purpose we have to search certain ways by which they can overcome these problems which they

suffer during this period which can help them from personal disposition in achievement at various fields. Keeping in view these points it is been decided by the investigation to study "the personality characteristics, and self-concept among secondary school students of Sikkim" which may be helpful for the adolescent students.

PERSONALITY

Grammatically, the word personality obtained from the Latin word 'persona'; at first, this word was used Greek theatre in ancient times for the mask threadbare by the artists to change their appearance. Since then,the term 'personality' has been used to represent outward appearance, etc. But it would be a very outermost approach; the inner aspect of one's personality we can't ignore. It includes the entirety of an individual's behavior, both internal and external (covert as well as overt) behavior should be taken into consideration.

DEFINITIONS OF THE TERM PERSONALITY

According to Morton Prince (1929)"Personality is the sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the dispositions and tendencies acquired by experience".

According to Allport- (1948)"Personality is the dynamic organization with the individual of those psychophysical systems that determine his unique adjustment to his environment".

PERSONALITY CHARACTERISTICS BASED ON DIFFERENT THEORIES OF PERSONALITY
ALLPORT'S PERSONALITY TRAITS AND CHARACTERISTICS
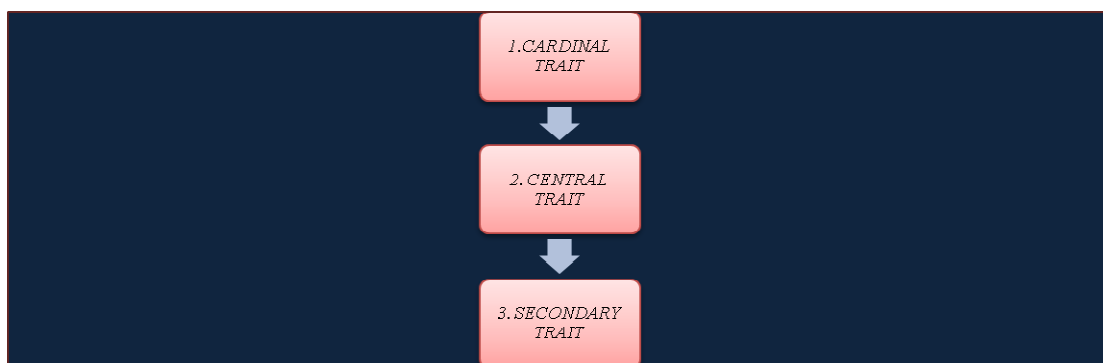
Figure 1

Cardinal Trait

If a personal character is so prevalent that almost every behavior of the individual emerges to be governed by it is called cardinal trait. This trait directs and forms a person's behavior and they shade every aspect of one's behavior, these are known as primary traits. Allport believed that cardinal traits are fairly uncommon. For e.g.: if a person is comical in nature, like Abraham Lincoln (honest), Mother Teresa (love and compassion for the poor).

Central Trait

Highly habitual movement of an individual. They give the attributes or phrases and a person might use in narrating the crucial characteristics of another individual in a letter of advice, e.g. brilliant, responsible, independent, sensitive caring. Through such traits, we can interpret the personality of the individual bothered. These central traits

disclose the shape and organization of personality.

