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CHAPTER-1
INTRODUCTION

1.1 Preamble :-

Today in the modern complex world every society is faced some serious social, economic and political problems. These problems need systematic intelligent and practical solution solving the problem is a technical process. If required among all other things accumulation of new knowledge. Research provides the means for accumulating such a fund of knowledge and wisdom. In other woods research is a systematic effort at gathering, analysis and interpretation of the problems confronted by humanity. It is a thinking process and a scientific method of studying a problem and finding solution.

Actually research is not the exclusive preserve of a chosen few. Any individual belonging to any field of activity can undertake research or activities to repeat a search. Research helps us to push the frontiers of knowledge beyond the horizon. It is an in depth analysis based on reflective thinking of the various phenomena or observed units to make a generalization. Research is essential for building up of the knowledge base in social science. It develops concepts, theories and tools of measurement. It also provides the research investigator necessary skills to analyze problems scientifically and find solutions.

Like physical, biological and technological Researches, social science research is one of the major fields of research. Social Research includes social sciences, humanities and languages. Social research studies man and his institutions. It is largely empirical. It is bound to be inter-disciplinary as the social phenomena are not isolated.

Social science research or psychological research is the systematic method of discovering new facts, verifying old facts, their sequences, inter relationships, causal explanation, and the natural law that governs them. In other words, it is scientific undertaking in the field of social sciences to acquire facts. It is also stated that social research is the manipulation of things, concepts and symbols, with a view to extend new knowledge or verify the old knowledge whether that knowledge did in the construction of a theory or in the practice of an art.

The purpose of social science research may be classified into two parts viz. academic and utilitarian. The academic purpose of social science research is to acquire first hand knowledge about the society. The quest for knowledge in social science (psychology) make the researcher to conduct specific study in areas of theoretical significance even when no material incentive was present. Thus the primary object of social science research is to get true and intimate knowledge of human society and its
functioning, to know and understand the laws that are operating behind various activities of human.

The another purpose of social science research is utilitarian in nature. In this types of research, the primary goal is to understand social life and there by gain greater knowledge which will be helpful for him or her project or to gain control over social behavior. Human society suffers from a number of social evils have their root in the organization of human society and its working. If these roots are destroyed, then the society will be cured of evils and everlasting human happiness might be secured.

A perfect understanding of human society and its various activities is essential. This is because it has been proved by social researchers that no amount of remedial measure can cure the society if its evils. Despite the number of jails, police and the punishment the crimes have continued and would continue. Hence, there is need for going into the root cause of these evils and destroy those grounds where the crimes are born and flourish. More and more social research is being directed to this purpose.

Social disorganization is the outcome of cause which may be classified into two. Firstly, those which are influenced by human nature and secondly those that are caused by faulty social planning of defective administration. The first type of causes are dealt by social surveys. For example, the attention of the government may be drawn to growing delinquency among the school children. A survey may reveal them to be caused by mismanagement of schools, ill treatment by the teachers or guardians or a bad company. Through administrative reforms the prevalence of delinquency may be reduced. But it can not be stopped altogether. A closer examination may reveal its causes to be deep-rooted like psychological frustration or temptation towards evil and so on. Social research attempts to explore these fundamental traits of human nature with a view to destroy them root and branch.

Child is not just a little adult. Children started growing their personality, self-esteem enrichment intellectually, socially and emotionally on their way to become adult.

1.2 Personality

Personality is a concept to be used to recognize stability and consistency of behavior across different situations, uniqueness of the person and individual differences. There are controversies among psychologists to define personality. Among the numerous definitions of personality, the most commonly accepted definition is given by Allport (1937).

The word personality has been derived from the Latin word ‘Persona.’ At first this word was used for the mask worn by the actors (Roman and Greek) in ancient times,
to indicate to the audiences whether they played the villain’s or the hero’s role in a drama. Thus the mask gave the actor his characteristic features.

Personality includes the behavior patterns, a person shows across situations or the psychological characteristics of the person that lead to those behavior patterns.

Personality is the total quality of an individual behavior as it is shown in his/her habits, thinking, attitudes, interests, his/her manner of acting and his/her personal philosophy of life. It is the totality of his/her being. It includes his physical, mental, emotional and temperamental make-up and how it shows itself in behavior.

The term personality is used by all sections of people on certain occasions, during the courses of their conversations about a person. The concerned person may be young or old, male or female, a person of ordinary type, or person of great eminence. Whether they have known the person very well or known simply from what other say. They attribute some characteristics to the person and admire with some pleasant words that he or she is an attractive, pleasant, agreeable, uncontroversial, dynamic, friendly, person of out standing ability and so on. It may be also stated that he or she have a very good personality. They are attractive or the person is not so good looking, very forceful, adamant, not friendly, quarrelsome and so on. Thus the person is described in terms of some traits or characteristics. This is what we observe in the common sense world in utilizing the concept of personality. But it does not mean that what we hear from others about the description on personality is wrong. We can not say that the common sense observations are totally wrong or incorrect. This is what the psychologist’s state as social attraction. Whatever it is, this is not the all with which the psychologists are satisfied.

### 1.2.1 Definitions of Personality

Allport (1937) Stated that originally persona denoted theatrical mask used in Greek drama. The legend is that a popular actor had to put the mask so as to cover some cosmetic defect. During the course of time the word assumed so many shades of meaning.

Allport gave fifty different definitions derived from the different shades of meaning of the personality. All the meanings can be arranged on a continuum, ranging from external (false, mask life) manner to true self. According to Allport personal qualities are the most common references point of the define personality. In accordance with their emphasis all the definitions can be placed into five categories.

1. The first category is omnibus definitions. This category of definitions makes use of a list of personality characteristics. The list is followed by such expressions as ‘sum of total’, composite of ‘Aggregate of’, ensemble of” etc.
This kind of definition is illustrated by Allport by reproducing prince’s definition. “Personality is the sum total of all the biological innate dispositions, impulses, tendencies, appetites, and instincts of the individual, and the acquired dispositions and tendencies acquired by experience.”

(2) The second category is integrative definitions. This category is included those definitions which emphasize the organizational aspect of personality. One of the definitions by Allport (1937) to illustrate this category is “The pervasive super pattern which expresses the integrity and the characteristic behavioral individuality of the organism.” (Geseel)

(3) The third category is Hierarchical definitions. Such definitions are regard personality as a pyramid like structure with innermost self in the commanding position at the center. Thus personality is regarded as ‘levels or layers of dispositions with a unifying or integrative principle at the top.’

(4) The fourth category is terms of adjustment. Such definitions regard personality as the whole organism in interaction with the environment in the interest of survival. Thus, personality becomes equivalent to an individuals’ mode of coming to terms with the demands of environment.

(5) The fifth category is definitions in terms of distinctiveness. This definition advocate that there will be no personality if all the individuals behave in the same manner. Making of any member of a group from others in terms of his systems of habits, dispositions and sentiments is collectively known as personality.

Allport did not find biosocial formulations and omnibus definition of personality to be useful. Distinctiveness, adjustment and growth are the elements the Allport (1937) found useful in defining personality. He defines personality as; “Personality is the dynamic organization within the individual of those psychophysical system that determine his unique adjustment to shi environment.” (Allport-1947)

Later on, Allport (1965) revised his definition of personality. The revised definition of personality is ‘personality is a dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought.” (Allport-1965)

More formal definitions of personality by psychologists also show little consensus. Influential personality theorists tell us that personality is:

...a person’s unique pattern of traits (Guilford, 1959, p.5)

...the most adequate conceptualization of a person’s behavior in all its detail.” (Mclelland, 1951, p. 69).
“Personality consists of the distinctive patterns of behavior including thoughts and emotions that characterize each individual’s adaption to the situations of his or her life”

- Walter Mischel (1976)

“Personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information.”

- Watson

“Personality refers to deeply ingrained patterns of behavior, which include the way one relates to, perceives and thinks about the environment and one self.”

- American Psychiatric Association-1987

“Personality is the entire mental organization of a human being at any stage of his development. It embraces phase of human character: Intellect, temperament, skill, morality and every attitude that has been built up it course of one’s life.”

- Warren & Carnichael, 1930

“Personality is the essence of human being”.

- Hall & Lindzey, 1957; Characterizing statement by Gordon Allport

“An individual’s pattern of psychological processes arising from motives, feelings, thoughts, and other major psychological function. Personality is expressed through its influences on the body, in conscious mental life, through the individual’s social behavior.”

- Mayer, 2005

“Personality refers to individuals’ characteristic patterns of thought, emotion and behavior together with the psychological mechanisms hidden or not-behind those patterns this definition means that among their colleagues in other subfields of psychology, those psychologists who study personality have a unique mandate: to explain whole persons.”

- Funder, D. C., 1997

“Although no single definition is acceptable to all personality theorists, we can say that personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person’s behavior.”

- Feist and Feist, 2009
“The more or less stable and enduring organization of a person’s character, temperament, Intellect, and physique that determines his unique adjustment to his environment.”

- H. Eysenck

“That which permits a prediction of what a person will do in a given situation.”

- R. B. Cattell

“Each individual’s characteristically recurring patterns of behavior.”

- L. Kolls

1.2.2 Topography of Personality

- One of the most important characteristics of personality is that it is a product of heredity and environment. A child though not has born with a personality develops the same in course of continuous interaction with his environment. The social and cultural factors as well as the various experiences influence the development of personality.

- Personality includes the cognitive, affective and psychomotor behaviors and covers all the conscious, sub-conscious and unconscious also.

- It is specific and unique for each and every individual.

- It is not static but dynamic in nature. Personality of an individual keeps adjusting itself to the environment on a continuous basis. A fine balance is maintained between the environmental and the inner forces.

1.2.3 Components of Personality

So what exactly makes a up a personality? As described in the definitions, we would expect that traits and patterns of thought and emotion make up an important part. Some of the other fundamental characteristics of personality include:

- **Physical appearance**: It is refers to the physique of an individual.

- **Character**: It is refers to the ethical or moral aspect of a personality which one possesses. The character of an individual is judged by the level of consistency exhibited in his or her behavior.

- **Temperament**: It is refers to the deep-rooted emotional trends present in an individual. It is result of secretion of endocrine glands as well as habit form. Temperament plays an important role in one’s ability to adjust to his or her environment.

- **Interests**: It is refers to felt need. It is connected to three aspects, the need to know feel and perform.
• Ability: It is refers to a special natural power to do something well, physical or mental.

• Sociability: It is refers to an ability of the individual to socialize him or herself in a social environment and how other perceive his or her presence in the group.

• Emotionality: It is refers to the ability of an individual to show mature emotional behavior in suitable situations.

• Consistency: It is generally a recognizable order and regularity to behaviors. Essentially, people act in the same ways or similar ways in a variety of situations.

• Psychological and Physiological: Personality is a psychological construct, but study suggest that it is also influenced by biological processes and needs.

• It impacts behaviors and actions: Personality does not just influence how we move and respond in our environment; it also causes us to act in certain ways.

• Multiple expressions: Personality is displayed in more than just behavior. It can also be seen in our thoughts, feelings, close relationships and other social interactions.

1.2.4 Factors Influencing Personality

The factors affecting personality can be divided into - two classes - biological and environmental.

1.2.4.1 Biological Factors

The biological factors affecting the development of personality are heredity, endocrine glands, physique and nervous system.

Heredity: At conception when the egg cell of the female is fertilized by the sperm cell of the male, each new human being receives a genetic inheritance that provides potentialities for development and behavioral traits throughout a whole life time.

The principal raw materials of personality - physique, intelligence and temperament are the result of heredity. How they will develop will depend on environmental influences. Many aspects of human behavior and development ranging from physical characteristics such as height, weight, eye and skin color, hair, the complex patterns of social and intellectual behavior, are influenced by a person’s genetic endowment.
Endocrine Glands

- The secretions of endocrine glands affect physical growth, emotional growth and mental growth. These will have an impact on the total personality of an individual.

- The thyroid gland secretes a hormone called thyroxin, and the main function of this hormone is regulation of body metabolism. If the thyroid gland is under active, the result is usually mental dullness, inactivity, depression, fatigue and poor appetite. Hyper secretion of these glands leads to extreme over activity.

- The parathyroid gland regulates calcium metabolism excitability of the nervous system is directly dependent on the amount of calcium in the blood. Deficient working of this gland leads to the development of an irritable, quick-reactive, distracted, nervous and a tense person.

- Similarly other glands like pituitary, the adrenal and the gonads have their tremendous impact on various personality traits.

Physique: An individual’s size, strength and general appearance determines to a large extent the way in which he or she behaves towards others and how others react towards him or her. An individual with an imposing body-build and a healthy appearance definitely influences those around him or her. Even if he or she has not proved themselves, yet they gains recognition and status through his or her physical appearance. Contrary to this it the small lean persons even if he or she has some merits, they are over-looked because of their physique. People are apt to judge them according to their appearance.

Nervous System: Entire behavior is effectively managed and controlled by the coordination and functioning of the nervous system. How we will behave in a particular situation depends upon the judgment of our brain. The sense impressions, which are received through sense organs, do not bear any significance unless they are given a meaning by the nervous system.

1.2.4.2 Environmental Factors

- Family: Among environmental factors, the most important is the family environment. The reaction of the family environment towards an individual, and the role of parents, are very important in the molding of personality, parents serve as a model whom the child imitates, and their influence is considerable on the child. Parents influence the development of child’s personality in a wide variety of ways. Children learn the moral values, code of conduct, social norms and methods of interacting with others from parents.
• On the whole friendly and tolerant fathers help their children to have greater emotional stability, self-esteem and self-confidence. Domineering and rigid fathers will only foster the development of submissive and frightened, dependent children.

• Over protective mothers will influence their children in the direction of dependence and a total disregard for others. Nagging mothers will cause their children to be shy, submissive and emotionally unstable.

• Besides the role of the parents, the atmosphere in the family is greatly influencing. A peaceful and loving atmosphere results in children being orderly, peace-loving and very affectionate. Without undue strain they develop nature and pleasant personalities. In a family where there is tension, anxiety, constant quarrels and incompatibility among parents, the child is likely to develop strong feelings of insecurity and inferiority.

• **Birth Order** : This is another familial factor that can have an important influence on the personality development. All children has a unique position in the family, such as the eldest, youngest, second or third. This position has a definite influence on personality. The eldest child is very often overburdened with responsibility, hence, he or she grows up to be very independent, while the youngest being the baby of the family is petted and spoilt. The common view of an only child would be that he or she will be pampered and spoilt.

• **School** : The children spend much of their time in the schools and hence it can play a very significant part in the formation of the personality of the child.

• The following factors at school will have a direct role in shaping the child’s personality :

  - the friendships and acquaintances which are made among the children themselves.

  - the type of curriculum in the schools.

  - well - furnished libraries, adequate play ground, etc.

A nurturing school atmosphere provides for all round development of the child. Consistency, structure, warmth and responsiveness can provide a great deal of help to the children for developing a favorable personality and cope with changing life circumstances.

• **Teacher** : A teacher is the most important person in the school who can help in modifying the children’s personalities. He or she is the most powerful source of stimulation for the child. If he/she possess desirable personal and
social modes or reactions he/she will inculcate them among his/her student or
the other hand, effects of prejudicial treatment on the part of teachers can
make the child lose self-confidence and develop low self-esteem.

- **Peer Group**: Developmental psychologists believe that their interactions with
peer are critical to many of the social skills and advances that occur during
childhood. Peer group refers to other children of the same age who study with
or play with the children. Friends are much more influential than sibling or
parents.

Even at preschool age, playmates are highly influential. Children Imitate peers
and try to be like them in many respects. The peer group serves as an
important reference group in shaping personality traits and characteristics of
the growing children. As the children grows up peers become progressively
more influential in molding the children’s self-concept, self-esteem. From
their peers children learn many forms of behavior, some socially appropriate
and others socially undesirable.

For example, by striving to be accepted and like by their peers, they gain new
insights Into the meaning of friendship. Through give and take with friends,
they learn the importance of sharing, reciprocity and cooperation. By trying to
get peers to understand their thoughts and feelings, they learn to communicate
more effectively. Within the friends group, child also learn sex-role norms. In
general, boys become rougher, boisterous, more compulsive, and from larger
groups, while girls tend to form more intimate and exclusive groups. Feelings
of masculine superiority, sex bias and other attitudes and behaviors develop
with gender identification.

- **Sibling Relationships**: The number of sibling as well as their sex and age has
a considerable influence on the development of both favorable and
unfavorable personality traits like cooperativeness, sharing, aggressiveness,
jealousy, etc. Although sibling rivalry is common, older sibling invariably
teach the infant a great deal and they can even function as a source of security.
On the other hand, unhealthy comparisons can also develop, for instance, an
athletic child who is favored by an athletic father over a less active sibling,
may suffer from an inferiority complex or develop low self esteem & self
confidence.

- **Mass Media**: Mass media includes films, television, radio, printed literature,
etc. Mass media has a considerable impact on attitudes, values, beliefs and
behavior patterns. Baron and Bryne (1986) have shown that individuals,
especially child, imitate specific aggressive acts of models. They have
proposed that human personality formation is a result of modeling and imitating the behavior of significant others. Many abnormal forms of behavior can be learned by imitating models from the mass media.

- **Culture**: Culture influences personality because every culture has a set of ethical and moral values, beliefs and norms which considerably shapes behavior. Cross-cultural studies have pointed out the importance of cultural environment in shaping our personality. Individuals of certain cultures are more generous, open-hearted and warm where as individuals of some other cultures are suspicious, introverted and self-centered. It has also been found that certain cultural communities are more prone to develop certain abnormal behaviors as compared to others, probably due to the influence of geographical, dietary, hormonal or genetic influences within the community.

### 1.2.5 Development of Personality

#### 1.2.5.1 Infancy (Birth - 1 Year of Life)

- Infancy time (period) is the true foundation period of person’s life because many behavioral patterns, attitudes, patterns of emotional expressions, aptitude are being established. These have a life long influence on the person’s personal and social adjustments.

- The term of ‘infant’ suggests extreme help-lessens. The infant is truly very dependent individual, and his / her total existences depends on resources outside him/her self. It is a period of rapid growth and development, and a time of radical adjustments.

- An average infant weights 7lbs and measures 18-19 inches in length. Common responses like spontaneous eye movements, yawning, turning and lifting the head, etc. are present.

- The baby’s vocalization includes crying, cooing, gurgling, which gradually develops into bobbing, and later into speech.

- Emotional reactions are intense and sudden, whatever the stimulus. These reactions may be described as states of pleasantness (characterized by relaxing of the body) and unpleasantness (characterized by tensing of the body). Later on, emotions such as anger, fear, curiosity, joy, affection etc. are exhibited. Babies who experience more of pleasant emotions are laying the foundation for good personal and social adjustments later on in life.

- Children like affection, being held and cuddled. They like motion-being carried, tossed, and sitting on a lap.
Reasons:

- Infants learn trust and love first by touch. He/She is absorbed in exploring the world by their senses and movements, and he/she is gradually getting more control over their muscles.
- Child at this stage is only aware of his/her view point, wants, and experiences. Doing things and thoughts over and over helps them learn about things.
- Child has no understanding rules and regulations and cannot understand how one situation has any relationship with the other. He/She lack the ability to foresee consequences.

Developmental Tasks of an Infant:

- Establishes a trusting and meaningful relationship.
- To know and recognizes primary and basic care givers.
- Develops attachment behavior.
- Learns to recognize objects, develops exploration skills.
- Develops muscular control, eye-hand coordination.
- Develops mobility.
- Develops patterns of living: eating, sleeping and elimination needs.

Psychosocial Issues In This Period:

- The infant develops self-trust by trusting in what he/she sees and hears. The beginning feelings of confidence and faith develop from full filament of basic needs. Feelings of distrust develop anger personality if the baby’s needs are not met. This leads to personality problems such as Anget personality, clinging and demanding behavior, greed, giving up easily, taking rather than giving, etc.

Implications:

- Give them lots of affection, holding, cuddling, talking and listing. He/She is unable to understand rules, so correct his/her behavior with patience and love. He/She has a limited attention span. He/She will listen only to those thoughts that interest him/her.
- Provide them short and vivid stories, games that challenges his/her mental and sensory abilities. Provide them repetition and practice short behaviors. Give him/her positive reward.
• Do not try to teach concepts or rules, regulations; He/She can not understand them. But do have rules and be consistent in applying them. Respond to him/her in positive ways to help him/her feel good about themselves.

1.2.5.2 Early Childhood (2-6 Years of Life)

• Growth during early childhood proceeds at a slow rate as compared with the rapid rate of growth in infancy. Body proportions change markedly. Now the muscles become longer, stronger and heavier. The average annual increase in height is 3 inches and the average annual increase in weight is 3-5 IBS.

• Emotions are especially intense, and they are easily aroused to emotional outbursts such as temper tantrums, fears, and unreasonable outbursts of jealousy. Other emotions of curiosity, joy and affection also develop during this time.

• Children will display affection at old moments. They may run to us for a quick hug and then go on with their play. They likes affection but only in brief doses. They may sometimes push unsought affection aside when their attention is else where. They rejects our helps even though there are many things they cannot do for themselves, like drawing and other tasks requiring good finger and hand coordination.

• Children may seem selfish, not sharing. They wants things others are using and does not play with child so much as along side them. Disagreements and frustrations are common in them. They interrupts others and cannot stay long with one activity if others are not doing it. They likes stories and imitates others. Children may seem willful and disobedient and unable to justify naughty behavior.

**Reasons :**

• Parents meet most of a children’s needs and satisfaction as a children begins to conquer their world, they needs to know that this source of security is still there. They has an equally important need to do things, to be active, and to explore their world as their control over their body improves.

• Children still thinks the world is the way they sees it, not understanding that there can be more than one reason for any thing. They can not understand others’ needs. They can not keep a lot of ideas in their head for very long, so they turns to other things when their attention lags or they gets bored.

• ‘Good’ means ‘Satisfying’ for them; They still doesn’t understand that rules apply to many situations. They doesn’t reason the same way adult do. They learns by testing the limits imposed upon them.
**Developmental tasks of the Children**

- They Recognizes self as a separate person.
- Expresses own ideas and needs in acceptable ways.
- Tolerates separation from primary caregivers.
- Start to develop communication skills.
- Start to develop self control skills-toilet training.
- Develops independent skills of daily living.
- Can postpone immediate gratification.
- Know sex identification.
- Seeks information, asks questions.
- Learns values and beliefs of the family.
- Starts to work and play and is more cooperative with others.