Secondary Trait

Secondary temperaments are more precise, attentive tendencies that are often situational in character and less crucial to the personality structure. These traits show the maximum number of person. These characteristics have seen an only inexact set of conditions. We must have surrounded to supply a whole image of human standard quality. These aren't enough and not supreme characteristics. Fondness, attitudes, situational traits are all secondary traits. For e.g. at the public, stage fear before speaking. These aren't shattering like the cardinal traits however it may be mirrored in which seen within the countless preferences and perspectives of the individual involved. They enable to change in certain special situations. For example, the disrespectful perspective may not be clear once when the person is with others and who are in the goodwill of that community person and his donations.
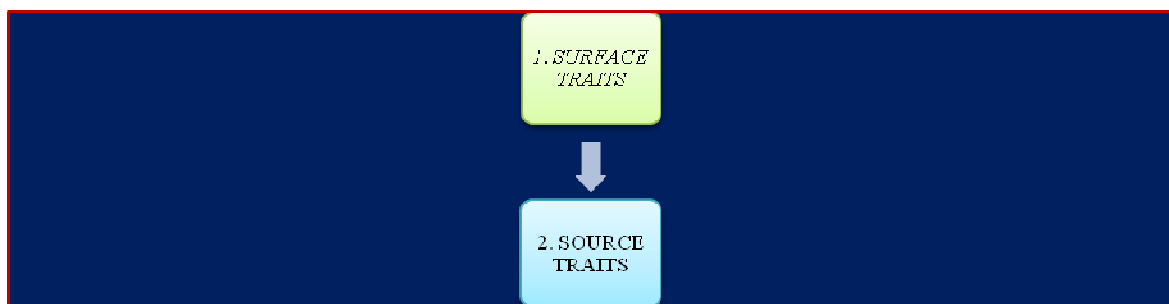
RAYMOND CATTELL TRAIT THEORY OF PERSONALITY
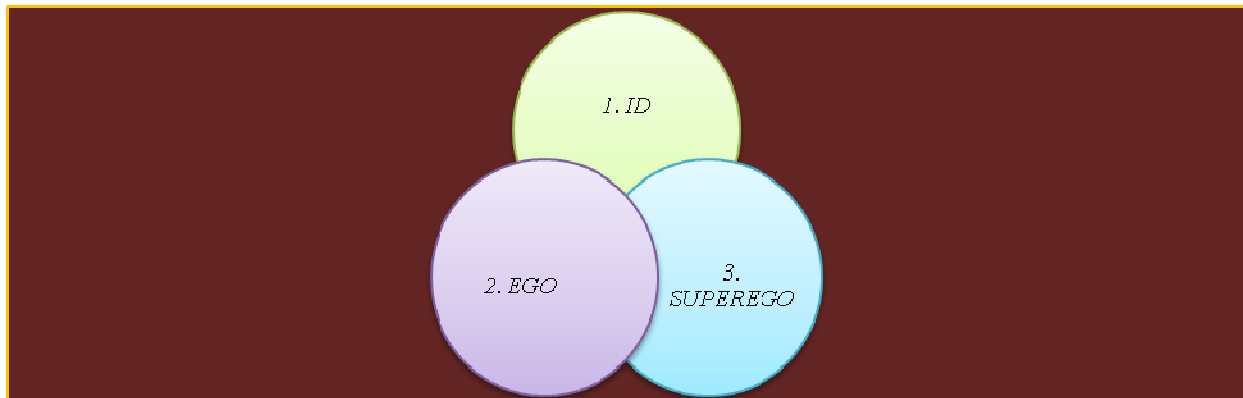

Figure 2

Surface Traits

Source traits are bunches of modifiable behavior responses which appear to go together, like as morality, honesty, self-mastery and compassionate. However, the surface traits unit supported people's perceptions of temperament; they do not essentially give the most effective description of underlying personality dimensions. It refers to those traits that seem readily apparent.

Source Traits

Cattell pinpointed 16 basic source traits that he apprised the "building blocks" of personality (1966). These traits refer to the deeper patterns underlying personality. Source traits allow providence in explaining an individual and probably have an actual systematic influence on personality and thus regulate the way how we behave. Knowledge of a specific source trait may let us go after mere illustration and produce prophases about secondary behaviors that we might further recognize. Source traits may be originated from heredity or influence the environment.

PSYCHO-ANALYTIC THEORY

SIGMUND FREUD'S PSYCHO-ANALYTIC THEORY OF PERSONALITY

Figure 3

ID

Conforming to Freud, the source of all psychic energy is the id, it is a primary component of personality. The id is operated by the pleasure principle which strives for a quick fulfillment of all desires, wants, and needs. If these needs are not satisfied quickly, the result is stated anxiety or tension. For example, when we hunger or thirst but we don't get food or water to eat or drink. In Freud's psychotherapy theory of personality, the pleasure-pain principle is that the drive of id seeks quick fulfillment of all wants and needs. In other words, it attempts to fulfill our most fundamental and primary needs, involving our hunger, thirst, anger, and sex. Anxiety or tension occurs when these needs are not met at that particular time.

So, it known as the pleasure-pain principle, this inspiring force helps direct our behavior but it wants immediate happiness. We might imagine, some of the needs simply cannot be met at a particular time phage but we feel them. At the time of thirst or hunger without meeting these our behavior or way of behaving are not proper for that given movement.