**Psycho Social Issues in This Period**

- The most important psychosocial achievement at this time is the development of autonomy or independence. If trust and security do not develop at an early age, autonomy will fail to develop. There is heightened awareness and curiosity of the self, termed as narcissism. The issue of sexuality also overtly develops.

- In this period specific crisis is between initiative and guilt. If the child successfully passes through this stage, it leads to internalization of values and social sanctions and from this time onwards, they able to know the difference between right and wrong and to lay down standards of behavior and rules of conscience that will there after guide much of their behavior.

- The children with faulty autonomy traits will be clinging and dependent. Phase related adult characteristics include stubbornness, over compensatory control, compulsive cleanliness and extreme self-control. They may also develop intense anxiety or guilt or an antisocial personality.

**Implications**

- Give them simple things to do - holding pictures, leading songs. Increase these and also add talks as they gets older. Let them feel they are an important part of your family. Give them affection and praise. Practice ‘good’ behaviors like folding arms and bowing heads, kneeling for prayers, drinking from a sacrament cup, and sitting still. Teach them what is spirituality and religiosity?
• Read or tell them scripture stories. Explain the “hard” parts of life. Choose some stories that give ‘good’ behavior to copy. Explain then concreter terms, not in abstract principles. Define gospel words like repentance, faith, and forgiveness with familiar examples. Use, some stories, examples, simply told, from their own or other family members’ lives.

• Teach them rules but keep them simple. Be firm and consistency. Help your children to be successful so they can develop self-confidence. Show how obedience will help them grow.

1.2.5.3 Late Childhood (7-11 Years of Life)

• Late childhood is a time of slow and uniform growth. The average annual increase in height is 2-3 inches and the average annual weight increase is 3-5 lbs.

• Emotional expressions are usually pleasant ones, although outbursts of anger, anxiety and frustration may continue to occur.

• Boys are may appear less open to affection than girls, particularly around others, but may accept it more willingly when hurt or frustrated. Both are active, in like games, and prefer the company of their own sex.

• He/She like games and may spend much time discussing rules, fairness, and cheating. Some are aggressive while others lack self-confidence in school, girls may be more successful, obedient, and more interested than boys. A child might be interested in clubs, cliques, or neighborhood gangs, seeking friends outside the home.

• They questions parents’ decisions, wanting to know that ‘why’ when our explanations are fair and logical, they will accept them; but if arbitrary or inconsistent, they will question them, but usually obey.

Reasons

• Children are learning what they are all about. They play at the roles set for them much of the time. Although they look to each other for examples, parental love and approval are very important.

• Clubs and games help them to learn about themselves and know to apply rules in their life. They are very aware of competition and concerned about their performance. Because girls are usually more adept at language and social skills at this age, they made do better then boys who may feel inferior or rejected.
• Children has discovered that things that happen are governed by or explained by rules. Knowing the rules and how they apply is extremely important because it helps them predict consequences.

**Developmental Tasks of the School Age Children**

• Develops a sense of belongings with family, friends and others.
• Develops work habit.
• Learns competence in reading, writing calculation, grammar and communication.
• Refines fine and gross motor coordination.
• Acquisition of social skills.

**Psycho Social Issues in This Stage**

• It is during this stage that there is an increased ego control over basic drives. Behavioral characteristics like sympathy and concern for others, cleanliness, modesty, co-operation and willingness to share develop. The children now looks beyond the family and begins to interact with the social system.
• Failure in mastery of the developmental tasks results in emotional instability, low self-esteem, social inferiority and inability to assume expected responsibilities.

**Implications**

• Be ready to listen your children, give each child some personal time. Support them in their problems. Provide real-life examples (stories and short examples) of good role models.

• Provide challenging games that tech sportsmanship, honesty, and cooperation. Help boys get ready for priesthood service. Teach the commandments and obligations as child of our father in heaven. Choose activities that build family unity.

• If our child questions decisions, do not become angry. Explain and them allow them to respond. Be fair and impartial in applying rules, helping them understand how heavenly father’s rules are for your good.
1.2.5.4 Adolescence (12-19 Years of Life)

- The period of adolescence is a time of ‘storm and stress’, an action-oriented phase of life in which feelings and thoughts are primarily expressed through behavior.

- The important physical changes which occur during this period include changes in body size and proportion, and the development of primary and secondary sex characteristics.

- A girl may become silly and self-centered, while a boy may become awkward and clumsy. Both may be seem irresponsible.

- They may enjoy sports, group activates and discussion about ‘life’, values and principles (justice, equality, peace). But they may show great into learned for other’s opinions. They may want to escape the family but be afraid to do so.

- Youth often question values and come to distrust rules, especially rules without any strong ethical or moral basis. They may insist upon their ‘rights’ to be independent. They may seem uncertain of what is meant by ‘right’ and ‘wrong’ for a time. They often reject authority as a reason to approve or disapprove of a behavior.

Reasons

- Physical growth and changes are emotionally upsetting; the youth feels that things are happening faster than they are ready for them. They fells more socially than physically awkward.

- Sports and play games are no longer ways of exploring rules. They reassure youth about their abilities as they watch and copy others while establishing their own adult identities. Adults are especially concerned about relationships with each other. They may be insecure and uncertain about what society expects.

- Adults have found by now that rules are not infallible. They are now able to handle abstract concepts and are busy building their own guiding philosophy of life. They now look behind the rules for the principles.

Developmental Tasks of The Adolescents

- Recognizes individuality and independence from the whole family.

- Accepts strengths and weaknesses.

- Develops own value system.

- Assumes responsibility for one’s own behavior.
• Develops philosophy of life.
• Adapts to somatic changes; integrating new found sexual maturity.
• Acquires skills necessary for adult living.
• Establishes meaningful relationships with peers of both sexes and makes decisions about like work and goals.

- Psychosocial Issues In This Stage
• A major change from childhood to adolescence is the development of self-consciousness and self-confidence. Adolescents are very aware of how others see them and react to them, and this awareness makes teenagers feel apprehensive and extremely self conscious.
• Parent-adolescent conflict is very common, at this time as adolescents seek independence from their parents. The approval of their own age group is much more important to them than the approval of adults. Intense conflicts can occur if the values of the group conflict with those of the parents. Being a member of the peer group has a strong influence on the self-identity and self-esteem of the adolescent.
• The issues of the period of later adolescence (15-19 years) are related to career, marriage and parenthood. This is the period when there is a consolidation of the personality and a beginning sense of identity as a mature person.
• Characteristic troubles of the adolescent identity crisis may include psychosis, neurosis, delinquency (breaking rules of society) etc.

Implications
• Discuss gospel and life principles with your children. Avoid arguing over their different views; rather teach by sharing own faith, experiences, uncertainty.
• Be supportive, encouraging, and accepting. Be consistent in applying rules and explain them in terms of principles.
• Encourage family support for children’s activities. Be friendly and open to their friends. Discuss marriage goals and how priesthood and service activities express the principles of love, brotherhood, and forgiveness. Find ways to bring their friends into family activities rather than competing for time and loyalty.
• Teach the idea of priesthood and marriage covenants.
• Help your children for see scripture as a record of people trying to cope with problems. Give them opportunities to become involved in challenging discussions of ethical problems and gospel applications. These discussions are practice for making decisions on their own later.

1.2.5.5 Early Adulthood (20-40 Years of Life)

• The term ‘adult’ is derived from the Latin word ‘adultus’, which means ‘grown to full size and strength’ adults are therefore individual who have completed their growth and are ready to assume their status in society along with other adults.

• During this stage, the physical and psycho-logical changes which accompany the beginning of reproductive capacity appear. The Basal Metabolic Rate (BMR) slowly begins to come down, when compared to adolescence, so excess body weight is easily gained.

Developmental Tasks of The Younger Adult

• Achieves independence both financial and social.
• Maximizes personal worth and identity.
• Develops satisfying social relationships.
• Assumes responsibilities and independent decision making.
• Learns to balance personal and social needs.
• Distinguishes physical attraction from love and permanent commitment.
• Decides on a marriage, career and children.
• Accepts self and others.

Psycho Social Issues In This Stage

• The four major social expectations or tasks for an adult include choice of career, sexual mutuality (marriage/choosing a life partner), generativist and child-rearing, participation in social processes and work.

• If the young adult has been over-protected by parents, difficulties arise in forming intimate relationships with another person and coping with responsibilities in the working world.

1.2.5.6 Middle Adulthood (41-60 Years of Life)

• Physical Changes related to ageing become more prominent, such as wrinkled skin, muscular pains and impaired sensory capacities. Faulty lifestyles may bring on diseases such as hypertension, heart disease, cancer, etc. A very major physical change is menopause or the male climacteric. Many physical
discomforts and mood changes may accompany menopause and they may become depressed, hostile and self-critical and have wide mood swings. All these usually disappear once endocrine balance is restored. How successfully women make the adjustment to the physical and psychological changes that accompany menopause is greatly influenced by their past experiences and especially the social support available to them.

**Developmental Tasks of The Middle Adult**

- Balances goals and realities and redirects energies as necessary.
- Extends caring and concern beyond family.
- Develops job satisfaction.
- Adapts to physical changes.
- Establishes new roles and responsibilities with family members.

**Psychosocial Issues In This Stage**

- During this time, people become more and more occupied with their work and family. The major adjustments to be made during this age include adjusting to physical and mental changes, occupational responsibilities, approaching retirement and old age.
- Failure to master these developmental tasks may lead to marital, social or occupational conflicts and failures.

**1.2.5.7 Late Adulthood (Old age | 60 Years and Above)**

- Physical changes include wrinkling of skin, stooped posture, flabbiness of muscles, decreased vision and hearing, a decreased efficiency of cardiovascular system.

**Developmental Tasks of The Older Adult**

- Accepts own life.
- Recognizes accomplishments.
- Finds satisfaction with new roles, relationships and leisure time.
- Maximizes independence and maintains high level of involvement.
- Accepts own morality God prepares for death.

**Psychosocial Issues In This Stage**

- The theme of this age time (period) is loss. Which may be identified as follows:
  - Loss of some physical abilities.
- Loss of intellectual processes.
- Loss of work role and occupational identification (Retirement)
- Loss of intimate ties, such as death of spouse, friends and other acquaintances.

• The main major changes and adjustments to be made include adjustment to physical changes, retirement, loss of husband/wife, post-child rearing period (empty nest syndrome), grand parent hood.

• Favorable factors such as satisfaction of needs, retention of old friendships, positive social attitudes, etc. are present, they foster ego integrity of the person. However without adequate support to sustain and bear the losses the older adult is vulnerable to a profound sense or insecurity. Despair and disgust can take over the person, including the feeling, time is running out and there are no alternatives possible at this late date.

• Serious personality breakdown in old age may lead to criminal behavior or suicidal tendencies.

1.2.6 Types of Personality

The world which we live consists of many different thoughts and while reacting to them we can not deal with them accurately. We can not specify each one of them individually and describe the object and all those with which we are having contact may have certain amount of similarities and some different we may not be in a position to point out an object correct direction. For solve this problem we classify some objects. Generally in groups most of the objects in our everyday experience into broad categories, so that the whole category of objects or thoughts can be handled without any delay and we can easily identify them. The same procedure we are following in dealing with people. Psychologists who study human behavior, classify people on basis of certain characteristics. So that they can easily describe the individuals.

A type is a class of individual who shares a common collection of traits to gather in an individual.

1.2.6.1 Hippocrates Classification

Hippocrates tried to classify all human being into four characteristic groups according to their temperament as follows :

(1) Sanguinic Personality

(2) Phlegmatic Personality
(3) Melancholic Personality
(4) Choleric Personality

Hippocrates classification of personality is present in following Table-1.1

Table-1.1

Classification of Personality by Hippocrates

<table>
<thead>
<tr>
<th>Types of Fluids in The Human Body</th>
<th>Types of Personality</th>
<th>Temperamental Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blood</td>
<td>Sanguine Personality</td>
<td>Optimistic, happy, joyful, hopeful, accommodating and light hearted.</td>
</tr>
<tr>
<td>Phlegm</td>
<td>Phlegmatic Personality</td>
<td>Clam, cold, slow, in-different.</td>
</tr>
<tr>
<td>Black Bile</td>
<td>Melancholic Personality</td>
<td>Sad, depressed, pessimistic, dejected, deplorable and self-involved.</td>
</tr>
<tr>
<td>Yellow Bile</td>
<td>Choleric Personality</td>
<td>Irritable, passionate, strong, active, imaginative.</td>
</tr>
</tbody>
</table>

1.2.6.2 Kretschmer’s Classification

Kretschmer classified all human being into certain biological types according to their physical structure.
Kretschmer classification of personality is present in following Table-1.2.

**Table-1.2**

**Classification of personality by Kretschmer**

<table>
<thead>
<tr>
<th>Type of Personality</th>
<th>Personality Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pyknic Personality (Who have fat bodies)</td>
<td>Sociable, jolly, easy going and good natured</td>
</tr>
<tr>
<td>Athletic Personality (who have balanced body)</td>
<td>Energetic, optimistic and adjustable</td>
</tr>
<tr>
<td>Leptosomatic Personality (who are lean and thin)</td>
<td>Unsociable, reserved, shy, sensitive and pessimistic.</td>
</tr>
</tbody>
</table>

**1.2.6.3 Sheldon’s Classification**

He classified human beings into certain types according to their physical structure and attached certain temperamental characteristics to them as following Table-1.3.

**Table-1.3**

**Classification of Personality by Sheldon**

<table>
<thead>
<tr>
<th>Name of Personality Type</th>
<th>Description</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endomorphy Personality</td>
<td>Person having highly developed viscera but weak somatic body structure - fat, soft, round (like pyknic type in kretschmer classification.)</td>
<td>Easy going, sociable, affectionate and fond of eating.</td>
</tr>
<tr>
<td>Measomorphic Personality</td>
<td>Balanced development of viscera and somatic structure-muscular, strong (like athletic type in Kretschmer classification.)</td>
<td>Craving for muscular activity, self-assertive, loves risk and adventure energetic, assertive and bold tempered.</td>
</tr>
<tr>
<td>Ectomorphic Personality</td>
<td>Weak somatic structure as well as undeveloped viscera thin, long fragile (like lepto-somatic in Kretschmer classification.)</td>
<td>Pessimistic, unsociable, reserved, brainy, artistic and introvert.</td>
</tr>
</tbody>
</table>
Dr. Karl G. Jung proposes to classify all individuals into two main groups. Following in Table-1.4.

<table>
<thead>
<tr>
<th>Sheldon’s Somatotype</th>
<th>Character</th>
<th>Shape</th>
<th>Sample Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endomorph [viscerotonic]</td>
<td>relaxed, sociable, tolerant, comfort-loving, peaceful</td>
<td>plump, buxom, developed visceral structure</td>
<td>![Image]</td>
</tr>
<tr>
<td>Mesomorph [somatotonic]</td>
<td>active, assertive, vigorous, combative</td>
<td>muscular</td>
<td>![Image]</td>
</tr>
<tr>
<td>Ectomorph [cerebrotonic]</td>
<td>quiet, fragile, restrained, non-assertive, sensitive</td>
<td>lean, delicate, poor muscles</td>
<td>![Image]</td>
</tr>
</tbody>
</table>

1.2.6.4 Jung’s Classification

Dr. Karl G. Jung proposes to classify all individuals into two main groups. Following in Table-1.4.

**Table-1.4**

Classification of Personality by Jung

<table>
<thead>
<tr>
<th>Extroverts Personality</th>
<th>Introverts Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extroverts are interested in the world around them.</td>
<td>Introverts are interested in themselves, their own personal feelings, emotions and they are unable to adjust easily to any social situations.</td>
</tr>
<tr>
<td>Extroverts are sociable, friendly, not easily upset by difficulties</td>
<td>Introverts are socially and aloof and withdrawn behavior</td>
</tr>
<tr>
<td>Extroverts are men of action rather than reflection.</td>
<td>Introverts are shy and reserved personality</td>
</tr>
<tr>
<td>Extroverts are successful in adjusting to the realities of their environment are socially active and more interested in leaving a good impression on others.</td>
<td>Introverts are prefer to work alone and avoid social contact. They are inclined to worry and get easily embarrassed.</td>
</tr>
</tbody>
</table>
Teacher, Politicians, social workers, lawyers, insurance agents, salesmen, etc. fall in this category.

<table>
<thead>
<tr>
<th>Teacher, Politicians, social workers, lawyers, insurance agents, salesmen, etc.</th>
<th>Philosophers, scientists, writers, poets etc. fall in this category.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Their behavior is influenced more by physical stimulation than by their Inner thoughts and ideas.</td>
<td>Introverts are the personas who seek the manifestation of their life through inner activities by going inward or dragging up thing within themselves.</td>
</tr>
</tbody>
</table>

There are very few people who are purely extroverted or introverted. Most of us have qualities of both these types; in other words, we are ambiverts.
1.2.6.5 Allport Classification

He classifies all individuals into two types according to following Table-1.5.

**Table-1.5**

<table>
<thead>
<tr>
<th>Ascendant Personality</th>
<th>Descendent Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td>This type tends to dominate a situation. They are outgoing and is interested in the world around them.</td>
<td>This type (submissive) person is inclined to be self-critical, self-analytical and indecisive. They are given to daydreaming and withdraws from social or competitive situations.</td>
</tr>
</tbody>
</table>

‘Type psychologists’ assume that human personalities can be classified into a few clearly defined types. Our observation and careful and detailed measurements of personality traits school that this assumption is wrong. We can’t classify human being only as tall or short, fat or thin, intelligent or stupid, sociable or unsociable, good or bad, black or white. Most of us possess qualities or traits which are somewhere between these two extremes (Table-1.5).

1.2.7 Theories of Personality Development

Theories of personality development identify behaviors associated with various stages through which individuals pass, thereby specifying what is appropriate or inappropriate at each developmental level.

If, as we have seen, there is no universally accepted definition of personality on what do psychologists base their studied of human personality? Clearly, any researcher must proceed with some sort of guidelines. The psychologist uses a theory of personality. The basic assumptions about human behavior and a working definition of the concept.

The major theoretical approaches to understand personality include trait theory, psychoanalytic theory, learning theory and humanistic theories.

(1) **Type and trait theories of personality**

- Type theories - Eysenck’s hierarchical theory
- Trait theories
- Allport’s theory

**Assumption**: The basis assumption of this theories is that individual personalities can be described in terms of a limited number of dimensions.
(2) **Dynamic personality theories**
- Psychoanalytic theory by Sigmund Freud.
- Analytical psychology by Jung.
- Individual psychology by Adler
- Psychoanalytic Interpersonal theory by Horney.
- Psychosocial theory by Erikson.

**Assumption**: This theory assumes that much of human motivation is unconscious and must be inferred indirectly from behavior. This theory emphasizes stages in development, a conflict between pleasure seeking and reality demands. It also suggests that sexuality is the source for conflict and human growth.

(3) **Learning and behavioral theories of personality**
- Early social learning theory by Dollard and Millers.
- Radical Behaviorism by Skinner.
- Later social learning theory by Bandura and Watson.

**Assumption**: This theory assumes that personality differences result from variations in learning experiences. Response may be learned through observation without reinforcement; but reinforcement is important in determining whether the learned responses will be performed. Emphasis is on situation-specific behavior rather than on broad characterizations of personality across diverse situations.

(4) **Humanistic theories - Personality as the self**
- Self theory by Roger’s.
- Self actualization theory by Maslow.

**Assumption**: This theories are concerned with the individual’s personal view of the world, his self-concept, and his push towards growth or self-actualization.

Despite the shortcomings of each the major perspectives on sexuality theory each point of view has enlarged our understanding of human behavior. Psychoanalysis broadened our awareness of the continuity between infant and adult. Learning theory provided insight into how behavior is acquired, maintained and extinguished. Humanistic theory enlarged our horizons by emphasizing human strivings towards self-fulfillment and growth.

Here describe some theories of personality for understanding human personality.
1.2.7.1 Psychoanalytic Theory by Sigmund Freud (1856-1939)

Freud (1939), who has been called the father of psychoanalytic theory, is credited as the first to identify development by stages. He believed that an individual’s basic character is formed by age of five.

This theory is based on a few fundamental principles. One of these was psychic determinism, the idea that human behavior does not occur randomly but in accordance with intra psychic causes, which may not always be obvious to an outside observer or even to the person displaying the human behavior. This concept, that all of our behavior “means” something, even if we are not aware of its meaning, is one of the most significant and widely known features of Sigmund Freud’s theory. In the psychoanalytic perspective few, if any, aspects of human behavior are accidental: writing the word ‘sex’ when you meant to write ‘six’, calling your lover or Husband/Wife by another person’s name, or forgetting a dental appointment could be interpreted as expressing feelings, desires, fears, or impulses of which you may not be aware.

Freud says the part of mental functioning that is out of our awareness and to which we cannot gain access the unconscious. Thoughts, feelings, emotions and ideas of which we are unaware but that we can bring into the conscious portion of the mind are called to be preconscious. For example, we can easily become aware of the feelings of our tongue even though, until we read this sentence, we were probably not thinking about it. Such thinking are preconscious, by contrast, according to Freud if we harbor unconscious hatred toward a close friend, we would claim that no such feelings exist because we do not experience them consciously.

Freud’s another fundamental assumptions was that human personality is formed out of the continuous struggle between the individual’s attempts to satisfy inborn instincts (primarily involving sex and aggression) while at the same time coping with an environment that will not tolerate completely uninhibited conduct. In Freud’s view all human beings are born with instinctual sexual and aggressive impulses which demand immediate gratification but which individuals can not always directly express without causing themselves harm or other negative consequences. Thus, it becomes each
individual’s lifelong task somehow to satisfy instinctual youngest while taking into account the demands, rules, and realities of the environment. For example, a man may desire sexual relations with a particular woman, but because he has been socialized by his parents and other agents of society, he knows that he cannot just walk up to her as a perfect stranger and attempt to attain his goal directly. Therefore, he may seek to meet her socially, develop a close relationship with her over some period of time, and ultimately reach his original objective. This solution to the man’s problem is far more socially appropriate than a direct expression of sexual impulses and thus reflects a compromise between instinct and reality. For Freud, then, personality is a kind of arena in which what individuals want to do (instinct) conflicts with what they have learned they should or can do (morality and reason) and where some compromise is worked out. Freud categorized his personality theory according to structure, dynamics and development.

• Freud’s Structure of the Personality

According to Freud, personality has a three-part structure: id, ego and super ego. Although the three parts interact intimately, each has its own characteristics.

Id: The id is the mental province or agency containing everything inherited, especially the instincts. It is the basis of personality, the energy source for the whole system, and the foundation from which the ego and superego later become differentiated. The id, according to Freud, is the innermost core of personality, and it is closely linked to biological processes.

Increases in early generated by internal or external stimulation produce tension and discomfort that the id can’t tolerate. The id seeks immediate tension reduction. This tendency toward immediate tension reduction is called the pleasure principle, and the id obeys it, seeking immediate satisfaction of instinctual wishes and impulses, regardless of rational or logical considerations.

Sigmund Freud believed the impulses of the id to be chiefly sexual and aggressive instincts. Freud classified these impulses or instincts into the categories of “life” or sexual instincts are wishes and ‘Death’ or Aggressive instincts. The psychological representations of these instincts are wishes, and they often are irrational and unconscious.

To discharge and reduce tension the id forms an internal image or hallucination of the desired object. The hungry infant, for example, may conjure up an internal representation of the mother’s breast (feeding). The resulting image is considered a wish fulfillment, similar to the attempted wish fulfillment that Freud believed characterized normal dreams and the hallucinations of psychotics. “primary process thinking”, was Freud in terms for such direct, reality - ignoring attempts to satisfy
needs irrationally. Because mental skima (images) by themselves cannot reduce tension, a “secondary process” develops in the from of the ego.

**Ego** : The Ego, the organized outgrowth of the id, is in direct contact with the external world. It is governed by considerations of safety, and its task is preservation of the organism. The ego wages its battle for survival against both the external world and the internal instinctual demands of the id. In this task it has to continuously differentiate between the mental representations of wish fulfilling images and the actual perceptual characteristics of the outer world of reality. In its search for food, water or sexual release, for example, it must locate the appropriate tension-reducing objects in the environment, so that tension reduction can actually occur. That is, it must go from image to object, and find satisfaction for id impulses while simultaneously preserving itself.

The function of ego is governed by the reality of principle, which requires it to test reality and to delay discharge of tension until the appropriate object and environmental conditions are found. The ego operates by means of a ‘secondary process’ that involves realistic, logical thinking and planning through the use of the higher or cognitive mental processes. That is, while the id seeks immediate tension or anxiety reduction by such primary process means as wish fulfilling imagers and direct gratification of sexual and aggressive impulses, the ego, like an executive, mediates between the id and the world, testing reality and making decisions, about various courses of available action, for example, it delays impulses for immediate sexual gratification until the environmental conditions are appropriate.

**Super Ego** : The super ego is the agency that internalizes the parental influence. It represents the morals and standards of society that have become part of the internal or own world of the individual in the course of the development of his/her personality. In so far as the super ego is differentiated from the ego or opposed to it, it constitutes a third force that the ego must take into account. The super ego is the conscience, the judge of right and wrong, of good and bad, in accord with the internalized standards of the parents and thus, indirectly, of society. It represents the ideal. Whereas the id seeks pleasure and the ego tests reality, the superego seeks perfection. The superego for Freud, involved the internalization of parental control in the form of self-control. For example, the individual with a well-developed superego refrains from ‘bad’ or ‘evil’ (wrong) temptations, such as stealing when hungry or killing when angry, even when there are no external constraints (in the form of police or other people) to stop him/her. The hypothesized mechanisms in this process, and the research relevant to it, are crucial for understanding personality development.
• **Dynamics of Personality**

According to Freud, the three parts of the psychic structure - id, ego and super ego - are in perpetual conflict. The dynamics of personality involve a continuous interaction and clash between id impulses seeking release and inhibitions or restraining forces against them - an interplay between driving forces or urgings and inhibitory constraining forces. These urges or impulses and counter forces propel or motivate personality.

- Freud believed that “psychic energy” is the force or impetus required for our mental functioning. Originating in the id, it instinctually fulfills basic physiological needs. As the child matures, psychic energy is diverted from the id to from the ego and then from the ego to from the super ego.

- Psychic energy is distributed within these three personality components, largest share to maintain a balance within the id, the impulsive human behavior and the idealistic human behavior of the super ego. If an excessive amount of psychic energy is stored in one of these personality components, behavior will reflect that part of the personality. For instance, impulsive behavior will prevail when excessive psychic energy is stored in the id.

- Our investment in the ego or over ego will reflect our self absorbed or narcissistic behaviors and an excess within the super ego will result in rigid, self-deprecating behaviors.

- The human personality functions on three levels of awareness: conscious, preconscious and unconscious.

- Consciousness refers to the perception, thoughts, emotions, things and feelings existing in a person’s immediate awareness.
Preconscious content on the other hand, is not immediately accessible to awareness. Unlike conscious and preconscious, content in the unconscious remain inaccessible for the most part.

The unconscious affects all the three personality structures. The id, the ego and the super ego. Although the id’s content resides totally in the unconscious, the superego and the ego have aspects in all the three levels of consciousness.

Some ideas, memories, feelings, or motives which are disturbing, forbidden and unacceptable and anxiety or tension producing are repressed from consciousness. The process of repression if self is unconscious and automatic, it just happens without our knowledge. This repressed material continues to operate underground and converts the repressed conflicts into disturbed behavior and unexplained signs and symptoms. According to Freud this repressed material is also responsible for some of our dreams, accidental slips or tongue etc.

**Conflict** : The quest for immediate satisfaction of impulses reflects man’s hedonistic nature. People are motivated to avoid pain and to achieve immediate human’s anxiety and tension reduction. This drive for immediate satisfaction of instinctual demands leads to an early and enduring clash between the individual and the environment. Conflict develops to the degree that the environment and its representatives in the form of other persons, notably the parents in childhood, exercise censorial and controlling functions that punish or impede immediate impulse expression. The person time comes to incorporate the societal code by which he/she is raised, largely through a process of inter realizing parental characteristics. Thus in Freud’s view perpetual warfare and conflict exist between man and environment. In so far as societal values become “internalized” as part of the person, this warfare is waged internally between the components of personality and it produces anxiety.

**Anxiety** : Freud distinguished three kinds of anxiety. In neurotic anxiety the person fears that his/her instincts will get out of control and cause him to behave in ways that will be punished. In moral anxiety the person feels conscience - stricken or guilty about unacceptable things that he/she feels he/she has done or even contemplates. Both neurotic and moral anxiety are derivatives of reality anxiety, the fear of real dangers in the external world. The sequence of events in reality anxiety (or ‘objective anxiety’) is simple : a danger exists in the external world, the person perceives it, and his perception evokes anxiety. This sequence may be summarized as :

\[
\text{External danger} \rightarrow \text{perception of danger} \rightarrow \text{real anxiety.}
\]
• **Freud’s Psychosexual Stages and Personality Development**

Freud organized his theory of personality development around psychosexual stages. Body pleasure, Freud believed, is focused successively on different zones (Mouth, anus, genitals) in the course of development. The oral, anal, and phallic stages unfold during the first five years of human life. A quiet or repressive latency period of about five or six years follows these three states. In adolescence the pregenital impulses are activated again at puberty. If they are successfully utilized, the individual reaches the mature or genital stage.

The pleasure derived from the oral, anal and genital zones is related to one general source: The ‘libido’ or energy of the sexual instincts. In each psychosexual stage the libido is focused on the pleasure-giving (erogenous) zone that characterizes that stage and that provides unique potentialities for gratification or frustration. According to the theory the person’s experiences at each stage - oral, anal, phallic, latency and genital leave a some characteristic imprint that influences his/her future development.

The special experiences (vicissitudes) encountered by sexual impulses at any of the early psychosexual stages, either in the form of over indulgence or deprivation, may produce “fixation.” Fixation is an arrest in sexual impulses at an early stage of psychosexual development; it may lead to a character structure built around the unresolved difficulties of that period.

• **The Oral Stage (Birth to 18 Months)**

During this period the dependent person is said to be fixated, which occurs at a time when the infant is totally dependent upon others for satisfaction of his/her needs. The oral stage characterizes the first year of life. According to Freud, it is divided into two periods; (1) Sucking (2) biting and chewing. During this stage baby’s mouth is the focal point of pleasure, children suck, bite and chew any thing that fits into their mouth. To Freud, this behavior suggested that the mouth is the primary site of a kind of sexual pleasure. Infants who are either overly indulged of frustrated in their search for oral gratification might become fixed at this period. Fixation refers to conflicts or concerns that persist beyond the developmental period to which they first occur. Fixation at the oral stage might produce an adult who is unusually interested in oral activities such as eating, talking, etc. The infant feels a sense of attachment and is unable to differentiate the self from the person who is providing the mothering. At the age of 4-6 months the development of ego begins, the infant starts to view the self as separate from the mothering figure. A sense of security and the ability to trust others is derived out of gratification from fulfillment of basic needs during this time. More specifically, oral incorporation (as in sucking and taking in milk in the first oral period/feeding) becomes the prototype of such pleasure as those gained from the
acquisition of knowledge or possessions. The gullible person (who is “easily take in”) is fixated at the oral, incorporative level of personality. The sarcastic, bitingly argumentative person is fixated at the second oral period—the sadistic level associated with biting and chewing.

**The Anal Stage (18 months to 3 years)**

The major developmental tasks in this stage are gaining independence and control, with focus on the excretory function. During this stage the id is slowly brought under the control of ego. At this point the major source of pleasure changes from the mouth to the anal region and children obtain considerable pleasure from both retention and expulsion of feces. During this period toilet training is initiated, giving the child his/her first experience with imposed control of an instinctual impulse. The way in which this training is conducted affects later traits and values. Internal conflicts about withholding and retentiveness may arise in a person who has remained preoccupied with unresolved problems of the anal phase. The expressive character (cruel, destructive, tempestuous, and disorderly), according to the theory, result from fixation in the early anal phase, in which pleasure is localized in the expulsion of faces. This fixation may result from extreme repressive measure on the part of the mother or other person) in toilet training. Pleasure is located in the retention of faces later in the anal phase. A person fixated at this level would show character traits of obstinacy and stinginess, precision and orderliness.

**The Phallic Stage (3 to 6 years)**

In the phallic stage, characterized by masturbatory stimulation and the observation of the anatomical distinction between the genders (sexes), sets the scene for the ‘Oedipus complex.’ According to Freud, the Oedipus complex, though modified and repressed after the age of five, remains a vital force in later personality. Both boys and girls love their mother as the satisfier of their basic needs and resent their father as a rival for their mother’s affections. In addition, the boys love their mother as the satisfier of their basic needs and resent their father as a rival for their mother’s affections. In addition, the boys fears castration by the father as retribution for his incestuous desires for his mother and his death wish toward his father. Castration fear is reinforced by the child’s conception of the female as a castrated male and often by direct threats of castration accompanying discouragement of the boy’s masturbation. Castration anxiety, in the boy, results in the repression of his sexual desire for his mother and in hostility towards his father. Gradually, to reduce the anxiety of possible castration by the father, the boy tries to become like him or to ‘identify’ with him.

Identification with the father in turn helps the boys gain some vicarious satisfaction of his sexual impulses toward his mother. In this phase or Oedipus complex of the male, the superego reaches its final development as the internalized standards of parents and
society: The opposition to incest and aggression becomes part of the child’s own value system. In the female, penis envy, resulting from the discovery that she lacks the more desirable male organ, is the impetus for the exchange of her original love object - the mother. For a new object, the father. Unlike the boy’s Oedipus complex, which is repressed through fear, the girl - having nothing to lose-persists in her sexual desire for her father. This desire does, naturally, undergo some modification because of realistic barriers. This period, characterized by reduced overt sexuality, follows at the end of the phallic stage, memories of infantile sexuality are repressed and socially for hidden sexual activity is forgotten.

• **The Latency Stage (6 to 12 years)**

The major developmental task during this stage is “repressed sexuality with focus on relationships with same sex peers.” Sexuality is not absent during this stage, but remains obscure and imperceptible to others. Children of this age show a distinct preference for same-sex relationships even rejecting members of the opposite sex.

• **The Genital Stage (12 to 20 years)**

The love objects of the pre-genital period are essentially selfish or “narcissistic” that is others are loved only because they provide additional forms of body pleasure to the child. Some of this narcissism eventually becomes channeled into genuine “object choices” or love relations, and the adolescent begins to love others for altruistic reasons. In the well-socialized adult the experiences of the oral, anal and phallic stages have become fused and synthesized with genital impulses. This final phase of maturity is called the genital stage, and in it the individual is capable of genuine love and adult sexual satisfaction. The major developmental tasks during this period are; libido, is reawakened as genital organs mature; focus in on relationships with members of the opposite sex. The development of sexual maturity evolves from self-gratification to behaviors that have been deemed acceptable by social norms.

1.2.7.2 Personality Theory by Otto Rank (1884-1939)
Otto Rank disagreed with Freud’s emphasis on sex and aggression as the bases of human behavior. But while Adler emphasized inferiority and striving for superiority, Rank focused on the developing person’s basic dependency and inborn potential for growth and independence. Rank thought the trauma of birth was very significant because it involved an abrupt transition from the passive, dependent world of the fetus where no demands are made (the unborn child does not even have to breathe) to a chaotic outside world that requires ever increasing independence. Thus, birth provides the first example of what Rank considered to be a basic human conflict. Between the desire to be independent and the need to be independent. Otto Rank felt that the appearance of human behavior problems indicated that this conflict was not adequately resolved.

Rank find the myths relatively simple to understand. As child, we worship our parents. When we get older, they begin to get in our way, and we discover they were not all they seemed. The myth reflects a wish in all of us for a return to the comforting days when we thought our parents were perfect and gave us the attention we felt we deserved. The box or basket symbolizes the womb, and the waters our birth. The “people of low birth” symbolize our weak and unappreciative parents. The king and queen symbolize what they should be like. And the revenge is our anger at how they have mistreated us. But notice that Otto rank does not bring sexuality into the picture, and does not refer to a collective unconscious. The myths are simply the expressions different cultures have given to common childhood experiences. His interpretation may not be perfect, but is humility is refreshing.

1.2.7.3 Carl Rogers’ Self Theory (1902-1987)

Rogers emphasized that each of us interprets the same set of stimuli differently, so there are as many different ‘real words’ as there are people on this planet (Rogers, 1980)

“The curious paradox is that when I accept myself just as I am, then I can change.”
Carl Rogers
• **Self Actualization**

Rogers used the word self-actualization to capture the nature underlying the tendency of humans to move forward and fulfill their true potential. Rogers argued that people strive towards growth even in less-than favorable surroundings.

• **Personality Development**

Carl Rogers proposes that even young children need to be highly regarded by other people. Child also need positive self reward to be esteemed by self as well as others. Rogers believed that every one should be given unconditional positive reward. Which is a non judgmental and genuine love without any strings attached.

1.2.7.4 **Personality Theory by Gorden Allport (1897-1967)**

One of the most outstanding trait psychologies was Gordon Allport, whose conceptions of traits have had an important influence for more than 30 years. Allport’s theory asserts that no two individual are alike. Allport regarded “traits” as being responsible for these individual differences. According to Allports, trait is a predisposition to act in the same way in a wide range of situations. Allport distinguished between common traits and individual traits. Common traits are shared by several people within a given culture. Individual traits are peculiar to the person and do not permit comparisons among people. They guide, direct and motivate an individual’s adjustment. Therefore, they accurately reflect the distinctiveness or uniqueness of his/her personality.

Gorden Allport was deeply committed to the study of individual traits. He started calling them as ‘personal’ dispositions. Common traits were simply called as ‘traits.’ Allport proposed that there are three types of personal dispositions.
(1) **Cardinal Disposition**: A cardinal disposition is so dominant that all actions of the person are guided by it. Very few people possess cardinal dispositions. For example, Ms. Nightingale whose actions were driven by compassion for people.

(2) **Central Disposition**: There are not as dominant as cardinal disposition, but they influence the person’s behavior in a very prominent way. Therefore, they are called the building blocks of personality. For example, a human may have such central dispositions as punctuality, responsibility, attentiveness, honesty, loyalty etc.

(3) **Secondary Disposition**: These are not very consistent and are thus less relevant reflecting the personality of the individual. For example food, water and clothing preferences, specific attitudes, etc. may be considered as secondary dispositions.

1.2.7.5 **Personality Theory by Raymond Cattell (1905-1998)**

Raymond B. Cattell has been another important proponent of trait theory. For cattell trait is also the basic unit of study; it is a “mental structure”, inferred from behavior, and a fundamental construct that accounts for behavioral regularity or consistency. Like Allport, Cattell distinguished between common traits, which are possessed by all human being, and unique traits, which occur only in a particular person and cannot be found in another in exactly the same form. Cattell also distinguished surface traits from source traits. Surface traits are clusters of overt or manifest trait elements (responses) that seem to go together. Source traits are the underlying variables that are the causal entities determining the surface manifestations. In research, trait elements (in the form of test responses or scores) are intercorrelated statistically until collection of elements that correlate positively in all possible combinations are discovered. This procedure, according to Cattell, yields surface traits.

He spoke of the multiple traits that comprise the personality, the extent to which these traits are genetically and environmentally determined and the ways in which genetic and environmental factors interact to influence behavior.
According to him, personality is that which permits us to predict what a person will
do in a given situation. In line with his mathematical analysis of personality,
prediction of behavior can be made by means of a specification equation: \( R = F(S, P) \)
According to formula the response (R) of the human is a function (F) of the stimulus
(S) at a given moment of time and of the existing personality structure (P). This
equation conveys Cattell’s strong belief that person behavior is determined and can be
predicted. Traits are a major part of Cattell’s theory, which he defined as the
individual’s stable and predictable characteristics. He divided traits into surface traits
and source traits. Surface traits are not consistent over time and do not have much
value in accounting for the individual’s personality. Source traits are the basic
building blocks of personality which determine the consistencies of each person’s
behavior over an extended period of time. Basing on some extensive research, he
identified sixteen source traits that constitute the underlying structure of personality
(such as outgoing-reserved; stable-emotional; self-sufficient-group dependent, etc.)
Cattell constructed a scale to measure these source traits, which came to be known as
‘sixteen personality factor questionnaire’ (16 PF Questionnaire).

In system of his, traits may also be grouped into classes or modalities on the basis of
how they are expressed. Those that are relevant to the individual’s being ‘set into
action’ with respect to some goal are called dynamic traits, where as those concerned
with Cattell’s effectiveness in gaining the goal are ability traits. Traits concerned with
energy or emotional reactivity are named temperament traits. Cattell has speculated
extensively about the relationships between various traits and the development of
personality.

1.2.7.6 Trait Type Theory of Personality by Hans Eysenck (1916-1997)

Eysenck Says that, personality is the more or less stable and enduring organization of
a person’s character, temperament, intellect and physique, which determine his unique
adjustment to the environment. The extensive researches of the English Psychologist
Hans Eysenck have complemented the work of the American trait theorists, and
supplemented it in many important ways. He has extended the search for personality dimensions to the area of abnormal behavior, studying such traits as neuroticism and psychoticism. Eysenck also has investigated introversion - extraversion as a dimensional trait (Although Carl Jung originally proposed “introvert” and extrovert as personality types) Eysenck and his associates have pursued an elaborate and sophisticated statistical methodology in their research for the dimensions needed for an adequate conceptualization of personality structure. In addition to providing a set of descriptive dimensions, Eysenck and his colleagues have studied the associations between people’s status on these dimensions and their scores on a variety of other personality and intellectual measures. The essence of his theory is that the elements of personality can be arranged hierarchically. In this scheme certain super traits and types such as extroversion exert a powerful influence over behavior. Based on personality types, he proposed four separate categories of people. He says that introvert and stable are clam, reliable, controlled, peaceful and careful while introvert and unstable are moody, anxious, rigid, pessimistic and reserved. Extroverts and stable are leader, easygoing, talkative, outgoing, sociable while extrovert and unstable, restless, aggressive, impulsive, optimistic, active. Later on, Eysenck added a dimension to personality called as psychoticism. Superego strength. Human belonging to this category are selfish, impulsive and opposed to social customs.

Basing on his categorization of personality types, he constructed an inventory called ‘Eysenck Personality Questionnaire (EPQ).’ It covers items from each of the personality types identified by him. Throughout his writings, he consistently emphasized the role of genetic factors and neurophysical factors, role of the cerebral cortex, autonomous nervous system, limbic system, Reticular Activating System (RAS) in explaining individual differences in behavior. Because of the use of statistical techniques and the assumption that there is a hierarchical organization to basic personality dimensions, Cattell and Eysenck have been called as factor analytic trait theorists.

1.2.7.7 Personality Theory by Carl Jung (1975-1961)
Carl Jung, an admirer and on time associate of Sigmand Freude, broke with his colleague and developed his personal (own) theory of psychoanalysis and his own method of psychotherapy. His approach became known as analytical psychology. Although it retains Freud’s unconscious processes, it posits a collective unconscious - a transpersonal, inherited racial foundation of personality. The content of the collective unconscious are “archetypes.” Unlike the personal unconscious, whose contents were once conscious but have been forgotten or repressed, the contents of the collective unconscious have never been in consciousness and therefore are not individually acquired, they own their existence exclusively to heredity. Jung broadened the concept of psychic energy. He did not exclude the sexual instinct of Freudian theory but thing it was only one among many instincts. Carl Jung placed great emphasis on the directed aim or purposiveness of personality development. Jung believed that goal-directed behavior cannot be given an exclusively causal or historical explanation. The meaning of behavior according to him may become fully intelligible only in terms of its end-products or final effects, we need to understand man not only in terms of his past but also in the light of his purposes and goal strivings.