EGO

For dealing with reality, the component of personality is responsible which is known as the ego. As stated by Freud, from the id the ego develops and certifies that the instincts of the id are revealed in a manner which is acceptable in the real world. The functions of ego in all extremely aware of the conscious, preconscious, and unconscious mind. To satisfy the id's desires in realistic and socially acceptable ways in which the ego drives supported the fact principle. The reality principle weighs the prices associated borders of activity prior to determining the effect or leave urges. In several occurrences, the needs of it can be pleased through a procedure of detained satisfaction, Ultimately the ego will allow the behavior in the appropriate time and place only. Freud contrasted the id is a horse and the ego is the horse's rider. The power and motion produced by the horse, in that time the direction and guidance provided by the horse rider. Without its rider, the horse cannot stable to wished to go and do whatever it pleased. Through the secondary method, the ego collectively releases tension generated by unmet urges, in which the ego tries to find an object in the real world that matches the mental image created by the id's primary process.

SUPEREGO

On of the side of personality is superego which holds all of our incorporated moral grade and our sense of right and wrong that ideals we tend to acquire from both parents and society. The superego provides instructions for building judgments.

The impermissible behavior leads to bad significance in our life, punishments, and feelings of guilt and feelings of peace, the right path which is acted by the ego. The perfect and civilize behavior we acquire from the superego. It works to suppress all insufferable needs of the id and struggles to form the ego and the ego mostly influences upon the realistic principles as compare to idealistic standards.

JUNG'S STRUCTURE OF PERSONALITY THEORY
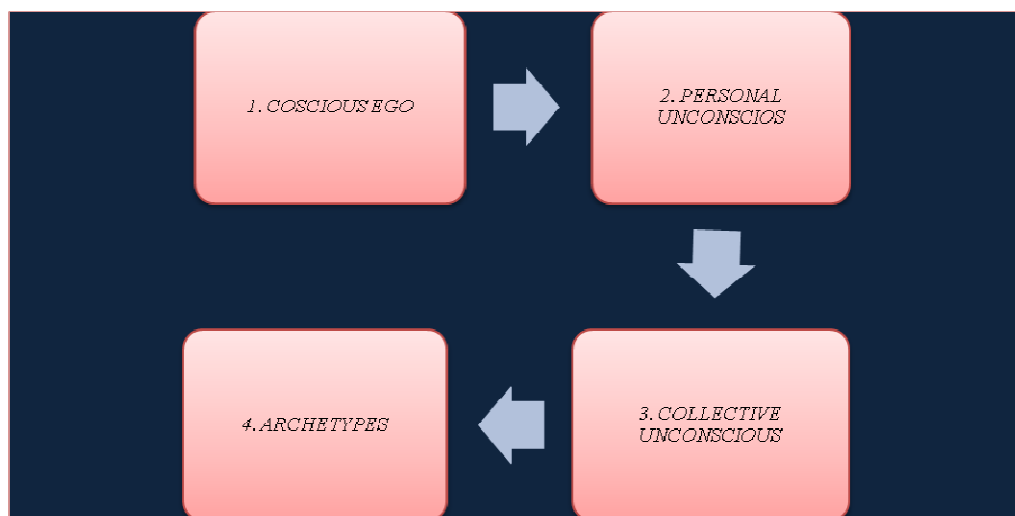
Figure 4

Conscious ego

A mentally healthy person, the ego takes a secondary position to the unconscious self (Jung, 1951). It is, in fact,the sense of 'being' which includes conscious aspects of thinking, feeling and remembering.

Personal Unconscious

Anything that is not presently conscious, but can be somewhen else. It involves each recollection that is simply delivered to mind and people that are inhibited for a few for reason.

Collective Unconscious

The reservoir of material that was once conscious but has been forgotten or suppressed because it was disturbing but we are all born with the collective memories of the entire human race. We are not directly conscious of it but it influences all our experiences and behaviors.

Archetypes

Are the content of the collective unconscious. Jung believed humans aren't born' clean slates', we came into this world with certain pre-dispositions that cause behavior. These behaviors were driven by archetypes or archetypal behavior.

Jung is most famous for his development of the personality types of INTROVERT an EXTROVERT. Introverts are those people who like their internal world of thoughts, feelings, and dreams. Extroverts prefer the external world of things, people, and activities.