1.2.7.8 Personality Theory by Erich Fromm (1900-1980)

Theory of Fromm is a rather unique blend as compare with Freud and Marx. Freud, of course, emphasized the unconscious, biological drives, repression, and so on. In other words, Freud postulated that our characters were determined by biology, on the other hand Marx saw people as determined by their society, and most especially by their economic systems. Fromm’s psychology represents an expansion of fundamental Freudian concepts to man as a member of society. Freud saw personality development as a reaction to satisfactions and frustrations of physiological drives. In contrast, for Fromm man is primarily a social being to be understood in terms of his relation to others. According to him, individual psychology is fundamentally social psychology. In addition to the biological factors, man has psychological qualities, such as tendencies to grow, develop and require potentialities, that result in a desire for freedom and a striving for justice and truth. Thus the nature of human beings has a force of its own that influences the evolution of the social processes.
The difference between Freud’s biological orientation and Fromm’s social origination is illustrated by Fromm’s explanation of character traits. Fromm criticized Freud’s idea that fixation of libido at certain erogenous (pleasure-giving) zones is the cause of latter character traits. According to him, character traits develop from experiences with others. Psychosexual problems and attitudes are rooted in the whole of the character structure. They are expression in the language of the body of an attitude toward the world that is essentially socially conditioned. According to Freud, cultural phenomena are the result of societal suppressions of instinctual drives. According to Erich Fromm ideologies and culture in general are based on the social character, which is molded by the mode of existence of a given society. In turn, the dominant character traits become productive forces shaping the social process. Second major point of departure from Freud is Fromm's belief that ideals like truth, justice and freedom can be genuine strivings and not simply rationalizations of baser motives. Freud’s psychology is a psychology of instinctual drives that defines pleasure in terms of tension reduction. Psychology of Fromm tries to make a place for positive attributes, such as tenderness and the human ability to love, and implies that these human needs have a force of their own. Fromm believes that character is not the result of passive adaptation to social conditions but of a dynamic adaption on the basis of elements that are either biologically inherent in human nature or have become inherent as the result of historic evolution. He lists five human needs (1) Relaxedness (2) Creativity (3) Rootedness (4) A sense of identity (5) A Frame of orientation.

1.2.7.9 Personality Theory by Erik Erikson (1902-1994)

Erik Erikson was not trained by Freud, nor did he hold a Doctorate a highly respected university. In fact he wasn’t formally educated like the vast majority of his psychodynamic colleagues. Although his parent pushed him for medical school, he saw himself as an artist and spent his youth wandering through Europe living the artist’s life. His two major contribution to psychodynamic thought include a reappraisal of the ego and an extended view of developmental stages. Erikson (1963) studied the influence of social processes on the development of the personality. He tried to revise psychoanalytic theory by giving a greater role to ego processes. Erikson expanded Freud’s theory to cover the whole life cycle of man as the eight stages, the individual is faced with a psychological crisis, which must be successfully resolved, if healthy development must take place at a later stage.
(1) **Infancy (0 to 1 Year of Life) Trust Vs Mistrust (Virtue - Hope)**

The major development task during this period is to develop a basic trust with the mothering figure and be able to generalize it to others “The infant learns to trust, if all his/her needs are met. Achievement of the task results in self-confidence, optimism and faith in the gratification of needs and desires and hope for the future. Distrust can develop if the infant’s world is filled with insecurity due to unmet needs, caused by lack of caring on the part of parents and significant others. Non-achievement result in emotional dissatisfaction with the self and others, suspiciousness and difficulty with interpersonal relationship.

(2) **Early Childhood (2 to 3 Year of Life) Autonomy Vs Shame and Doubt (Virtue-will Power)**

The major developmental task during this stage is “to gain some self-control and independence within the environment.” As the child attempts to gain independence, parents need to encourage him/her. Which will help him/her gain autonomy. Achievement of the task results in a sense of self-control and the ability to delay gratification and a felling of self-confidence is one’s ability to perform. If children are not allowed freedom or if they are over protected or criticized for what they does, shame, doubt and uncertainty about him/her self and their capabilities result.

(3) **Middle Childhood (4 to 5 Year) Initiative Vs Guilt (Virtue-Purpose)**

The major developmental task during this period is ‘to develop a sense of purpose and the ability to initiate and direct own activities.’ Initiative is achieved when creativity is encouraged and performance is recognized and positively reinforced. Achievement of the task results in the ability to exercise restraint and self-control of inappropriate social behaviors. If his/her initiative
and curiosity are discouraged, the children may be prevented from setting future goals by a sense of guilt and shame for holding such ambitions.

(4) Late Childhood (6 to 11 Years of Life) - Industry Vs Inferiority (virtue - Competence)

The major developmental task during this period is “to achieve a sense of self-confidence by learning, competing, performing successfully and receiving recognition from significant others, peers and acquaintances.” If parents praise the child’s efforts, a sense of esteem and industry develops. Achievement of the task results in a sense of satisfaction and pleasure in the interaction and involvement with other. When parents set unrealistic expectations for the child, when discipline is harsh and tends to impair self-esteem and when accomplishments are consistently met with negative feedback, the individual may become a workaholic with unrealistic expectations, non-achievement results in difficulty in interpersonal relationships due to feelings of personal inadequacy.

(5) Adolescence (12 to 19 Years of Life) - Ego Identity Vs Role Confusion (Virtue-Fidelity)

The major developmental task during this stage is “to integrate the tasks mastered in the previous stages into a secure sense of self.” Childhood comes to an end during this stage and youth begins. Puberty brings on a “physiological revolution” with which adolescents must learn to cope. Identity is achieved when adolescents are allowed to experience independence by making decisions that influence their lives. Achievement of the task results in a sense of confidence, emotional stability and a view of the self as a unique individual. When independence is discouraged by the parents and the adolescent is nurtured in the dependent position, it may cause lack of self confidence. Non-achievement results in a sense of self-consciousness, doubt and confusion about one’s role in life.

(6) Early Adulthood (20 to 25 Years) - Intimacy Vs Isolation (Virtue-Love)

The Major developmental task in this period is “to form an intense, lasting relationship or a commitment to another person.” Intimacy is achieved when an individual has developed the capacity for giving of one self to another. This is learned when one has been the recipient of this type of giving within the family unit. Achievement of the task results in the capacity for mutual love and respect between two people. If there is extreme fear of being rejected or disappointed, the individual may withdraw or isolate him/her self.
(7) **Middle Adulthood (26 to 64 Years of Life) - Generativist Vs Stagnation (Virtue - Care)**

The major developmental task in this period is to achieve the life goals established for oneself, while also considering the welfare of future generations. According to him, generativist includes marriage, parenthood and the sense of working productively for the good of others. The generative individual enjoys work and family and is continuously ready to come to the aid of others. When earlier developmental tasks are not fulfilled he/she becomes withdrawn, isolated, and highly self-indulgent.

(8) **Old age (65 Years and above Years of Life) Ego Integrity Vs Despair (Virtue-Wisdom)**

The major developmental task during this stage is “to review one’s life and derive meaning from both positive and negative events, while achieving a positive sense of self-worth.” Ego integrity is achieved when individuals have successfully completed the developmental tasks of the previous stages. Achievement of the task results in a sense of self-worth and self-acceptance. When earlier tasks are unresolved he feels worthless and helpless to change. Non-achievements result in a sense of self-contempt and disgust with how life has progressed.

1.2.7.10 **Learning Theory of Personality by Dollard (1900-1980) and Miller (1909-2002)**

![Classical Social Learning Theory](image)

This theory emphasizes the development of personality on the basis of the responses and behavior learned through the process of motivation and reward. This theory stressed the habit formation through learning as a key factor in the development of human personality. Our habits are formed by stimulus response connections through learning. As one’s fund of learning grows on the basis of experiences and interaction with one’s environment, one’s habits are reorganized, new habits are learned and
consequently one’s personality is modified and developed in terms of learning new behavior and picking up new threads or styles of life.

1.2.7.11 Social Learning Theory by Bandura and Walter (1963)

Albert Bandura and Richard Walters (1963) came out with an innovative approach to personality in the form of their social learning theory. They advanced the view that what an individual presents to the world at large as his personality, is acquired through a continuous process of structuring and restructuring of experiences, gathered by means of social and later imitated in corresponding situations.

Observational Learning : Learning through imitation (Social Learning theory)

According to Bandura a major part of human learning consists of observational learning consists of observational learning; learning through observing the behavior of another person called a model. According to him, social learning take place in four steps:

1. Paying attention and perceiving the most critical features of another person’s behavior.
2. Remembering the behavior.
3. Reproducing the action.
4. Being motivated to learn and carry out the behavior.

Instead of learning occurring through trial and error, than, with successes being reinforced and failures punished, our many important skills are learned through observational processes. For example, a girl happens to watch a TV program concerning the preparation of some new dishes. First she observes the demonstration of preparation of new dish on the TV screen and than tries to keep in her memory all that she has observed on the screen and then enters her kitchen to convert the stored observation into action. Her learning of the preparation of the new dishes may then be reinforced by the response she gets from the members of her family who taste the new dishes.

1.2.7.12 Personality Theory by Gardner Murphy (1895-1979)
Among Murphy was the researcher to conduct scientific experiments on telepathy, clairvoyance, and other extra-sensory powers. He was also directly responsible for the creation of the department of psychology and the laboratory of parapsychology at Duke University. He argued that a collective consciousness might support the theory of reincarnation. According to him, a person’s mind and soul could survive in an ‘interpersonal field.’ Murphy further contended that this field might explain some paranormal phenomena, but that an individual consciousness or personality would not continue to exist in this field. Instead, a person’s mind would be assimilated into the collective consciousness. According to Murphy, paranormal phenomena were as scientific as any other psychological phenomena, and Murphy argued that there were scientific benefits to recreating contexts in which paranormal events were likely to occur. Murphy also argued that personality could play a role in an personal experience of paranormal events.

1.2.7.13 Personality Theory by Viktor Frankl (1905-1997)

The theory and therapy of Viktor Frankl is grew out of his own experiences in Nazi Death Camps. He watching who did not survive (given an opportunity to survive), Frankl concluded that the philosopher Friedrich Nietzsche had it right: “He who has a why to live for can bear with almost any how.” (Friedrich Nietzsche, 1963). He saw that people who had hopes of being reunited with loved ones, or who had projects they felt a need to complete, or who had great faith tended to have better chances than those who had lost all hope. His therapy called as logo therapy, from Greek word logos, which can mean study, word, spirit, God. It is the last sense he focuses on, although the other meaning are never far off. Comparing himself with those other great Viennese psychiatrists, Freud and Adler, he suggested that Freud essentially postulated a will to pleasure as the root of all human motivation, and Adler a will to power. Logo therapy postulates a will to meaning. He also uses the Greek word noos, means mind or spirit. In traditional psychology, Frankl suggests, we focus on
‘psychodynamics’, which sees people as trying to reduce psychological tension, instead, or in addition, he says we should pay attention to noodynamics, wherein tension in necessary for health, at least when it comes to meaning. People desire the tension involved in striving for some worthy goal. Perhaps the original issue with him was concerned, early in his career as a physician, was the danger or reductionism. Than, as now, medical schools emphasized the idea that all things come down to physiology. He believed that entire generations of doctors and scientists were being indoctrinated into what could only lead to a certain cynicism in the study of human existence.

1.2.7.14 Personality Theory by Karen Horny (1885-1952)

Psychoanalytic theorist Karen Horny developed one of the best known theories in the neurosis. She said that neurosis resulted from basic anxiety caused by interpersonal relationships. Her theory proposes that strategies used to cope with anxiety can be overused, causing them to take on the appearance of needs. According to her, basic anxiety could result from a variety of things including”... direct or indirect domination, indifference, erratic behavior, lack of respect for the child’s individual needs, lack of real guidance, disappearing attitudes, more admiration on the absence of it, lack of reliable warmth, having to take sides in parental disagreements, too much or too little responsibility, over protection, isolation from other child, injustice, discrimination, unkempt promises, hostile atmosphere, and so on and so on” (Horny, 1945). 10 neurotic needs can be classed into three main categories.

(1) Needs that move you towards other : These category needs cause individuals to seek affirmation and acceptance from others and are often described as needy or clingy as they seek out approval and love.

(2) Needs that move you away from others : These category create hostility and antisocial behavior. These individuals are often described as cold, indifferent and aloof.

(3) Needs that move you against others : These category needs result in hostility and a need to control other people. These Individuals are often described as difficult, domineering, and unkind.
Well-adjusted people individuals utilize all three categories; shifting focus depending on internal and external factors. So what is it that makes these coping strategies neurotic? According to her it is the overuse of one or more of these interpersonal styles, Neurosis people tend to utilize two or more of these ways of coping, creating conflict, turmoil and confusion.

1.2.7.15 Personality Theory by Walter Mischel (1930)

Walter Mischel was a famous personality researcher whose work has helped to shape the social cognitive theory of personality. Mischel began a controversy in the field of personality psychology research in 1968 by proposing that an individual’s behavior in regards to a trait is not always consistent. His research suggest that an individual’s behavior is highly dependent upon some situational cues, and the needs of a given situation. This became known as his cognitive affective model of personality. Before this research, an individual’s behavior was thought to be mostly dependent upon traits such as conscientiousness and sociability, and was expected to be consistent across different situation. This conflict of ideas is referred to as the personal - situation debate. According to him, there are five personal variables that contribute to the conditions of a specific situation. (1) competencies (2) cognitive strategies (3) expectancies (4) Subjective values (5) self-regulatory systems. He believes that our personality does not exist, and that our traits are merely cognitive strategies or things that we do for us to obtain the kind of reward we want.
1.2.7.16 Personality Theory by Rollo May (1909-1994)

Rollo May is the famous known American existential psychologist. His thinking can be understood by reading about existentialism in general, and the overlap between his ideas and the ideas of Ludwig binswanger is great. He uses some traditional existential terms slightly differently than other psychologists, and invents new names (words) for some of existentialism’s old ideas, for example, destiny. Destiny is roughly the same as thoroughness combined with falseness. It is that part of our lives that is determined for us, our raw materials, if we like, for the project of creating our lives. He is also the only existential psychologist who gives certain “stages” of development. His stages are innocence, rebellion, ordinary, creative. These are not stages in the traditional sense. A children may certainly be innocent or shy, ordinary or creative at times; an adults may be rebellious. The only attachments to certain ages is in terms of salience: Rebelliousness stands out in the two year old and the teenager.

1.2.7.17 Personality Theory by Alfred Adler (1870-1937)

Alfred Adler examined personality around the same time as Carl Jung and Sigmund Freud. They are worked on some theories together until Adler rejected Freud’s emphasis on sex, and maintained that personality difficulties are rooted in a feeling of inferiority deriving from restrictions on the individual’s need for self-assertion. His best famous work is the practice and theory of individual psychology (1923). Adler had a tendency to change his theory on personality throughout his life but he
ultimately believed that people are focused on maintaining control over their lives. He believed in single “drive or motivating force behind our behavior, claming that the desire we have to fulfill our potentials becomes closer to our ideas. He calls this theory individual psychology because he felt each human being was unique and extra ordinary and no previous theory applied to all people. His theory included these four aspects: first is the development of personality, second striving towards superiority, third is psychological health, and last is the unity of personality. Many psychologists excepted Alfred’s popular idea of self-actualization. In studying personality, Alfred came up with the term inferiority complex, He described this as feeling of lack of worth. Along with the idea of trying to overcome inferiority, He claimed that every human had an idea about what their perfect self would be like (Colninger, 1996). He named this image the fictional finalism. There are the four main types of people, three of them are negative. The ruling types tries to control others. The getting type tends to be very passive and goes along with other ideas, rarely inventive. The socially useful type, values having control over their lives and strive to do good things for the sake of society.

1.2.7.18 Personality Theory by Abraham Maslow (1908-1970)

The most well known contribution in humanistic psychology was introduced by Maslow. He originally studied psychology because of his intrigue with behavioral theory and the writing of John B. Watson. When Maslow studying psychology, behaviorism and psychoanalysis were considered the big two most courses studies these theories and much time was spent determining which theory one would follow. He was on a different path. Maslow criticized Human behaviorism and later took the same concept with Freud and his writings. While Maslow acknowledged the presence of the unconscious mind, he disagreed with Freud’s approach and belief that the vast majority of who we are is buried deep beyond our awareness. He believed that people are aware of their motives and drives for the most part and that without the obstacles of life, humans would all become psychologically healthy individuals with a deep
understanding of themselves and acceptance of the world around them. Where Freud saw much negativity, Maslow focused on his tries on understanding the positives of human being. It could be said that psychoanalytic thing is based on determinism, or concepts beyond our control, and humanistic thought is based on free will. His extraordinary and most well known contribution is the hierarchy of needs and this is often used to concluded the belief system of humanistic psychology. The main and basic premise behind this hierarchy is that humans are born with certain needs. Without meeting these initial needs, people will not be able to continue their life and move upward on hierarchy. This first level consists of our physiological needs, or our basic and primary needs for survival. Without food, water, sleep and oxygen (basic needs) nothing else in life matters. Once these basic needs are met, human can move to the second level, which consists of our need for safety and security. In this level people look seek out safety through other people and strives to find a world that will protect them and keep them free from harm. Without these goals being met, it is extremely difficult to think about higher level needs and therefore people can’t continue to grow. When people feel safe and secure in their own world they begin to seek out friendship in order to feel a sense of belonging. The third step or level of this theory, the need for belonging love, focuses on our desire to be accepted, to fit in kind to feel like we all have a place in the world. Getting these needs met propels to people closer to the top of this theory and enter in the fourth level, called as esteem needs. At this stage or level people focus in their energy on self respect, respect from others, and feeling that they have made accomplishments on their life. Humans strive to move upward in careers, to gain knowledge about the world, and to work toward a sense of high self worth. And last the final and fifth level in the hierarchy is called the need for self actualization. According to Maslow, people may be in this level but very few if any body ever masters it. Self-actualization refers to a complete understanding of the self. To be self-actualized means to truly know who we are, where we belong in the greater society, and to feel like we have accomplished all that we have set out to accomplish. It means to no longer feel shame or guilt, or even hate, but to accept the world and see people nature as inherently good.
1.2.7.19 Personality Theory by Taylor Hartman (The Color Code) (1987)

Human nature can be described as being made up of four powerful elements. Fire, earth, air and water. People have been described by some theorists as having one of four key personality types correlated to the four natural elements. Taylor Hartman brings these two ideas together in color code to help us to understand more about our core personalities. According to him, fire becomes the red color, blue reflects the earth, white represents water, and air is symbolized by yellow. Humans personality, Hartman believes, is developed before birth by identifying peoples core color, they can come to understand their key traits, strengths and limitations. In addition, people can also come to understand the dynamics of their relationships with other people better. Furthermore, he believes that our core personalities apply no matter what culture, sex, age, or race you are from, each person identifies with only one key personality color and they can learn to cope better in the world by learning about their limitations. After developing that awareness, people can begin to incorporate the strengths from other personality types in their journey to become character individuals.

1.2.7.20 Personality Theory by Anna Freud (1895-1982)
Anna Freud remained faithful to the basic ideas her father developed. Anna was more interested in the dynamics of the psyche than in its structure, and was particularly fascinated by the place of the ego in all this. Anna was probably best known for her book the ego and the mechanisms of deference, in which she gives a particularly clear description of how the defenses work, including some special attention to adolescent’s use of defenses. This focus on the ego began a movement in psychoanalytic circles called ego psychology that today represents, arguably, the majority of Freudians. Erik-Erikson is the best known example of an ego psychologist. But Anna was not primarily a theoreticism. Her interests were more practical and most of her energies were devoted to the analysis of children and adults, and to improving that analysis. Most of her contributions to the study of personality come out of her work at the hamsted child therapy clinic in London, which she helped to set up. Here she found one biggest problem was communications among therapists: that adult problems were communicated by means of traditional labels, child’s problems could not be. The reason is that child’s problems are more immediate, she reconceptualized them in terms of the child’s movement along a developmental time line. She also influenced research in Freudian psychology.

1.2.8 Assessment of Personality

The meaning of assessing is to measure or to evaluate. Methods of assessing personality are very important because,

- They provide a means for studying personality.
- It is often very helpful, for example, to be able to assess personality for the purpose of employment or selection for education etc.
- It is also helpful for an individual to assess his/her own personality so that he/she can better understand him/her self and others, choose a career wisely and therefore, find greater happiness in life.

As personality is a complex thing and it varies from person to person, it is very difficult to form a correct idea of one’s personality by one method or technique. There are a number of procedures and techniques that are being used for proper evaluation. The following methods are commonly used for evaluation and measurement of personality traits.

1.2.8.1 Interview Method

Interview can be defined as a face to face conversation carried on with some basic goals. Two broad types of interview are: Structured Interview and unstructured interview.
In structured interview predetermined questions are asked for which answers are also highly specific. Unstructured interview is an open interrogation. Here the interviewer questions or lets the individual speak freely so as to get a clear picture of the individual. From what he/she says the interviewer knows about his/her interests, problems, assets and limitations. Interview is a highly flexible tool and can be used with a wide variety of population. The person can be observed for body language in addition to what is said. Interview method has been critized for being highly subjective. The result can get influenced by the personal qualities of the interviewer. It is time consuming and at times costly. This method requires a well trained and competent person to conduct the interview. An interview must be long and comprehensive to give a true picture of the individual’s personality.

1.2.8.2 Observation Method

In this method the individual is observed in various situations (such as observing a person at work or play) for several days and some conclusions are formulated. There are two types of observation (1) Direct (2) Indirect. Direct observation is most accurate if the observers are well trained in this activity. One of the disadvantages of observation is the possibility of prejudice in the observer. Evaluation by observing can be made more accurate and objective if the observer uses a list of behavioral traits as a guide and rates the person on a scale. Having more than one observer helps to improve accuracy and prevents bias in making assessments.

1.2.8.3 Personality Inventories

Personality inventories are printed from containing statements, questions or adjectives which apply to human behavior. The subjects indicates their reactions to the various items and then the test is scored and evaluated. Relative to other assessment procedures, inventories and questionnaires are less time consuming and easy to administer, but in some cases the subject can create a false impression about him/her self if he/she wishes to do so. One of the most commonly used personality test is the “Minnesota Multiphasic Personality Inventory” also called the MMPI. This test asks for answer of ‘True’ or ‘False’ or “cannot say” to 550 statements about different personality traits such as attitudes, emotional reactions, physical and psychological symptoms. The answers are quantitatively measured and personality assessment is done based on the scores. Personality questionnaires are used in psychology for counseling and research. They are used in selection process for employment or promotion.

1.2.8.4 Projective Techniques

Projective techniques are based on the principle that responses to unstructured stimuli reveal a subject’s underlying motives, attitudes, fears and aspirations. In projective
tests on individual is presented with a relatively unstructured or ambiguous task like a picture, inkblot or incomplete sentence which permits a wide variety of interpretations by the subjects. The basis of assumption under lying projective tests is that individual’s interpretation of the task will project his/her characteristic mode of responses, his/her personal motives, emotions and desires and thus enable the examiner to understand more subtle aspects of his/her personality. The most commonly used projective techniques are Rorschach Inkblot Test, Thematic Apperception Test (TAT), word association of free association test and the sentence completion tests.

1.2.8.5 Situational Test

Situational Tests are consist of certain real life situations where the subjects have to perform certain given activities. Subjects performance and behavior with respect to such situations helps us to understand his/her personality. In this tests, subject’s behavior is evaluated by some trained judges.

1.2.9 Importance of Personality

Personality plays a very important role and is an ingredient in contributing to one’s success in life. Enough care has to be exercised by the parents at home and teachers at school in molding the personality of children. A good, strong personality helps the child to be emotionally stable and adjust to the various social maladies which he/she may come across in the whole life span. Good personality traits not only help the individual to get a good reputation and social standing in the society but also help achieve goals in life.

1.3 Self-esteem

Many person are interested in the construct of self esteem. You need only turn on a television or radio otherwise read news paper or take trip to the book store to hear about “100 ways to improve self esteem.” Self esteem is a hot and current topic in most pediatric settings as well. As a parents or teachers, you rarely think about a children without considering his/her self esteem, even if it was not a specific consideration in the children’s referral. But why ? Where does this concern with self-esteem come from ? Self-esteem is an important aspect of psychological functioning (Crocker & Major, 1989). Depression, anxiety, motivation and general satisfaction is associated with self-esteem with one’s life (Harter, 1986; Rosenberg, 1986). Given the associations, child and adult who lack self-esteem may be more dependent on their parents and have lower academic and vocational goals.

According to Pervin (1989) Self-esteem is a personal judgment of worthiness. Self-esteem is an appreciating one’s personal worth and importance and having the
character to be accountable for all and to act responsibly towards other. (Podesta, 2001). Self-esteem is a term in psychology to reflect a human’s overall evaluation or appraisal of own worth. It is encompasses believes and emotions such as triumph desire; pride and shy (Shame). ‘The self-concept is what a person think about the self, self-esteem and the positive or negative evaluation of the self. A people’s self concept consists of the believes one has about one self, one’s self perception, or as expresses it,’ the picture of oneself (Hamlun, 1983; Baumeister R. F., Smart L., Boden, J. M. 1997). Described the self concept as totally perception which personal hold about their own self (S. Mercer, 2008). Self-esteem is a central and main subject or concept that is related to academic achievement, social functioning and psychopathology of child and adult. With respect to academic achievement many studies indicate that child with low self-esteem are less successful at his/her school (Mann, Hosman, S. Chaalma and Devries, 2004). With respect to social functioning, research demonstrated that child with low self-esteem are usually less accepted by his/her peers (Donders & Verschueren, 2004). Many researches have shown that low self-esteem is related to child psychopathology, including anxiety depression and eating pathology (Bek et. al., 2001; Muris et. al., 2005).

Self-esteem term used in psychology to reflect a human’s overall emotional evaluation of their own worth. It is a judgment of self as well as an attitude toward the self. Self-esteem encompasses believes and emotions. “The self concept is what people think about their self; while self esteem is the positive or negative evaluations of the self, as in how people feel about it. Self-esteem is also known as the evaluative dimension of the self that includes feelings of worthiness, prides and discouragement. Self-esteem is a disposition that a human has which represents their own judgments of their own worthiness.

Self-esteem is the way of personal and individual think and feel about themselves and how well they do things that are important to them. In child, self esteem is shaped by what he/she think and feel about own. His/her self esteem is highest when he/she see themselves as approximating their ‘ideal’ self, the persons would like to be. Child who have high self-esteem have an easier time handing conflicts, resisting negative pressures, and making a good friend group. They are laugh and smile more and have a generally optimistic and positive view of the world and personal life.

Child with low self-esteem have a difficult time dealing with problems, are overly self critical, and they can become passive, withdrawn, depressed and frustrated. He/She may hesitate to try new things, idea, may speak negatively about themselves, and often see temporary problems as permanent conditions. He/She is pessimistic, negative about themselves and their life.
Self-esteem is an aspect of self-concept. Which is assumed to mediate all behavioral choices. When personal view them selves positively, they tend to feel confident and worthy. So, positive self-evaluation tends to motivate personal to do well in dealing with others, including those who have different cultural background. So, first we describe the self-concept.

### 1.3.1 What is Self?

What constitutes the ‘self’ has been pondered by philosophers, poets, artists, and others for millennia, more recently, psychologists have sought to define and research a range of self constructs.

The self usually begins as a random stream of sensory material sounds, images, tactile sensation, scents and flavors, stimuli the nervous system and through a series of Neurochemical processes affect the brain forming first impression on the brain tissue. The Key aspect of it is its quality of being random, every one is exposed to a different mosaic of impressions and everyone's nervous system react to them differently due to infinite variations of the genetic material regulating functioning of each person’s nervous system.

So these first random impressions constitute the mosale-like core of the mental (neuro-cognitive) aspect. So at it’s foundation the self is not other that the external world imposing itself (IMPRINTING it self) on the brain, colonizing the innocent tissue by organizing it to respond with internal images, sounds, voice etc.

Now in the second stage, there is the process of connecting that internal mosaic imprinted on the brain to other in the world. Child’s survival in the give and take of social world depends on successful development means to interact with others. The main means in language which serves as the primary vehicle of articulating the self in the world and for the world. Without it the growing individual becomes a deviant labeled retarded, a social psychologically sick, emotionally sick etc.

And we are not approaching it on the level of psychology of cognition, perception, representation or the inner workings of the psychoanalytic conscious / unconscious.

Self is the most recent result of all events and circumstances proceeding this very moment. Any description of the self can not refer it to any given, fixed number of its antecedents. The self as it is in this moments is always different from the self a few moments ago. Self can be described in many languages and conceptual networks but they will always be partial and incomplete. What you one are today is a product of all events which occurred before physically you one are what one have eaten up till now. But there are also structural, slow motion changes which could be however seen if filmed with a slow speed camera, the same way as we can see blooming of a flower.
accelerated to 10 seconds when it took may be 2-3 days. So the structure is not static, it continues to changes only slowly. So since childhood we have been influenced by worlds, sights, events touch of people and events, registered in our mind in a process which will eventually become our memory.

In fact the mind itself began as an actual imprint on the nervous system (brain in particular) of light, sound, touch, smell, taste and from the body. At some point those influences begin to interconnect and form images, words (names) the senses. Later they are assigned linguistic labels (names) by the adult world and there is a gradual shift form experiencing only to experiencing and naming categorizing / describing which gives birth to awareness, reflection, thought / ideation and the sense of self / me / I / myself.

All this affected by yours (one’s) surroundings, land, people, architecture which fills and saturates your (once's) mind images which come to lay foundation of the most inner core of your (one’s) self but they in turn are results of countless generations of people which now you begin to carry within yourself (one's self). So you are / is the Mounties and the rivers since the beginning of time. And of course everybody gets a different portion of it so everybody is different yet made of the same.

### 1.3.2 Historical Conceptions of “Self”

Character development, personal growth, and development of self constructs are commonly valued goals in western society, and its largely taken for granted as desirable. However, this is a relatively recent phenomenon:

Between 700 and 1500, the concept of the “self” referred to only the weak, sinful, crude, “selfish’ nature of person. The evil ‘self’ was contrasted with the divinely perfect nature of Christian soul. Joseph campbell believed the concept of an independent, self-directed ‘self’ did not start to develop until about 800 years ago. So, it is a relatively new idea which has grown in importance. In medieval times, values and meaning were dictated by the community (“do what you are told to do.”). Today, modern “self” theory says each person is expected to decide what is right and what is wrong (almost by magic and without much reliance on the accumulated wisdom of the culture) and to know him/her well enough to determine what courses of action “feel right.” In short we must know ourselves, so we can set our life goals and self actualize, the cultures of 1200 and 2000 are two very different worlds (Clayton, E., Tucker - Ladd, 1996).
1.3.3 “Self” in the 20th Century

Past to the 20th century, social institutions, including schooling and psychology (which barely existed) did not emphasize the development of positive believes about “self.”

There was a greater emphasis, for example, on developing relationship to divinities and organized systems of Government. With the ousting of religion as the dominant organizational culture in western society, and the rise of capitalism with its emphasis, particularly in north America, on expression and valuing of personal freedom, of the self has blossomed.

Indeed, self-constructs seem to be positively associated with other desirable qualities, such as better quality of life, higher academic performance, and so on, but there is debate about whether improving self-esteem, self-concept etc. Cause improved performance, or vice-versa. What’s more, there is evidence that high self-esteem and self concept when combined with prejudice can lead to increased aggression.

Education and parenting in North America has been criticized for over emphasizing praise and affirmation of child. Simply boosting self-esteem without boosting personal skill, it has been argued, creates vacuous self-belief which leads to more serious problems arising from the self-deception.

This area deserves further research. Among other tasks, attention needs to be paid to distinguishing shallow self esteem boosting methods from well developed, effective approaches to personal and social development.

As self-esteem seems to play a very significant role in the growth and development of a person, some detailed information about its nature and its relation to other important factors of personality will provide an objective and encouraging basis for the educators and counselors to work on. Torrance (1954) vouches for the practical uses of knowledge of the self-esteem in counseling and guidance. With such educational and counseling in mind, numerous studies have been undertaken on the subject in different parts of the world.

Indian studies on the subject have dealt with: factors contributing in self esteem; implementation of self esteem in occupational choices; difference in self esteem of achievers and no achievers in school; etc.

1.3.4 Self-concept

The self is one’s inner world. It result from evolutional interaction with others, becoming the consistent personal perception of “I” and “Me”. The children’s perception of the reflected attitudes and judgments of those who compromise their world serves as the foundation for the formulation of self. The self concept really is
the individual’s anticipation of his/her general acceptance or rejection in a given situation. As the self concept is formulated it tends to shape new experiences to conform to established patterns. Behavior then becomes an attempt to maintain the consistency of the self concept, a homeostasis at the psychological level.

The real challenge in psychology comes in the attempt to predict individual behavior, to understand an individual beyond the normative sense, to know not only how he/she is like others, but also in which ways he/she is unique, and why. The self concept and the life style, then are the keys to personality. Raimy, who first defined the self concept in 1943, said of it: “The self concept is the more or less organized perpetual object resulting from present and past self observation. (it is) what a person believes about himself/herself. The self concept is the map which each person consults in order to understood himself/herself especially during moments of crises or choice.”

Raimy showed how the self concept serves as an executive in that it represents for the individual a way to make a variety of decisions with some consistence Margaret mead considers the self as a social structure deriving from a social experience. For her, the individual child experiences himself/herself from the reflected views of the group. Ausubel indicates that development of the ego comes from the continual interaction of social experience and the already existent personality structure, medicated by perceptual responses.

The self concept serves to integrate and differentiate a variety of learning experiences. Much of the individual’s behavior is an attempt maintain the consistency of his/her self concept. The self, then is developed through the children’s interaction with people and their total environment. To a great extent it is shaped during infancy and early childhood. As the child experiences life situations, his/her continual evaluation facilitate adjustment. The self permits the child to act, to adjust to do more than merely respond to a specific stimulus. The self permits the children to make decisions and to personalize his/her reactions. Jersild has best explained it as follows: “It is a composite of a person’s thoughts and feelings, strivings and hopes, fears and fantasies, his/her views of what he/she is what he/she has been, what he/she might become, and his/her attitudes pertaining to his worth.

The self is essentially a social product arising out of experiences with people-parents, sibling, relatives, peers, and the general community. Self awareness does not happen all at one but is a growth process which begins during infancy and early childhood. As all the sensations about the child are interpreted by him/her the process of self hood begins.

The self concept as an organizer of behavior is of very importance. Self concept refers to the experience of personal being. It includes what human come to know about
themselves through own experience, reflection and feedback from others. It is on organized cognitive structure comprised of a set of human attitudes, beliefs, values, variety of habits, abilities, outlooks, ideas, thoughts, thinking and feeling of a person. Consistency of behavior and continuity of identity are two of the chief properties of the self concept. Self concept is a factor which helps to study the people behavior and personality.

There are many different components of self concept: Like physical, academic, social and transpersonal. The aspect of physical of self concept relates to that which is concrete: What we like and dislike, our gender, height, weight, our skin, colour etc; what kind of clothes we wear; what kind of car we drive; what kind of home we live in; and so forth. Our academic self concept relates to how well we do in school or how well we learn. A general academic self concept of how good we are overall and a set of specific content related self concepts that describe how good we are in maths, science, language, arts, social science etc. The social self concept describes how we relate ourselves to other people and the transpersonal self concept describes how we relate to the super natural or unknown.

1.3.5 History of Self-esteem

The construct of self esteem dates back to psychologist William James, in the late 19th century, who in his work principles of psychology, studied the splitting of our “global self” into “knower self” and “known self.” According to him, from this splitting, which we all are more or less aware of, self esteem is born.

In 20th century, the initial influence of behaviorism minimized introspective study of mental processes, humans feelings and humans emotions, which was replaced by objective study through experiments on behaviors observed in relation with environment. Behaviorism placed the human as an animal subject to reinforcements, and suggested to place psychology as an experimental science, similar in to chemistry or biology. As a consequence, clinical trials on self-esteem was overlooked, since it was considered a less liable to rigorous measurement hypothesis.

In the mid time of 20th century, phenomenology and humanistic psychotherapy made self esteem gain prominence again, and it took a central role in personal self-actualization and psychic disorder's treatment. Own satisfaction and psychotherapy started to be considered and new elements was introduced, which helps to understand the reasons why human tend to feel less worthy, discouraged and unable to understand challenges by themselves.

Carl Rogers, the greatest exponent of humanistic psychology, exposed in his theory about unconditional acceptance and self acceptance as the best way to improve self esteem. Robert B. Burns considers that self-esteem is a collection of the individual’s
attitudes toward him/her self. the human being perceives itself at a sensory level; thinks about itself and about its behavior, and evaluates both its behavior and itself. Consequently, people feel emotions related to themselves. These emotions prompt behavioral tendencies aimed at oneself, at one’s behavior, and the features of one’s body and character. This tendency effect the attitudes which, globally, we call self esteem. Thus, self esteem according to Burns is the evaluative perception of one self. In his own words : “individual is behavior is the result of his/her environment’s particular interpretation, whose focus is him/herself.”

Self esteem has been included as one of the four dimensions that comprise core self evaluations, one’s fundamental appraisal of one self, along with locus of control, neuroticism, and self efficacy, the concept of core self-evaluations was first examined by Judge, locke, and durham, and since has proven to have the ability to predict several work outcomes, specifically, job satisfaction and job performance. Self esteem may in fact be one of the most essential core self-evaluation dimensions because it is the overall value one feels about oneself as a human.

1.3.6 Meaning and Definition of Self-esteem

Self-esteem is a very important aspect of humans personality. It helps to achieve our identity and to adapt to society. In other words, the degree in which individuals have positive or negative feelings, emotions about themselves and the degree in which individuals value themselves.

Self-esteem is the way for individuals think and feel about personal and how well they do things are important to them. In child, self esteem is shaped by what they think and feel about themselves. His/Her self-esteem is highest when they see them selves as approximating there “ideal” self, the person they would like to be. Child who have high self esteem have an easier time handling conflicts, resisting negative pressures, and making friends and develop good relations. Child with low self esteem have a difficult time dealing with problems, are overly self critical and can become passive, withdrawn, and depressed behavior.

Most person’s think and feelings about themselves fluctuate some what based on their daily experiences. The grade we get on an exam, how our friends treat us, ups and downs in a romantic and loveable relationship can all have a temporary impact on how we feel about ourselves.

Our self-esteem, however, is something more fundamental than the normal ups and downs associated with situational changes. For person with good self-esteem, normal ups and downs may lead to temporary fluctuations in how they feel about themselves, but only to a limited extant. In contrast, for person with poor and low self-esteem, these ups and downs drastically impact the way they see themselves.
Self-esteem is similar to self worth, how much a person values themselves. This can change from day to day or from year to year, but overall self-esteem tends to develop from infancy and keep going until you are adults. Self-esteem also can be defined as feeling capable while also feeling loved. Children who is happy with an achievement but does not feel loved may eventually experience low self esteem. Like wise, children feels loved but is hesitant about them own abilities can also develop low self-esteem. Healthy and good self-esteem comes when a good balance is maintained.

Pattern of self-esteem start very early in our life. The concept of success following effort and persistence starts early. Once person reach adulthood, it’s harder to make changes to how they see and define themselves. So, it’s wise to think about developing and promoting self-esteem during childhood. As a child, try, fail, try again, and then finally succeed, they develop ideas about their own capabilities. At the same time, they’re creating a self-concept based on interactions with other person. This is why parental involvement is key to helping kids from accurate, healthy self-perceptions. Parents and caregivers can promote healthy self-esteem by showing encouragement and enjoyment in many areas. Avoid focusing on one particular area; for example, success on a spelling test, solve the sum which can lead to child feeling that they are only as valuable as their test sources.

In simple words, self-esteem refers to our opinion of self. High and good self-esteem means we hold our self in high regard, whereas low and bad self esteem means we do not have a good opinion abut our self and can be the cause of depression or frustration and a host of other problems. Therefore, self-esteem refers to how much we value our selves and how important we think we are. It’s measure of how we see our self and how we feel about our life and our achievements. Self-esteem is not about bragging about our self. It’s actually knowing within, that we are worthy of the best. It is about loving and accepting our self just the way we are not about thinking we are perfect nobody is.

Self-esteem is, at way, a measure of child’s judgment of his/her own worth. The concept of self worth is inherently social in nature, as the worth of a people emerges in large part from a people’s comparison of themselves and their abilities against the perceived ability and value of others. Child’s self-esteem is thus heavily influence by others person’s opinions of child’s relative value, which is, in turn, influenced by child’s various accomplishments and failures and how these are received. Self esteem is primarily built through positive experiences. It grows as child experience loving positive communication, and as they take on and master difficult but accomplishable developmentally appropriate challenges. Some personal experiences give rice to a genuine sense of accomplishment, pride and belonging.
In the psychology, the definition of self-esteem has many technical variations, but there is an umbrella concept that can adequately explain what is actually meaning of self esteem? In terms of laymen, self-esteem is how a person measures his/her overall worth and this can be attributed to the sum total of his/her own gifts and abilities versus his/her perceived failures, while talking with jargon and terms like ‘worth’ perhaps we may be assuming that there is some mathematics to the soul, and in this case there is of sorts.

So self-esteem is not identical to self-concept though the two are often confused. The self concept is a set of ideas about oneself that is descriptive rather than judgmental. Self esteem on the other hand, refers to one’s evaluation of one’s personal qualities.

Given its long and varied history, meaning, the term has had no less than three major types of definition, each of which has generated its own tradition of research, findings and practical applications.

(1) The original definition presents self-esteem as a ratio found by dividing one’s successes in areas of life on importance to a given personal by the failures in them or one’s “success / pretensions” problems with this approach come from making self-esteem contingent upon success: this implies inherent instability because failure can occur at any moment.

(2) The second is in the mid of 1960s Morris Rosenberg and social learning theorists defined self-esteem in terms of a stable sense of personal and individual worth or worthiness. This became the most frequently used definition for research or study, but involves problems of boundary-definition, making self-esteem indistinguishable from such things as narcissism or simple bragging.

(3) Nathaniel Branden in 1969 briefly defined self-esteem as.. “the experience of being competent to cope with the basic challenges of life and being worthy of happiness.” This two factor approach, as some have also called it, provides as balanced definition that seems to be capable, of dealing with limits of defining self-esteem primarily in terms of competence or worth alone. Brandon’s (1969) description of self-esteem includes the following primary properties:

(1) Self-esteem as a basic human need i.e. “..it makes an essential contribution to the life process” is indispensable to normal and healthy self development, and has a value for survival.

(2) Self-esteem as an automatic and inevitable consequence of the sum of individual’s choices in using their consciousness.
(3) Some thing experienced as a part of or back ground to, all of the individuals thoughts, feelings and actions.

Self-esteem is a concept of personality, for it to grow, we need to have self worth, and this self worth will be sought from embracing challenges defined as the belief that a person is accepted, connected, unique, powerful, and capable.

Kant and others argued that conventionally from a philosophical and ethical standpoint that self esteem is “the awareness of the absolute value of one’s own personality or dignity.” in 1980, James says that self esteem is the satisfaction or dissatisfaction with one self.

Branden says “Self-esteem is the sum of self-confidence (a feeling of personal capacity) and self respects a feeling of personal worth).

Karl Perera says that “I think self esteem is central to everything you do. It affects your behavior and thoughts. It changes how you feel about and value your self.”

1.3.7 Development of Self-esteem

Personal experiences are a major source of self-esteem development. Both positive and negative personal life experiences one has, creates attitudes toward the self which can be favorable and develop positive feelings of self worth or can be unfavorable or develop negative feelings of self worth. In starting years of children’s life, parents are the most significant and important influence on self-esteem and the main source of both positive and negative experiences a children will have. The emphasis of unconditional love, care, in parenting how to books, represents the importance of a children developing a stable sense of being cared for and respected. These feelings translate into later effect of self esteem as the children grows older.

In the school years, academic achievement is a significant contributor to develop self-esteem. A children consistently achieving success or consistently failing, strongly affect their individual self-esteem. Social experiences are second important contributor for develop self esteem. As child go through school he/she begin to understand and recognize differences between themselves and their class mates. Using social comparisons, child assess whether she/he did better or worse than classmates in different activities. These comparisons play an important role in shaping the children’s self-esteem and influence the both positive and negative feelings they have about themselves. As child go through adolescence peer influence becomes much more important, as adult make appraisals of themselves based on their relationships with close friends. Successful friendship is very important to the development of high self-esteem for child. Social acceptance brings about confidence
and produces high self-esteem whereas from peer group and loneliness brings about self-doubts and produces low self-esteem.