DEFINITIONS OF SEL-CONCEPT

The meaning of the term self- concept can be understood by the different definitions given by many educationalists is given as below:

According to Borg (1991)"Self-concept also called self-construction, self- identify, self- perspective is a multi-dimensional construct that refers to an individual perception of self in relation to any number of characteristics such as academics, gender roles and sexuality, racial identity and many others, each of these characteristics is a research domain i.e., Academic self- concept with the larger spectrum of self- concept although no characteristics exist in oblation as one's self-concept is a collection of belief about oneself".

According to W. Huitt (2004) - "Self-concept is an interval's sense of self, including self-definition in the various social roles one enacts, including assessment of one's own status with respect to a single trait to many human dimensions, using societal or personal norms as criteria".

Therefore, we can assume that self-concept means an individual's inner potentialities within his/her self. when an individual understands his/her inner light to live a better way with dealing different problematic situation. They can be showing their self with a variety of facts and actions for e.g. scientists, academics, game and spots like athletics and social interactions. At the age of adolescence period, the teenagers have touched the high pick of their self than earlier in childhood. In that period they enable to improves his/her cognitive and motor skills and it going to increases through experiences. Rogers' personality theory is essential that specialize in the notion of self-concept. The self-concept is defined in a wide way as the individual`s tendency to act in ways which actualize himself, lead to his differentiation and a group of experiences, which are changed and represented in responsive consciousness as self-experiences, the sum of which creates the individual`s self-concept. In terms of his/her inspection on the concept of self, it is central to the client-cantered therapy of personality.

THE CONCEPT OF SELF

Self-Image

It means real self, and how we see ourselves in a good way which is important for us. Self-image simplified by our body image on inner personality. We might become aware of ourselves as a pretty or nasty and right or wrong person.

In the world, how an individual thinks, feels and behaves that affected by self-image (McLeod, 2007). The real-self is begun by the proclivity of actualization and which follows organismic utility, requirements or receives self-appraise and positive appraise (Rogers,1994).

Self-Worth

Self-esteem comprises what an individual thinks about his/herself. Rogers highlighted that the feelings of self-worth are so the significance of early childhoods experienced by parents.

As stated by him, the shape of worth are caused by experiences of dependent on an estimate, it may be positive or negative regard. It occurs from different self- experiences and that experiences should very different individual to individual.

Ideal-Self

Ideal-self means what we would like to be. it represents how an individual achieving his/her goals or ideals. It is not a particular it is our dynamic goals and ambitions in life. Ideal-self does not consist of childhood, not the ideal-self in adolescents period of age and late twenties and so on (Mcleod, 2014). It is forever changeable and refers that whatever happens of an individual's life they are responsible for it and they should stop attributing his/her activities from external intensities (Derlega, Winstead, & Jones, 2005; Singer, 1984).

a). THE PERCEPTUAL	• Self appropriateness, • Appearence of Body, • Appropriateness, and • Different parts of body is so important.
b). THE CONCEPTUAL	• Abilities and disabilities, • Distinctive characteristics, Honesty, and • Adjustment qualities, Self-confidents
c). THE ATTITUDINAL	• Beliefs, Convictions, • Attitudes of worthiness, • Feelings about himself/herself • Values and Ideals

Figure 5

The Perceptual

Physical self-concept is known as a component of perceptual self. It involves the image of an individual body concept and they have to make an impression to others. The persona includes the sex appropriateness or attractiveness of his/her body, different parts of the body so important like muscles, and the person who has shown the prestige and behavior in the eyes of others.

The Conceptual

It has a component of intellectual self- a concept which is controlled the quality of life adjustments like- abilities and disabilities, distinctive characteristics, independence, self-concept, honesty, courage and their opposites. The teenager's school students have so much affected by this psychological self-concept. They have the different behavior of their emotional personality characteristics, and ability to learn, adjusted with peers and highly affected to do work honestly for society or nation.

The Attitudinal

Likely, the attitudinal components involves the feelings of a person about his/her attitudes, present status and future prospects, his feeling about his/her goodness and hi/her outlooks of self-esteem, self-reproach, pride, and shame. As the person reaches adulthood, the attitudinal component includes the beliefs opinions, values, ideals, aspirations, and commitments which compose his/her philosophy of life (Pederson, D. M., 1965, Pp. 691-692).