Style of parenting also play a crucial role in child’s self esteem development. Student in primary school who have high self esteem tend to have parents who are caring, supportive adults who set clear standards for their children and allow them to voice their opinion in decision making. Although some researches thus far have reported only a correlation of warm, supportive parenting style and child having high self esteem it could easily be thought of as having some causal effect in self esteem development.

Experiences in childhood that contribute to healthy self-esteem include being listened to, being spoken to respectfully, receiving appropriate attention and affection and having accomplishments recognized and mistakes or failures acknowledged and accepted. Personal experiences that contribute to low self esteem include being harshly criticized, being physically, sexually or emotionally abused, being ignored, ridiculed or teased or being expected to be “perfect” all the time.

There are several factors affect on develop self esteem. Likes Age, Gender, Socio economic Status, Body image etc. Self esteem tends to grow steadily until middle school when the transition of moving from the child’s familiar environment of elementary school to a new setting confronts child with new demands. Self esteem continues to develop after this period or begins to decrease. Gender also affects on self esteem. Girls are tend to be more susceptible to having low self esteem than boys, perhaps because of increased social pressure that emphasizes appearance more than intelligence or athletic ability. Studies have found that child from higher income families usually have a better sense of self esteem in the mid-to late adolescence years. Body image is also important. Especially true for teens but also important for younger child, body image is evaluated within the context of media images from movies, televisions, advertising, news papers that often portray girls as thin, beautiful and with perfect complexion. Boys are portrayed as muscular, very good looking, good height (tall). Girls with over weight and black and boys with thin or short often have low self esteem because they compare themselves against these cultural and narrow standards.

In the time of infancy, infants starts building self esteem as soon as she/he is born. Her/His self esteem is first built by having their basic needs met, including the need for love, comfort, care and closeness. Children gradually learn that they are loved as the people who care for them consistently treat them gently, kindly, comfort them when they cry, and school them attention. How children’s parents or primary caregivers treat them sets the stage for later development of self esteem. Parents who
give their infants love and attention teach the babies that they are important safe and secure with them.

In the toddler hood, child still has developed a clear understanding of self esteem or self identity. Each time child learn a new skill she/he add to their sense of their ability and their comprehension of who they are. toddlers are learn about themselves by learning what they look like, what they can do, and where they belong. She/He find it difficult to share since her/his is just starting to learn who they are and what is theirs. They see themselves through the eyes of their parents, family, or primary caregivers. If the parents shown them love and treat them as a special, toddlers will develop self esteem. Toddlers who feel unloved find it more difficult to develop a sense of self esteem.

In the three year, child has a clearer understanding of who she/he is and how they fit into the world they know. She/He have begun learning about their bodies and that, within limits, they are able to think and make decisions on their own. She/he can handle time away from their parents or primary caregivers because she/he feel safe on their own or with other child and adult. She/He develop their self esteem in mostly physical ways, by comparing their appearance to that of other child, such as height, size, agility, and abilities. Preschoolers learn self esteem in stages through developing child’s senses of trust, independence, and initiative. During this time, parents can help foster the children’s self esteem by teaching problem-solving skills, involving them in tasks that give them a sense of accomplishment, asking for and listening to children’s opinions, and introducing them to social settings, especially with their peer group. Young child learn self esteem through what she/he can do and what their parents think of them.

A critical and difficult point in a children’s development of self esteem occurs when they start school. Many child’s self esteem falls when they have to cope with adults and peers in a new situation with rules that may be new and strange. In the early school period, self esteem is about how well child manage learning tasks in school and how they perform in sports. It also depends on their physical appearance and characteristics and their ability to makes peers with other child their own age.

Stress at home, such as parents arguing a lot, and problems in the school, such as difficult, lessons being bullied, or not having peers, can have a negative impact on a children’s self esteem. Child with overly developed self esteem may tend to be bullies, while child with low self esteem may become the victims of bullies. Parents can help child develop an inner sense of self control, which comes from having experience in making decisions.
Teenagers’ self esteem is often affected by the physical and hormonal changes they experience, especially during puberty. Teenagers undergo major changes in their lives and their self esteem can often become fragile. Teens are usually extremely concerned about how they look and how they are perceived and accepted by their peer group. Teenagers who set goals in their lives have higher self esteem than those who do not. High self-esteem is also directly related to teenagers who have a very supportive family.

Body image is also a major component in teens self esteem, and they are very concerned about how their friends see them. Teenagers who have high self esteem like the way they look and accept themselves the way they are. Teenagers with low self esteem usually have a poor body image and think they are too fat, not pretty enough, or not muscular enough. Teens are some physical feature tends cannot change, but accepting themselves as they are without undue self criticism is challenging. If there are characteristics that cause low self esteem but can be changed. Teenagers may be able to set reasonable goals for making change.

1.3.8 Theory of Self-esteem

Some early theories suggested that self esteem is a basic person need or motivation. American psychologist Abraham Maslow included that self esteem is his hierarchy of needs. He described two different forms of self esteem: the need for respect from others, and the need for self respect, self worth or inner self esteem. Respect from others entails recognition, status, acceptance and appreciation and also was believed to be more fragile and easily lost than inner self worth, self esteem.

According to Abraham Maslow, without the fulfillment of the self esteem need, individuals will be driven to seek it and unable to grow and obtain self actualization, self esteem.

Some modern theories of self esteem is explore the reasons persons are motivated to maintain a high regard for themselves. The theory of sociometer maintains that self esteem evolved to check personal level of status and acceptance in one’s social group. According to terror management theory self esteem serves a protective function and reduces anxiety about human’s life and death.

The importance of self-esteem lies the fact that it concerns to yourselves, the way you are and the sense of your personal value. Thus, it affects the way you are and act in the world and the way you are related to everybody else. Nothing in the way you think, feel, decide and act escapes the influence of self esteem.

In Maslow’s hierarchy of human need theory, describes, the “need for esteem” which is divided into two aspects, the esteem for one self, self love, self-confidence, skill,
aptitude and respect receives from other people recognition, success, etc. The healthiest expression of self esteem, according to Maslow, “is the one which manifests in respect we deserve for others, more than renown, fame and flattery.”

Carl Rogers, who is the greatest exponent of humanistic psychology, exposed that the origin of problems for many people despise themselves and they consider themselves to be invaluable and unworthy of being loved, thus the importance she/he gave to unconditional acceptance of client. The concept of self esteem is approached since then in humanistic psychology as an inalienable right every human being, summarized in the following sentence: Every human being, with no exception for the mere fact to be it, is worthy of unconditional respect of everybody else he/she deserves to esteem him/her self and to be esteemed.” By virtue of the reason, even the evil human beings deserve respect and considered treatment. This attitude, nonetheless, does not pretend to come into conflict with mechanisms the society has at its disposition to prevent individuals from causing hurt of any type of other.

1.3.9 Type and Characteristics of Self Esteem:

Types of self esteem are as following:

1.3.9.1 People with High Self-esteem

People with high self esteem are firmly believe in certain values, principles and ethics, and they are ready to defend them even when finding opposition, feel secure enough to modify them in light of experience. They are able to act according to what they think to be the best choice, trust their own judgment, and not feel guilty when others do not like their choice. They do not lose time worrying excessively about what happened in the past, and not about what could happen in the future, learn form the past and plan for the future, but they live in the present intensely. The fully trust in their capacity to solve problems, not hesitating after failures and difficulties, ask others for help when they need it. They consider themselves equal in dignity to others, rather than in failure or superior, while accepting differences in certain talents, personal prestige or financial standing. They take for granted that they are an interesting and valuable person for others, at least for those with whom they have friendship. They resist manipulation, collaborate with others only if it seems appropriate and convenient. They admit and accept different internal feelings and drives, either positive or negative, revealing those drivers to others only when they choose. They are able to enjoy a great variety of activities.

They are sensitive to feelings and needs of others; respect generally accepted social rules, and claim no right or desire to prosper at other’s experience. They can work toward finding solutions and voice discontent without belittling them selves or others when challenges arise. Know what they can do well and they know how they can
improve, feel happy with themselves, express their own opinion, not afraid to talk to other person, know how to identify and express their emotion to other people, participate in activities that are carried out at their work, value themselves in everyday situations, give and ask for support, like tasks and don’t fear them, consider others, like to help and they are willing to collaborate with other people, creative and original, invent things, interested in carrying out unknown tasks, learn new activities quickly, fight to reach what they want, enjoy the fun things in life, not only in their own but in others as well, like to carry out new activities, organized in their activities, ask when they don’t know something, defend their position in front of others, recognize when they make a mistake, don’t get annoyed when people mention their qualities, but they don’t like to be insulted, know their qualities and try to improve their defects, responsible for their actions, natural leaders.

1.3.9.2 People with Low Self esteem

People with low self esteem are indecisive, find it difficult to make decisions, and scared of making a mistake, only make decisions when they are 100% certain that they will achieve a good result, think they can’t do new things, they think that they don’t know anything, don’t value their talents, look at their small talents and see other person’s talents as being better, afraid of new things and avoid taking risks, very anxious and nervous, which makes them avoid situations which produce anguish and fear, very passive, avoid taking initiative, isolated and hardly have any friends, don’t like to compete with others, avoid participating in activities which take place at their work, fear speaking to other person, depend a lot on other person to carry out tasks or carry out any type of activities, give up instead of trying, not satisfied with themselves, think they don’t do anything well, don’t know their emotions so they can not express them, don’t value themselves, find it hard to accept criticism, find it difficult to recognize their mistake, retain feelings of guilt when something goes wrong, negative results they look at others to blame, believe they are the ugly ones, think they are ignorant, pleased other people make mistakes, don’t worry about their health, pessimistic, believe every thing is going to have a negative out come, look for leaders to do things, think they are not very interesting, believe they cause a bad impression, find it difficult to reach their goals, feel like they don’t control their lives. They have heavy self criticism and dissatisfaction, they feel hypersensitivity to criticism with resentment against critics and feelings of being attacked.

They are chronic indecision and an exaggerated fear of mistakes. When given negative feedback, with low self-esteem person often take it personality, and they can be devastated by it. These types of damage can be much more severe if the feedback is harsh or directly criticizes the individual’s worth, moral character, achievements
etc. Individuals person with low self-esteem are very critical of themselves and depend on the approval and praise of others for their own evaluation of self worthiness, believe that a person’s approval of them is dependent on their performance, whether it be academic, professional, relationship etc. Person with low self-esteem view their likeability in terms of successes. Others will accept them if they succeed but will not if they fail.

1.3.9.3 People with Inflated self-esteem

It we are bears in mind the basic elements of Sigmund Freud, we can guess the characteristics of a people with inflated self-esteem. People with inflated self-esteem believe they can do everything; there is nobody better than themselves, believe they are always right and that they never make any mistakes, excessive confident of themselves, as a result they don’t see the risk of their actions, believe everyone loves them, speak out of turn and are scandalous, don’t consider anyone when they carry out their tasks or carryout any type of activity, people reject them for knowing everything, love themselves, feel attractive (not necessarily in a physical aspect) believe they are the most interesting people in the whole world, very sure of themselves, believe they are natural winners, believe they have the best bodies, believe they have an impact on everyone they meet, like person to praise them, believe everyone is obliged to love them, believe that they are their best friends, think they never make mistakes, but they attack on others when they make a mistake, usually always friendly with people; accept people without judging them, fell happy and completely happy on their own, constantly worrying about their health, extremely optimistic, believe that they deserve more than others, want to have best clothes, perfume and material objects self worshipping.

In short the person loves themselves and accepts who they are is high self-esteem (normal). The person doesn’t love themselves, doesn’t accept who they are and doesn’t value their qualities is low self-esteem and the person loves themselves more then others and they exaggerate their qualities is inflated self-esteem.

Another types of self-esteem is as under:

1.3.9.4 Secure Vs. Defensive Self-esteem

People can have a high self-esteem and hold it confidently where they do not need reassurance from other people to maintain their positive self view, whereas others with defensive, high self esteem may still report positive self evaluations or self worth on the scale of Rosenberg, as all high self esteem individuals do; however, their positive self views are fragile and vulnerable to criticism. Defensive high self-esteem individuals internalize subconscious self doubts and insecurities causing them to react very negatively to any criticism people may receive. There is a need for constant
positive feedback from others for these individuals to maintain. Their personal feelings of self-worth. The necessity of repeated praise can be associated with boastful, arrogant behavior or sometimes even aggressive and hostile experiences and feelings toward anyone who questions the individual’s self-worth, an example of threatened egotism.

1.3.9.5 Poor Vs. Healthy Self-esteem

Person with poor self-esteem often rely on how they are doing in the present to determine how they feel about themselves. People need positive external experiences to co-contract the negative feelings and thoughts that constantly plague them. Even then, the good and positive feelings are usually temporary. Healthy Self Esteem is based on person’s ability to assess themselves accurately and still be accepting of who they are. This means being able to acknowledge our strengths and weaknesses and at the same time recognize that they are worthy and worthwhile. Healthy self-esteem is like a children’s armor against the challenges of the work, children who know their strengths and weaknesses and they feel good about themselves seem to have an easier time handling conflict and resisting negative pressures. children tend to smile more readily and enjoy their life. These children are realistic and generally optimistic. In contrast child with low self-esteem can find challenges to be sources of major anxiety and frustration. Those who think poorly of themselves have a hard time finding solutions of problems. If given to self critical things such as “I am not good” and “I can not do anything right” or “I am so bad” they may become passive, withdrawn, or depressed. faced with a new challenge, their immediate response might be “I can’t.”

1.3.10 Importance of Self-esteem

American psychologist Abraham Maslow Says that psychological health is not possible unless the essential core of the people are fundamentally accepted, loved and respected by others and by their selves. Self-esteem allows person to face life with more confidence, benevolence and optimism, and thus easily they reach their goals and self actualization. It allows people to be more ambitious, but not with respect to possession or success, but with respect to what people can experience emotionally, creatively and spiritually. To develop self-esteem is also to increase the capacity to be happy. Self-esteem may make person convinced they deserve happiness. For Erich Fromm, love of other person and love of ourselves are not alternatives on the contrary, an attitude of love toward ourselves will be found in all those who are capable of loving others.

Every person individual needs to have self-esteem, quite simply because it affects every aspect of one’s life. Having a good self-esteem is essential because it helps us feel about ourselves and everything we do. In translates into belief in ourselves,
giving us the courage to try new things. It allows us to respect and honor ourselves, even when we make mistakes. And when we respect ourselves, other will respect us too. When we have a good self-esteem, we will know that we are smart enough to make our own decisions. When we honor ourselves. We will make choices that nourish our mind and body. We will value our safely, our feelings and health. Therefore, we will choose to make healthier eating choice, exercising, or taking time off to doe something we like. Without feeling guilty about not doing something for some body else.

Self-esteem refers to a people’s believes about their own wroth and value. It also has to do with the feelings person’s experience that follow from their sense of worthiness or unworthiness. Self-esteem is important because it heavily influences person’s choices and decisions. In other words, self-esteem serves a motivational function by making it more or less likely that person will take care of themselves and explore their full potential. Person with high self-esteem is also person who is motivated to take care of themselves and to persistently strive towards the fulfillment of personal goals and aspirations. Person with lower self-esteem don’t tend to regard themselves as worthy of happy outcomes or capable of achieving them and so tend to let important things slide and to be less persistent and resilient in terms of overcoming adversity. Person may have the same kinds of goals as person with higher self-esteem, but they are generally less motivated to pursue them to their conclusion.

Self-esteem is a some what abstract concept, it’s hard for some one who does not already have it to know what it would be like to have it. One way for person who have lower or poor self-esteem to begin to appreciate what it would be like to have high or healthy self-esteem is to consider how they many feel about things in their lives that they value. For instance, some person really like bikes. Because bikes are important to them, this person take really good care of their bikes. She/He make good decisions about where to park the bike, how often to get it serviced, and how they will drive it. Self-esteem is like that, except it is ourselves that we love, care for and feel proud of. When child believe she/he is valuable and important, they take good care of themselves. She/He make good decisions about themselves which enhance their value rather than break it down.

1.4 Academic Achievement Motivation

Today we are living in an age of turbulence, anxiety and stress. Then person’s ability to cope with environment is being questioned. The current emotional pressures are pervasive. This is especially affecting the students. at this stage. They start thinking seriously about their future and become more achievement focused. High academic achievement becomes the only mantra of success to them.
The term academic achievement is made of two different words - academic and achievement. ‘Academic’ means any activity or action that is scholastic in nature. Achievement means the proficiency of performance in a given skill or body of knowledge. Stephen (1958) writes “Academic achievement is the unique responsibility of educational ‘institutions established by the society to promote whole some scholastic development of the child’. It refers to the level of success or proficiency attained in the specific area concerning scholastic or academic work. In the domain of educational measurements, the most meaningful achievement is perhaps the academic and the main centre of educational research.

Academic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sporting, behavior, confidence, communication, punctuality, skill, Arts, culture and etc.

According to Stumberger (1993) “Academic achievement encompasses student ability and performance; it is multidimensional: it is indricately related to human growth and cognitive, emotional, social and physical development it reflects the whole child; it is not related to a single instance, but occurs across time and level, through a student’s life in public school and an into post secondary years and working life.” Merriam Webster defines academic achievement as “the quality and quantity of a student’s work”.

Academic achievement motivation is possibly an intrinsic to achieve just for the sake of achieving rather than Academic Achievement in the service of some motive (sprint hall, springtail and Oja, 1994). Some theories developed by some psychologists to explain the concept of motivation for example. McClelland (1985) explained motivation in terms of achievement needs ‘(Ach) by employing the thematic apperception Test (TAT) to measure need for achievement. The Research shows that a significant relationship between behavior and needs achievement.

Atkinson asserted that the achievement motivation for any individual is the strength of the tendency to approach a task plus the strength to avoid it. Academic Achievement motivation which is the drive for performance has been found to have an influence on students academic behavior. The student’s perception of the worth of academic achievement motivation is related to the fear of failure, parental and peer group pressure for achievement. Neny (1986) shows that achievement motivation is a society related factor and has the highest relationship with and is the most valid prediction of students academic performance.

School education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society and culture. According to this perspective education is serving primarily as an individual
development function. Education is start at birth and continues throughout life. Schooling generally starting some where between the ages four and six when child is gathered together for the purposes of specific guidance related to skills and competencies that society deems important. Some times ago once the formal primary and secondary schooling was completed the process was finished but today’s information age. Child is quite often learning in informal setting throughout their working lives and even into retirement.

The word Education is becoming more and more competitive. Quality of education performance has become the key factor for personal progress. Parents wants that their child climb the ladder of performance to as high a level as possible. This expectation desire for a high level of achievement puts a lot pressure on student, teachers, schools and also the education system it self. In fact it also appears as if the whole education system revolves round the academic achievement motivation of students, through various other outcomes are also expected from the system of education so a lot of time period and efforts of the schools is used for helping student to achieve better in their scholastic endeavors. It is important Because scholastic and academic achievement has raised important question for educational and social science researcher. Which factors promote Academic Achievement Motivation in student ? How far do the different factors contribute towards Academic Achievement Motivation (Remasowamy, 1990).

Our life is the Best creation of god, has got two aspects: first the biological and second is the sociological and cultural. While the former is maintained and transmitted by food, water and reproduction, the latter is preserved and transmitted by education. It is again through education promotes her/his intelligence and adds his/her knowledge with which he/she can move the world for good and for evil according to his/her wishes. In fact education is one of the major part and ‘life processes of our life’ ‘just as there are certain indispensable vital processes of life in biological sense. Thus Education may be considered vital process in a social and cultural sense. Education is Indispensable to normal living, without education the individual would be unqualified for group life (sataya et al. 1963).

School Academic Achievement may be affected by various factors like study habits, intelligence, attitudes of student towards School and Teachers, different and individual aspect of student’s personality, their socio economic status, type of area etc. The desire of success is derived form their individual’s concept of them selves and in terms of the meaning of various incentives as they spell success and failure in the eyes of other members of society. So student who sees themselves as top ranking, as scholars, may :set as their goals the attainment of the highest grade in their class.
Today modern society can’t achieve its arm of economic, growth, technical development and cultural advancement without harnessing the talents of its citizens. One of the major tasks of academic achievement is to help student to develop the skills appropriate to the age in which they live and those skills which promote a life time learning. Educationists, counselor and researchers in educational settings are often confronted with pupil who appears to have above average scholastic aptitude but she/he very poor in her/his study. Jamuar (1974) shows that efficient learning depends not only on good teaching methods but also satisfactory tearing procedures. Anwana and cobbach (1989) are also stated that students so badly academically on account of factors other than low intellectual capacity. Tiwart and Bansal (1994) shows that a children with High Academic Achievement motivation likely to be well treated as well behaved and independent and low achievers as incapable and deprived of employment which mall lead this to maladjustment to life.

Today Academic Achievement Motivation is considered as a key criterion to judge one’s total potentates and capacities. Academic Achievement Motivation occupies a very important place in education as well as tearing process. Crow and crow (1969) defined Academic Achievement “as the extent to which a learner is profiting from instruction in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him”. Academic Achievement Motivation also denotes the knowledge attained and skill developed in school subject, usually designated by test scores. Academic achievement is influenced by personality, motivation, opportunities, education and training.

There are several factors influence the student’s academic Achievement Motivation like their study habit, self concept, self esteem, personality, socio economic, status, Intelligence etc.

Academic Achievement is considered as a key criterion to judge one’s total potentialities and capabilities. There fore it is more pressing for the individuals to have high academic achievement. The term achievement refers to the degree or the level of success attained in some specific school tasks specially scholastic performance. In this sense, academic achievement means the attained ability to perform school tasks, which can be general or specific to a given subject matter. Academic achievement could be defined as self perception and self evaluation of student’s objective academic success. Academic Achievement Motivation generally indicates the learning outcome of student. Academic Achievement of those learning out comes requires a series of planned and organized experiences. Some psychologist defined, academic achievement as “knowledge attitude or skill developed in school subject usually designed by teacher or by test scores or by marks assigned by teacher
or both” consequently academic achievement motivation could be defined as self perception and self evaluation of one’s objective success.

1.4.1 Definition of Motivation

The following definitions of motivation were gleaned from a variety of textbooks of psychology and reflect the general consensus that motivation is an internal state or condition (some times described as a need, desire, or want) that serves to activate or energize behavior and give it direction:

- Internal state or condition that activates behavior and gives it direction.
- Desire or want that energizes and directs goal oriented behavior.
- Influence of needs and desires on the intensity and direction of behavior.

Franken (1994) provides an additional component in his definition:

The arousal, direction and persistence of behavior.

While still not widespread in terms of introductory psychology text books, many researchers are now beginning to acknowledge that the factors that energize behavior are likely different from the factors that provide for its persistence.

According to north American Encarta Dictionary, motivation is defined as “the biological, emotional, cognitive, or social forces that activate and direct behavior”. There is a large array of working definitions for the concept of motivation. The definition even varies among psychologists who study the same phenomenon. However, most definitions seem to describe the nature of motivation as a force that determines behavior. Therefore motivation can not be described as good or bad. However, a person many be motivated to behave in a way that one may subjectively consider good or bad. The fact that a child does not have high academic motivation does not mean that child has no motivation. Everyone is motivated to do something, whether it is achieve academic success, or to be the best baseball player in the world. Achievement motivation defined as “ the generalized tendency to strive for strive success and choose goal oriented, success/failure activates” and it is developed early in life (slavin, 2006).

1.4.2 Sources of motivational needs :

→ Behavioral / external Needs :

- connected stimulus
- Obtain desired, pleasant consequences (rewards) or escape/avoid undesired, unpleasant consequences.
→ **Social Needs:**
  - Imitate positive models in society
  - Be a part of a group or a valued member of society

→ **Biological / Internal Needs:**
  - Increase / decrease stimulation (arousal)
  - Activate senses (taste, touch, smell, see etc.)
  - Decrease hunger, thirst, discomfort etc. (Basic needs)
  - Maintain homeostasis, balance

→ **Cognitive Needs:**
  - Maintain attention to something interesting or threatening
  - Improve meaning or understanding
  - Increase / Decrease cognitive disequilibrium uncertainty
  - Solve a problem or make a decision quickly
  - Figure something out.
  - Eliminate threat or risk.

→ **Affective Needs:**
  - Increase / Decrease affective dissonance
  - Increase feeling good
  - Decrease feeling bad
  - Increase security of or decrease threat to self esteem.
  - Maintain levels of optimism and enthusiasm

→ **Conative Needs:**
  - Meet Individually developed / selected goal
  - Obtain personal dream
  - Develop or maintain self efficacy
  - Take control of one’s life
  - Eliminate threats to meeting goal, obtaining dream.
  - Reduce other’s control of one’s life.
Spiritual Needs:
- Understand purpose of one’s life
- Connect self to ultimate unknowns.

1.4.3 General Principles of Motivation

Basic principles of motivation exist that are applicable to learning in any situation.

1. **The environment can be used to focus the pupil’s attention on what needs to be learned:**

   Teachers who create warm and accepting yet business-like atmospheres will promote persistent effort and favorable attitudes towards learning. This strategy will be successful in children and in adults. Interesting visual aids, such as booklets, posters, or practice equipment, motivate learners by capturing their attention and curiosity.

2. **Incentives motivate learning:**

   Incentives include privileges and receiving praise from the instructor. The instructor determines an incentives that is likely to motivates an individual at a particular time. In a general learning situation, self motivation without rewards will not succeed. Students must find satisfaction in learning based on the understanding that the goals are useful to them or, less commonly, based on the pure enjoyment of exploring new things.

3. **Internal/biological motivation is longer lasting and more self directive than is external/behavioral motivation, which must be repeatedly reinforced by praise or concrete rewards:**

   Some individuals - particularly children of certain ages and some adults - have little capacity for internal/biological motivation and must be guided and reinforced constantly. The use of incentives is based on the principle that learning occurs more effectively when the student experiences feelings of satisfaction. Caution should be exercised in using external/behavioral rewards when they are not absolutely necessary. Their use may be followed by a decline in internal motivation.

4. **Learning is most effective when an individual is ready to learn, that is, when one wants to know something:**

   Some times the student’s readiness to learn comes with time, and the instructor’s role is to encourage its development. If a desired change in behavior is urgent, the instructor may need to supervised directly to ensure that the desired behavior occurs. If a student is not ready to learn. He or she
may not be reliable in following instructions and therefore must be supervised and have the instructions repeated again and again.

5. Motivation is enhanced by the way in which the instructional material is organized

In general the best organized material makes the information meaningful to the individual. One method of organization includes relating new tasks to those already known. Other ways to really meaning are to determine whether the person being taught understand the final outcome desired and instruct them to compare and contrast ideas.

1.4.4 Theories of Motivation

Many Theories of motivation address issues introduced previously in these materials. The following provides a brief overview to any terms or concepts that have not been previously discussed.

1.4.1.1 Behavioral Theory

The major theoretical approaches in behavioral learning theory posits a primary factor in motivation. Classical conditioning states that biological / internal responses to associated stimuli energize and direct behavior. Operant conditioning learning states the primary factor is consequences: The application of reinforcers provides incentives to increase behavior, the application of punishers provides disincentives that result in a decrease in behavior.

1.4.4.2 Cognitive Theory

There are several motivational theories that trace their roots to the information processing approach to learning. These approaches focus on the categories and labels people use help. To identify thoughts, emotions, dispositions, and Human behaviors.

The first is cognitive dissonance theory which is in some respects similar to disequilibrium in piaget’s theory of cognitive development. This theory was developed by leon festinger (1957) and states that when there is a discrepancy between two beliefs, two actions, or between a belief and on action, we will act to resolve conflict and discrepancies. The implication is that if we can create the appropriate amount of disequilibrium, this will in turn lead to a change in thought patterns which in turns leads to more change in behavior.

A second cognitive approach is attribution theory. This theory proposes that every individual tries to explain success or failure of self and others by offering certain attributions. These attributions are either internal / biological or external / environmental and are either under control or not under control.
A third cognitive approach is expectancy theory. The three factors of expectancy, instrumentality and valance or value are to be multiplied by each other, a low value in one will result in a low value of motivation. Therefore, all three must be present in order for motivation to occur. That is, if an individual or personal does not believe he or she can be successful at a task or the individual does not see a connection between his or her activity and success or the individual does not value the results of success, then the probability is lowered that the individual will engage in the required learning activity. From the perspective of this theory, all three variables must be high in order for motivation and the resulting behavior to be high.

1.4.4.3 Instinct Theory

Instinct theory is derived from our biological/internal make-up. We’ve all seen spider’s webs and perhaps even witnessed a spider in the tedious job of creating its home and trap. We have all seen birds in their nests, feeding their younger or pain snakingly placing the twigs in place to form their new home. How do spiders know how to spin webs? How do birds know how to build nests? The answer is biology/internal. All creatures are born with specific innate knowledge about how to survive. Animals are born with the capacity and often times knowledge of how to survive by spinning webs, building nests, avoiding danger, and reproducing. These innate tendencies are preprogrammed at birth, they are in our genes, and even if the spider never saw a web before, never witnessed its creation, it would still know how to create one. We are, Humans have the same types of innate tendencies. Babies are born with a unique and extra ability that allows them to survive; they are born with the ability to cry. Without this, how would others know when to feed the baby, know when he/she needed changing, or when he/she wanted attention and affection? We are also born with particular reflexes which promote survival. The most important of these include sucking, swallowing, coughing, blinking. New born can perform physical movements to avoid pain; they will turn their head movement in their eyes. if touched on their cheek and search for a nipple (rooting reflex); and they will grasp an object that touches the palm of their hands.

1.4.4.4 Drive Reduction Theory

According to Clark Hull (1943, 1952), humans have internal biological/internal needs which motivate us to perform a certain way. These needs or drives are defined by Hull as internal/biological states of arousal or tension which must be reduced. A prime example would be the internal feelings of hunger or thirst, which motivates us to eat. According to this theory, we are driven to reduce these drives so that we may maintain a sense of internal calmness.
1.4.4.5 Arousal Theory

Similar to Hull’s drive reduction theory, arousal theory states that we are driven to maintain a certain level of arousal in order to feel comfortable. Arousal means to a state of emotional, intellectual and physical activity. It is different from the above all theory, however, because it does not rely on only a reduction of tension or anxiety, but a balanced amount. It also does better to explain why people climb mountains, go to school, or watch sad movies, cartoons etc.

1.4.4.6 Psychoanalytic Theory

Remember Sigmund Freud and his five part theory of personality As part of this theory, he believed that humans have only two basic drives: Eros and Thanatos, or the life and death drives. According to psychoanalytic theory, everything we do, every thought we have, and every emotion we experience has one of two goals: to help us survive or to prevent our destruction. This is similar to instinct theory, however, Freud believed that the vast majority of our knowledge about these drives is buried in the unconscious part of the Human mind.

Psychoanalytic theory therefore argues that we go to school because it will help assure our survival in terms of improved finances.

1.4.5 Importance of Academic Achievement Motivation

Most motivation theorists assume that motivation is involved in the performance of all learned responses; that is, a learned behavior will not occur unless it is energized. The major question among psychologists, in general, is whether motivation is a primary or secondary influence on behavior. That is, are changes in behavior better explained by principles of environmental / ecological influences, perception, memory, cognitive development, emotion, explanatory style, or personality or are concepts unique to motivation more pertinent.

For example, we know that we people respond to increasingly some complex or novel events (or stimuli) in the environment up to a point and then responses decrease. This inverted-U-shaped curve of our behavior is well known. However, the major issue is one of explaining this phenomenon. Is this a conditioning (Is the individual behaving because of past classical or operant conditioning), a motivational process (from an internal state of arousal), or is there some better explanation?

One classification of Academic Achievement motivation differentiates among achievement, power and social factors. In the area of academic achievement motivation the work on goal-theory has differentiated three separate types of goals: mastery goals (also called learning goals) which focus on gaining competence or mastering a new set of knowledge or skills; performance goals (also called ego
involvement goals) which focus on achieving normative - based standards, doing better than other, or doing well without a lot of effort; and social goals which focus on relationship among people. In the context of school learning, which involves operating in a relatively structured environment, students with mastery goals outperform students with either performance or social goal however, in life success, it seems critical that individual have all three types of goals in order to be very successful.

One aspect of this that individual are motivated to either avoid failure (more often associated with performance goals) or achieve success (more often associated with mastery goals). In the former situation, the individual is more likely to select easy or difficult tasks, thereby either achieving success or having a good excuse for why failure occurred. In the latter situation, the individual is more likely to select moderately, difficult tasks which will provide on interesting challenges, but still keep the high expectations for success.

1.5 Birth Order

The research of birth order was started over a century ago by Sir Francis Galton. He was a 19th century British anthropologist, geographer and statistician. Sir Francis Galton believed that the people species was ultimately perfectible or improvable. In his study, he concluded that first born and only born child become well known English scientists. (Kluger, 2011) Because most of nation, including England, still followed the custom of primogeniture. Today many families in world will put their first born child on a pedestal compared to their other children like families did in the past. Some other researchers went to find the same thing as Sir Francis Galton about first born child. Alfred Adler came along and decided to take a deeper look into the relationship between children’s birth order and their personality (Forer and Still, 1970)

Adler was the founder of individual psychology and known as a great influence to modern psychology. He wrote, “When ever I have studied adults, I have found impressions left on them from their early childhood lasting forever. The position in the family leaves an indelible stamp upon the style of life. Every difficulty of development is caused by rivalry and lack of cooperation in the family (Forer & Still, 1976). He believed that a children’s personality is shaped largely by their chronological place in the family because parent tend to treat their child differently according to their birth order (Isaacson, 2004)

The term birth order is defined as a person’s rank by age among their sibling. Birth order is often believed to have a profound and lasting effect on psychological
development of children. This assertion has been repeatedly challenged by social researchers, yet birth order to have a strong following among parents.

Birth order is the sequence by which child is born into a family. The important birth order position are eldest, middle and youngest. As a rule, Birth order differences in personality arise as a result of how child is raised (Functional Birth order, or rearing order) rather than the sequence in which he/he is born.

Sibling is in general born into the same family and surrounded by the same family environment, but fact is that each one has a unique and different personality. What reasons for this difference ? It has been theorized that unique family personal experiences shape people’s personality and foster certain traits more than others. (Adler, 1927). Factors like as the environment or genetic/internal inheritance account for the child’s personality differences ? Might be the position sibling hold in the their family play a great role in shaping who they become ? These all questions have been researched to a great extent ever since Adler (1924) introduced this theory about birth order.

In some research has been produced to show that birth order has influenced different areas of psychology as education and also intelligence (Boilng & Boilng, 1993; Zajonc & Markus, 1975), Personality (Argus, Ress, Averett, witoonchart, 2006; Seff & Gecas, 1993), Relationships (Mc Guirk & Pettijohn, II, 2008; Salmon, 2003), Parental favoritism (Kiracofe & Kiracofe, 1990; Rohde et. al. 2000) and political affiliation (Andeweg & Berg, 2003; Sulloway, Spitzer & Lewis - Beck, 1999).

On historical point of view, one can conclude that Alfred Adler (1927) was influenced by Darwin and his theory on evolution and adaption. In the same way Levy (2007) and Sulloway (1982) noted that the finches of the Galadagos Islands were the foundation of Darwin’s genetic evolutionary and adaption theory. He discovered a large variation in one species of finches, which evidently led to the conclusion that the finches that the first arrived to the islands developed a better adaptation ability in order to acquire the limited number of resources, i.e. berries.

It is note worthy that child decide for themselves, along with the environment they live in, what role they want to hold in the family hierarchy. The same way, Adler (1927) Concluded that birth order preserves was not the cause of the personality differences but rather that each serial children must adapt itself to find a unique position in the family and thus secure survival.

According to Sulloway (1996) and Adler (1927) children holds a certain position in a family. The most commons ones are : only child, first child, middle child and last child. Each one has positions particular characteristics that express the family situation. The children’s psychological situation in the family is different and a
children’s self image together with the environment determines child’s behavior and attitude (Alder, 1927).

Sulloway (2007) state that the character a children develops is explained by functional and not biological birth order. Functional birth order refers to the position of children holds in the family that raised them. If a person is biologically boy only child but is adopted at birth into a family that already has a three year old daughter, then the male becomes a functional lastborn and his personality is that of the younger brother. A gap of sibling two to five years could produce a great impact on child’s personality. This is exemplified by the fact that first born child tend to identify themselves with their parents at the same level of conscientiousness and intellectual achievement until a sibling rivalry arouses.

Birth order also effects on educational achievement motivation and intellectual performance have been studied for decades such that some researchers (Boling & Boling, 1993; Nuttall, Nuttall, Polit & Hunter, 1976; Pine, 1995, Zajoc & Markus, 1975) found an indisputable certify of birth order effect, while others (Melican & Feldy, 1980; Rodgers, cleveland et. al. 2000) have denied such effects. A study by Boling (1993) showed that the birth order influenced the level of creativity.

Some researchers (Nuttall et. al. 1976)stated that boys of small family had better grades than did big family boys. According to this results, it was found that first born girl showed a high level of academic achievement motivation than did last born girls. Some reasons behind these result was suggested to be well-developed patterns of responsibility and hard work.

The disadvantages of last born could be explained by the Zajonc and Markus’s Model (1975). This model explains how birth order influenced intellectual performance based on the changing dynamics with a family. Study concluded that first born child have an IQ advantage for several reasons : (1) They do not have to share their parent’s attention with others therefore benefit from their complete absorption : (2) Child is more exposed to adult language. (3) Child often have to answer questions and explain things to their siblings, which is believed to help them process information cognitively.

The birth order is looked at as the science of understanding a child’s place in their family. The order in which a child lands in their family can effect their life (Leman, 2009). Birth order is the location in which a person is born in a family system. It refers to four basic positions of a child : Oldest, middle, youngest and only. Each position has individual personality traits and other dynamics that reflect how their position is carried out in a person’s childhood. (Kalkan, 2008). Birth order begins
with the order in which a people enters their family. It is further shaped by the way a
children’s parents and sibling have an effect on them (Leman, 2001).

1.5.1 Types of Birth Order

There is two different types of birth order: Actual birth order and psychological birth
order. Actual birth order is defined as the order in which a child comes into the world
such as; first born child, only child, second born child or last born. Actual birth order,
also known as ordinal birth order, is related to the children’s personality traits,
behavior, attitude and interest (Kalkan, 2008).

1.5.1.1 Actual Birth Order

Actual birth order position can become complex when dealing with blended family. In
blended family, it is hard to come up with a number where the children are born.
When looking at blended family, a person can assume that when other child is
involved the birth order can get mixed up. Blended family is unique. The birth order
may change if the families has younger kids under the age of five year. It may depend
on the amount of time the child spend in the home. As the child grow older, their
actual birth order will more than likely stay the same because they have already
shaped their personality before the two family blended (Eckstein & Aycock et. al.
2010).

1.5.1.2 Psychological Birth Order

Psychological birth order also known as perceived birth order. Psychological birth
order is defined as the way a person sees or perceives child’s position in their family
of origin. Adler believed that birth order was the way a children interpreted their
perceived positions in the family, which is the most important to them (Kalkan, 2008).
Alfred Adler says that “It is not, of course, the children’s number in the order of
successive births which influence his/her character, But the situation into which
he/she is born and the way in which he/she interprets it is the role a child adopts as
his/her interactions with other.” (Eckstein & Aycock et. al. 2010, 409) Study has
shown that there is a stronger relationship of personality traits to the psychological
birth order rather than the actual birth order. the psychological birth order has a
greater influence on how the child’s personality will be formed in their world (Kalka,
2008).

1.5.2 Theory of Birth Order

There are some several alternative causal hypothesis in the literature trying to explain
the relationship between schooling and birth order. First is the parental time dilution.
According to this hypothesis, the earlier born siblings are enjoy more parental time
than late born child. Second is the there could be difference in the genetic endowment
of child by birth order. Later born child is born to older mothers so she/he is more likely to receive a lower quality of genetic endowment. The third is, the first born and parent’s experience with them, may have undue influence on parents’ subsequent fertility decisions. According to this theory, a bad draw, problematic child, abnormal child, may cause parents to curtail their subsequent fertility where as an easy-to-rear first born child would not. Fourth is the closely related to the confluence model of Zajonc, the “No one to teach” hypothesis postulates that the last born child will not benefit from teaching a younger child. Without these pedagogic experiences, the last born child will not develop strong learning skills. Fifth is it may well be possible that the later born children are more affected by changes in family structure, e.g. divorce, since later born child is more likely to spend more of their lives exposed to such family disruptions. (Ginther & Pollak, 2004), and sixth one is first born child may enjoy higher parental investment for insurance purposes or simply because parents are more likely to enjoy utility from observing their eventual success in life. While these all theories are alternative theories of birth order effect.

Alfred Adler (1927, 1956) was the first psychologist to theorize about the effect of birth order on personality (Stewart and Stewart, 1995). He believed that responses of parents to their child were affected by the order of each child’s birth into the family. This different treatment of each child based on birth order position was believed to influence the children’s developing personality. Since the inception of Adler’s theory; more than 1700 journal articles and dissertations have been written about birth order and its relationship with wide variety of psychological topics. Two most popular topics of inquiry include personality traits and intellectual achievement (Rodegers, et. al. 2000, Stewart and Steart, 1995).

Alfred Adler an Austrian psychiatrist, and a contemporary of Freud and carl Jung, was one of the first theorists to suggest that birth order influences personality. Adler Argued that birth order can leave an indelible impression on an individual’s style of life, which is one’s habitual way of dealing with the tasks of childs friendship, love and work. According to Alfred Adler, first born children are “dethroned” when a second born children are comes along, and this may have lasting influence on them. Only and younger child may be pampered and spoiled, which can also affect his/her personality. Additional birth order factor that should be considered is the spacing in years between siblings, the total number of child, and the changing circumstanced of the parents over time.

To Adler’s time, the influence of birth order on the personality development, has become a controversial issue in psychology. In the general public area, it is widely believed that personality is strongly affected by birth order, but some psychologists
are dispute this. One modern theory of personality is states that the Big Five Personality traits of this theory are openness, conscientiousness, extraversion, agreeableness and neuroticism represent most of the important elements of personality that can be measured.

In his book, ‘born reble’, Frank Sulloway state that birth order has strong and consistent effect on the Big Five factor personality traits. He argues that first born child is more conscientious, more socially dominant, less agreeable, and less open to new ideas compared to later born child. However, critics such as Fred to wnsend, Toni Falbo, and Judith Rich Harris, argue against Sulloway’s theories. One point is that the lifespan view proposes that development is continuous, with individuals continually adjusting to the competing demands of socialization agents and also biological tendencies. So, even those concerned only with interactions among sibling implicitly or explicitly acknowledge that relationships change over time and its effects of birth order may, reinforced or altered by past experiences.

1.5.3 Traits of Birth Order

There are following traits of birth order.

<table>
<thead>
<tr>
<th>First</th>
<th>Middle</th>
<th>Last</th>
<th>Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Leader</td>
<td>Flexible</td>
<td>Risk-taker</td>
<td>Close to parents</td>
</tr>
<tr>
<td>High Achiever</td>
<td>Easy-going</td>
<td>Outgoing</td>
<td>Self-control</td>
</tr>
<tr>
<td>Organized</td>
<td>Social</td>
<td>Creative</td>
<td>Leader</td>
</tr>
<tr>
<td>On-time</td>
<td>Peacemakers</td>
<td>Self-centered</td>
<td>Mature</td>
</tr>
<tr>
<td>Know-it-all</td>
<td>Independent</td>
<td>Financially irresponsible</td>
<td>Dependable</td>
</tr>
<tr>
<td>Bossy</td>
<td>Secretive</td>
<td>Competitive</td>
<td>Demanding</td>
</tr>
<tr>
<td>Responsible</td>
<td>May feel life is unfair</td>
<td>Bored easily</td>
<td>Unforgiving</td>
</tr>
<tr>
<td>Adult-pleaser</td>
<td>Strong negotiator</td>
<td>Likes to be pampered</td>
<td>Private</td>
</tr>
<tr>
<td>Obeys the rules</td>
<td>Generous</td>
<td>Sense of humor</td>
<td>Sensitive</td>
</tr>
</tbody>
</table>
1.5.3.1 Oldest Child / First Born Child

After marriage child is very special character for couple. They get excited when their first child enters the world. The first born child is not only favored by his/her parents but by their extended family as well. Their grandparents are excited to be first time grandparents. The siblings of the child’s parents get excited to be Aunty and uncle. The full family pours much of their attention and time into the couple’s first born baby (Kluger, 2011). The first born is the child whom gets celebrated with baby showers and lots of gift. The parents of first born child record their every move they do, like: their first dress, hair cut or when they start to talk or walk. Parent fill out their child book completely. First born child’s parent tend to take more photos of their child than they do of the child born after the first born child (Leman, 2009).