QUALITIES OF SELF-CONCEPT
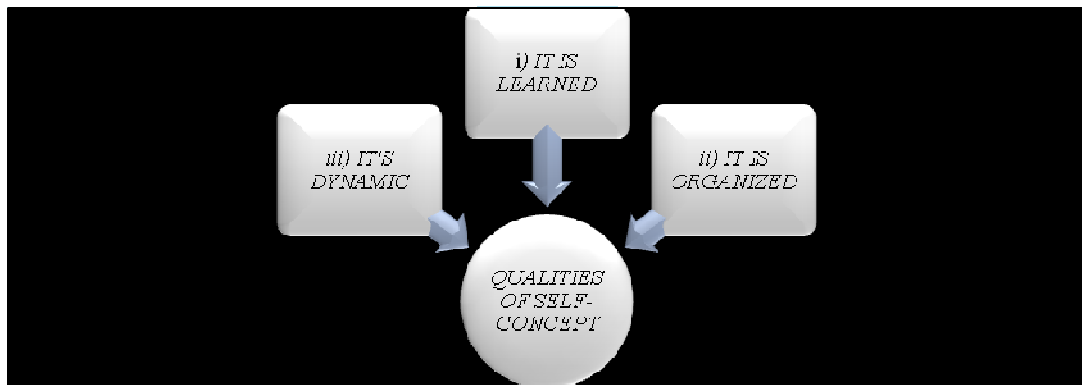
Figure 6

It is learned

Nobody is born with self-concept, it perceived through experiences and self-concept appears in the early age of childhood life and regulate/reregulate. An individual can learn every life situation and utilized to develop for a better self-concept and it makes self-confident to do work in our busy lives. It is a social product and individual past and present experiences which are given by another are, for e.g. we study earlier various famous author's life and their contribution on study after that we utilized their quality in our daily life, like Vivekananda character building concept.

Faulty thinking patterns like (i) Dichotomous reasoning (dividing everything in terms of opposites or extremes) and (ii) Overgeneralizing (making sweeping conclusions based on little information) create negative interpretations of oneself (Rajesh, 1995, Pp. 67-88).

It is organized

Harmony and orderliness are stable quality characteristics of self-concept. Sometimes a person in his/her busy life maintains consciousness regarding one's personal existence and arranged with other people. So, consistency of personality depends on the quality of stable and organized self-concept. We should be stable on our perceptions of self and accordingly organized it to develop a wonderful quality if life a belief ourselves. A stable self-concept helps an adolescent student to a better choice of life to make decisions on their own abilities' and disabilities' of self. They are able to aware of their inner self and in future, they utilized inner self-potentiality and success what they wanted to do and make a positive image of personality on others. Accordingly, a non-stable or unorganized person unable to know his/her self and failure comes ahead and they disturb to live on one life (Hurlock, B., and Elizabetk, 2004).

It's dynamic

In a psychological term, self-concept is the most important direction for a behavior to developed an individual's personality. It is a continuous process and changing by the different situation of life. An individual enables to use ideas which he/she earlier received and experienced, helps it too recovered new ideas of the present and constant the healthy personality throughout life. When a situation comes to represent self-concept, an individual behave in a way to show him/her personality mirror no matter harmful or helpful to one and another's. As usually, self-concept counterbalance over the body, but safety for emotional satisfaction an individual can often sacrifice his/her physical comfort.

CONCLUSIONS

Along with higher education self-concept continues to grow up. To understand the behavior of an individual has a single most important attribute that is self-concept. It determent human behavior on critical faces of his/her personality and with the help of personality we human being understands what type of individual are and enables to know us bad and good faces of person. Self-concept also is known as a combined perception of his/ her all-round aspects like physical, moral, social, emotional and educational facts of life. Home environment, school environment, socio-economic status peer group, playground, etc. factors which are influenced by self-concept. Apart from these factors educational aspirations and personality characteristics of student can be studied. An effective home environment and school environment enables to encourage adolescent students to achieve a stable, realistic, personally satisfying and socially acceptable self- concept which showing the right path in that period of adolescence and need to understand their growth and development which take pride by their freedom, status, specific social skills and human relation.

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