The some literature shows that first born child powerful and influential as compare other born child. They can be over pressured and influenced easily by their authority. First born children are usually well organized. It is common in first born child to feel that she/he must be perfect in everything they do. They tend to stick to the rules and respect their authority (Kalkan, 2008).

Research also states that first born child is conscientious and have a general sense of responsibility and a tendency follow through with whatever she/he may have started. First born child tend to be more academic than their other sibling. First born child will help mentor and also as tutor of their younger siblings as they come along. According To kluger (2011), not only younger sibling learn things from their older sibling, but the older sibling learn how to become care taker. First born of child of couple is highly motivated and most likely to take charge of others. The first born children are gets at least a one year alone with their parents with no distractions from their other siblings. The food of parental attention, care, love they received as being a first born children makes them more confident which in return causes the parents to invest more time with them leaving the other child with scraps (Kluger, 2011).

The literature describes that first born child as perfectionist. First Born child is learn from their adults, whom they see as big perfect people who do everything correctly. They walk and talk earlier then their later born sibling. Anything the first born children does such as walking and talking, is a big deal and the attention the first born child gets from their family members encourages them to achieve more at a faster pace (Leman, 2009).

Parents are usually tend to spend more time with their first child when there are no other siblings to complete for their attention. An only or eldest child may have better economic advantages that allow fore more extra curricular activities or better schools than those whose family budget is spread out among more their siblings. However,
with the birth of another child first child become the eldest child. Role of first child in the family may change as parents apply more pressure to succeed by seeking more prominent and high paying gobs to meet those expectations. The first born child may develop a greater fear of failure, and worry about not meeting expectations can cause a rebellion resulting in underachieving or major depression due to high stress levels.

When the other sibling comes along, the first born children can be dethroned. Dethronement is defined as being moved from a powerful position. Dethronement is more likely to occur in family that is more competitive dethronement may also cause the first born children have in appropriate behaviors to get the attention back on themselves. (Eckstein & Aycock et. al. 2010).

Usually first born children assume the dominate role and the younger born children hold the lower and less powerful roles in the family (Tucker & Opdegraff, 2010). The first born children will become solider and they protect their younger siblings. First born children seek their parent’s approval by taking on the role of the surrogate parent to their younger siblings. Many times when looking at family a person can see how the older sibling tries to protect their younger siblings from other people. Eldest children take on the caretaker role as they learned growing up (Badger & Reddy, 2009).

First born children are only period of time, used to being center. Their believes must gain and hold superiority over the other sibling. They being right, controlling often important. May be respond to birth of other sibling by feeling unloved and reflected. They strives to keep or regain their parents’ attention through conformity. If they failed some times chooses to misbehave. Sometimes strives to protect and help others and strives to please.

Some researches states that first born child is highly motivated and is known to achieve more than their later born siblings. Eldest children often fill profession positions of high authority and achievement. First born child usually end up with professions in science, medicines, pastor, law, accountants, secretaries, engineers, computer specialists, astronauts, news casters or host of talk show, because these all professions require precision, a strong power of concentration, and mental discipline (Lenman, 2009).

Their parents tend to expect that child to carry out the dreams they have had for themselves. Eldest children are prepared, organized and ready to get things done. They are people pleasers and strong willed and aggressive. Eldest child set high goals for themselves and are very good goal driven. want to be king or queen pin. They often develop badger like qualities and will scratch, claw and bite to get what they want (Leman, 2009).
Eldest child can be intimidating and push other people too hard. First born child may refuse to take no for an answer and they feel that they are always right (Leman, 2001). They are often pay a high price for their personalities, because the traits and abilities that enable them to succeed as at work or in other organizations tend to work against them in their close personal relationship (Leman, 2009).

So, first born child have been less likely to die in infancy, are less susceptible to disease and, as they adults, are more likely to reproduce. They are ‘blue-chip security’ of their parents, whose birth is most eagerly anticipated, their first steps, first words, first every things are celebrated. on the other side, Eldest children are the only ones who experience having their parents all to themselves, then having share them. For this reason, Eldest children thought be anxious, emotionally intense, defensive and prone to jealous rages.

1.5.3.2 Middle Child / Second Born Child

Middle child or second born child is the difficult to define. They are come into the world with a sibling already ahead to them. Second born children usually look at their older sibling and feel like they are in a race with the first born to take the first born children’s privileged position away (Kalkan, 2005). They are feel that they are born too late to get the privileges and special treatment that their older sibling may receive. They are born too early to get spoiled and the goodies that the youngest born child may get (Leman, 2009). They tend to be both the teacher and the student and the babysitter and babysat (Kluger, 2011). They often feel squeezed between their sibling (Leman, 2009). They usually develop their own style of life. They may feel out of place in their family and it may take them longer to find their role within their family system (McGuirk & Pettijohn, II, 2008). Second born child have the first born. Child to look up to as the role model. The eldest sibling is usually stronger and smarter than the middle child. Second born children will then go off in a different direction than the first born children unless they feel that they are able to compete with their older sibling. If second born child decides to compete with their older born sibling, it may cause sibling rivalry to be higher in the relationship between the two children (Leman, 2009).

Their personality traits are determined by their perception of their placement in the family system. Some research shows that middle child can go either way. They are known to be pleasers an antagonizes. Second born child may become manipulative or controlling. They can often go either way when it comes to personality traits. Middle are known to be very flexible in their lifestyle. Either they can be really quiet and shy or outgoing and sociable. Second born child can be impatient or laid back, rebel or not competitive, and aggressive or avoids conflict. They are usually seen as the mediator
or negotiator. Middle children are even tempered and have a “take it or leave it” attitude. They often tend to turn towards their peer group over their families. Friends are more important for them (Leman, 2009).

When they are at home, they often feel like the fifth wheel in their family. Middle child may feel left out and misunderstood, often get upstaged by their older and younger siblings leaving them feeling like left overs getting bypassed (Leman, 2009). They find their parents to be less supportive of them. Having their parents be less supportive of them causes they feel distant from their parents. Second born children are less likely to be interested in their family’s history or make kin ties as part of their self identity, less likely to be influenced by family solidarity, more influenced by the relationship they from with friends (Salmon, 2003).

The Second born child frequently feels that they received the least amount of attention from their parents. This is specially true if there is a number of years separating the sibling. They experience a change in their identity changes from youngest to the second or middle child.

Parents starts to reprioritize their time to satisfy the demands of an infant and later as a toddler. This allows the second children to become more independent and they are very likely to form friendships or interests out side of the family unit.

They often want to avoid pain and danger so they tend to leave their parents’ home quickly. They are become more of a free spirit. Middle children tend to have three natural motivations, want to obtain rewards and recognition, avoid pain and danger, and get even (Leman, 2009).

The literature describes second born children as mentally tough and independent, become this way from learning to cope with their feelings of rejection they have and being the fifth wheel in their family, while growing up. Second born children do not identify with problems that their older and younger siblings have (Leman, 2009).

Study shows that second born children scored positive when it becomes to irrational believes. Irrational believes are defined as a self defeating ways of acting. It's may be due to their feelings of being less important than their siblings having a lower self esteem. When they are become adults, they may feel anxious about losing their partners love, which may cause some of their irrational believes to come out such as being unlovable. They perceive their self-worth in terms of interpersonal acceptance and evaluation (Kalkan, 2008). They may use their negotiation and mediating skills to become successful as an entrepreneurs. They may also be successful in other professions since they can be so flexible (Leman, 2009).
They are most likely to be faithful to their partners that they choose to be in a romantic relationship (Leman, 2009). They interact with romantic partners in the same way as they interact with their friends. Since middle children build close relationship with their friends while growing up, the relationship bonds they from impact how they from relationship bond with romantic partners in their adulthood. Careful to maintain high quality relationships in both areas. Second born children have communication problems in their relationships because they can be secretive (Salmon, 2003).

According to the darwinian theory, middle children lose out as they are neither the precious, able, oldest, nor the vulnerable youngest. Their strength is that they learn to be more flexible and sociable, to compromise and build coalitions as compare other siblings.

1.5.3.3 Youngest Child / Last Born Child

Youngest children or last born are looked at as the babies of their family. Youngest children tend to be pampered and spoiled by their parents. They likes to be the center of attention. In order for them to be the center of attention youngest children need to come up with ways to stand apart from their eldest siblings (Kalkan, 2008). They are adventurous, easygoing, empathetic, open to experiences, popular and sociable, tend to get their way by being funny or out rages, like to act like the clown of their peer group, also they are comedian (Luger, 2011).

The literature shows that they are as agreeable. Get along with many different kinds people (Kluger, 2011). Known and loved by millions of people. They tend to be very out going. They can also be described as charmers, manipulators, carefree and vivacious, rebellious, affectionate, temperamental, spoiled, persistent and impatient. Youngest children are laughed at and teased by their older sibling and their siblings friends. Last born child ten to be independent to cover up their self doubts and confusion they may have youngest children are more and likely to be risk takers in the family. They being the risk taker, a youngest children can be found wanting to go skydiving or ride roller coasters at a fair (Leman, 2009). Their sociable and out going personality may have help them become successful in professions where they talk to people. They like to work in middle management technology, or sales. They are good at these positions because they can manage up and manage down (Leman, 2009).

Their life they have an advantage of being with the parents for some alone time as their eldest siblings are off in school or have grown up and moved out of the house (Salmon, 2003). They look up to their eldest siblings as the pacesetters in the family. Youngest children get most of their instructions from their eldest siblings. Youngest children carry the curse of not being taken seriously by their family and then the
world. Get used to being put down and written off (Leman, 2009). Eldest children take the role of the surrogate parents to the last born children. Youngest children are unable to take that role of the surrogate parent and develop new talents and see new interest and activities within the family in order to prove to their family that they are worthy of attention (Badger & Reddy, 2009).

They have a burning desire to make an important contribution to the world. Love to be encouraged and praised by other people. Youngest children can feel on top of the world one day and at the bottom of the hole the next day. They are treated by others by getting cuddled and spoiled one min and put down and made fun of the next minute (Leman, 2009). They seem to compare themselves with their closest eldest siblings (Van Volkom, Machiz & Reich, 2011).

They are more likely to question the order of things, and develop a ‘revolutionary personality.’ Many youngest children choose a completely different path to their eldest siblings to avoid direct competition. They are the childrens of the family and may grow up expecting others to take responsibility. They are not life’s volunteers.

1.5.3.4 Only Child

The only child role is known to be much like the first or eldest born child but, they take their personality to a greater extreme. They tends to be critical and self centered. Only children are cooperative, trusting, likable, selfish and achievement oriented (Eckstein & Aycock et. al. 2010). They are thought to be children without social skills, self-esteem or friends because they grow up without any siblings. It is a fact that they are to bound by their sibling’s views makes only children to be more social sophisticated and get a better sense of how the world works socially (Carrasquillo & Rivera, 1997).

Literature shows that the only children’s thinking as super perfectionist. Their thinking are very black and white. They thrive on logic. Hate to admit when they are wrong and do not accept criticism well. only children tend to follow the patterns established by their parents (Leman, 2001).

Our society deems that only child as spoiled, conceited, and assertive egg heads. They are at an advantage because they never have to compete with siblings in their lifetime for parental attention, favor or resources (Carrasquillo & Rivers, 1997), The reason is that only children never have to compete with any siblings, they receive more frequent reinforcement from their parents and extended family. They become more confident articulate and are more on top things, construct a close relationship with their parents. Adler said that, “The only children has difficulties with every
independent activity and sooner or later they become useless in their life.” (Leman, 2009, 132)

The some literature shows that only child never lack companionships. In early age, they learn how to play alone without feeling lonely. Only child develop different and vivid imaginations and fantasies. They may tend to prefer being with object rather than with people. They pick objects because that is what they grew up with and they are more comfortable around them. They feel that people are not organized as some of their possessions may be and this may be one of the reasons only child choose objects over humans. They will project their feelings or thoughts on other people and possessions because that is what they did growing up. They feel that their possessions have feelings too. Only children are more likely to give their toys a name when they are younger and their vehicles a name when they are older (Isacson, 2004).

When something is going on wrong with them, they feel their whole day is bad and they have to start the next day. only children have a tendency to get tied up in what other people are feeling. They want people around them to feel good, so they can feel good themselves. They do not say exactly what they mean, but they say something close to it and expect others to know what they mean when they are saying some thing. They are frustrated when other person does not understand what only child is trying to say (Isaacson, 2004).

Only children are treat by their parents as, special and parents make them overly important (Leman, 2009). Researches shows that mothers of only child play, talk, notice and comment to their child more when the child is active (Carrasquillo & Rivera, 1997).

They has a tendency to choose their career in technology, health or protective services. Only child is known to make good money in their careers but are usually unsatisfied in their jobs because their job satisfaction is depends on their urge for perfection. They will work better in a setting where they can work independently rather than on a team. (Leman, 2009).

Their role may have negative experiences stemming from their parents over protection and over involvement in their lives. Only children are under secreting and control of their family, only child tend to experience their family relationships as too close or smothering. this closeness of their family causes that they are desire greater independence and autonomy. They may appreciate the attention that they receive from the parents who may cause. Them to feel dependent or entitled when out side of their family atmosphere (Stewart, Stewart & Campbell, 2001). They have too speed, do fun things fast so their parents do not interrupt them and they do the boring things slow so they hope that their parents will help them out(Isaacson, 2004).
1.5.4 Adlerian Overview of Birth Order Characters

Adlerian overview of birth order characters is developed by Henry T. Stein. This table is a broad simplification of Adler’s theory. Other early influences may have a greater impact on personality development.

<table>
<thead>
<tr>
<th>Position of Children</th>
<th>Family Situation</th>
<th>Characteristics of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only Child</td>
<td>Parents have no previous experience so birth is miracle. Parent give the child 200% attention. May become rival of one parent, can be over protected and spoiled.</td>
<td>Likes being the center of adult attention. Often has difficulty for sharing with their siblings and peers. Prefers adults company and uses adult language.</td>
</tr>
<tr>
<td>Oldest Child</td>
<td>Dethroned by next children. Has to learn to share. Their parent expectations are usually very high often given responsibility and expected to set an example.</td>
<td>They may become authoritarian or strict, feel power they are right. They can become helpful if encouraged, may turn to father after birth of next child.</td>
</tr>
<tr>
<td>Second Child</td>
<td>They are a pacemaker, there is always someone ahead. Are more competitive, wants to overtake older children. May become a rebel or try to out do everyone. Competition can deteriorate into rivalry.</td>
<td></td>
</tr>
<tr>
<td>Middle Child</td>
<td>They are ‘sandwiched in’, may feel squeezed out of a position of privilege and significance. They may be even-tempered, ‘take it or leave it’ attitude, may have trouble finding a place or become a fighter of injustice.</td>
<td></td>
</tr>
<tr>
<td>Youngest Child</td>
<td>Have many mothers and fathers, eldest children try to educate them. never dethroned. Wants to be bigger than the others. May have huge plans that never work out, can stay the ‘baby.’ Frequently spoiled.</td>
<td></td>
</tr>
<tr>
<td>Type of Child</td>
<td>Characteristics</td>
<td>Possible Outcomes</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Twin Child</td>
<td>One is usually stronger or more active. Parents may see one as the eldest.</td>
<td>Can have identity problems. Stronger one may become the leader.</td>
</tr>
<tr>
<td>Ghost Child</td>
<td>Children born after the death of the first child may have a “ghost” in front of them. Mother may become over protective</td>
<td>Children may exploit mother’s over concern for their well-being, or they may rebel, and protest the feeling of being compared to an idealized memory.</td>
</tr>
<tr>
<td>Adopted Child</td>
<td>Parents may be so thankful to have a child that they spoil him/her. They may try to compensate for the loss of his/her biological parents.</td>
<td>Children may become very spoiled and demanding. Eventually, he/she may resent or idealize the biological parents.</td>
</tr>
<tr>
<td>Only boy among girls</td>
<td>Usually with girls all the time.</td>
<td>May try to prove he is the man in the family, or become effeminate.</td>
</tr>
<tr>
<td>Only girl among boys</td>
<td>Eldest brothers may act as her protectors.</td>
<td>Can become very feminine, or a tomboy and outdo the brothers. May try to please the father.</td>
</tr>
<tr>
<td>All boys</td>
<td>If mother wanted a girl, can be dressed as a girl.</td>
<td>Child may capitalize on assigned role or protest it vigorously.</td>
</tr>
<tr>
<td>All girls</td>
<td>May be dressed as boys</td>
<td>Child may capitalize on assigned role or protest it vigorously.</td>
</tr>
</tbody>
</table>

### 1.5.5 Importance of Birth Order

Where a children places in the birth order can have an effect on how they sees themselves. Study on birth order, some times referred to as ordinal position, shows that first born child is more likely to go to college than child in any other position in the family. These apply to “typical families” and probably do not apply to “dysfunction family” and may vary across various cultures. Parents should attempt to help each child to see themselves as unique individuals and avoid comparison with sibling or others.
Some studies believe birth order is as important as gender and almost as important as genetics. It gets back to the old Nurture Vs. Nature business. In researcher experience as an educator and researcher, know that no two children have the same set of parents, even though they live in the same family. Why? Because parents are different with each of their child, and no two children ever take the same role. For example, if we are the caretaking child, that role is taken and our sibling will pack another role in the family, perhaps that of the achiever.

1.6 Social Economic Status

A Socioeconomic Status (SES) is based on family’s income, parental education level, occupation of parents and social status in the community (like contacts within the community, group association, and community’s perception of the family) (Demarest, Reisner, Anderson, Humphrey, Farquhar and Stain, 1993). Family with high SES often have more success in preparing their child for school because they typically have access to a wide range of resources to promote and support young child’s development. Parents are able to provide their young child with high quality child care, books and toys to encourage child in various learning activities at home. Also parents have easy to information regarding their child’s heath, as well as social, emotional, and cognitive development. In addition, family with high SES often seek out information to help them better prepare their young child for school.

Crnic and Lambery (1994) describe the impact of SES on child’s readiness for school: “The segregating nature of social class, ethnicity and race may well reduce the variety of enriching experiences thought to be prerequisite for creating readiness to learn among child. social class, ethnicity and race entail a set of ‘contextual givens’ that dictate neighborhood, housing, and access to resources that affect enrichment or deprivation as well as the acquisition of specific value systems.”

Rameg and Rameg (1994) describe the relationship of family SES to child’s for school.

“Across all socio-economic groups, parents face major challenges when it comes to providing optional care and education for their child. For family in poverty, these challenges can be formidable. Some times, when basic necessities are lacking, parents must place top priority on housing, food, clothing and health care. Educational toys, games and books may appear to be luxuries, and parents may not have the time energy, or knowledge to find innovative and less-expensive ways to foster young child’s development.”

Family with low SES often lack the financial, social and educational supports that characterize family with high SES. Poor family also may have inadequate or limited access to community resources that promote and support child’s development and
their school readiness. Child’s parents may have inadequate skills for such activities as reading to and with the child and they may lack information about childhood immunization and nutrition. According to zill, collins, West and Hausken (1995), “Parent’s low education and minority - languages status are most consistently associated with fewer signs of emerging literacy and a greater number of difficulties in preschoolers.” In some research shows that child with low socioeconomic status are at greater risk of entering kindergarten unprepared than their peers from family with median or high SES.

Actually SES is often measured as a combination of education, income and occupation. SES is commonly conceptualized as the social standing or class of an individual or group. Research of SES as a gradient or continuous variable reveals inequities in access to and distribution of resources. SES is current research topic in behavioral and social sciences.

SES is evaluated as a combination of factors including income, level of education, and also occupation. It is a way of looking at how individuals or family fit into society using economic and social measures that have been shown to impact individuals’ health and well-being.

SES and health are closely related and SES can often have profound effects on a people’s health due to differences in ability to access health care as well as dietary and other lifestyle choices that are associated with both finances and education.

1.6.1 Social Economic Status and Our Society

Low SES is relation with lower education, poverty, and poor health, ultimately affect society as a whole with low SES wealth distribution, resource distribution, and quality of life are increasing in the united states and globally. Our society benefits from an increased focus on the foundations of SES inequities and efforts to reduce the deep gaps in SES in the US and abroad. Behavioral sciences and other social science professionals possess the tools necessary to research and identify strategies that could alleviate these disparities at both individual and societal levels.

1.6.2 Social Economic Status and Education

Studies indicates that child with low SES house holds and communities develop academic skills more slowly compared to child with high SES groups (Morgan, Farkas, Hillemeier & Maczuga, 2009). Academic achievement is correlated with the home environment, where low literacy environments and chronic stress negatively affect a student’s pre academic skills. In low SES school system communities are often under resourced, negatively affecting pupil’s academic achievement (Aikens & Barbarin, 2008). Inadequate education affect child’s academic achievement,
perpetuating the low SES status of the community. Improving school system and early intervention program may help to reduce the risk factor, and thus increased research on the correlation between SES and education is essential.

1.6.3 Social Economic Status and Family

Family with low SES communities are less likely to have the financial resources or time availability to provide child with academic support. Child’s initial reading and learning is correlated with the home literacy environment, number of book owned, parent distress (Aikens & Barbarin, 2005). Parents with low SES communities may be unable to afford resources such as book, computer or tutors to create this positive environment and student’s academic achievement (Orr, 2003). In Nation wide Research of American kindergarten child, 36% of parents in the lowest-income quintile read to their child on a daily basis, compared with 62% of parents from the highest income quintile (Coley, 2002). Kaglor & Flores (2002) shows that when enrolled in a program that encouraged adults support, students with low SES groups reported higher level of effort towards academics.

1.6.4 Social Economic Status and School

Study indicates that school conditions contribute more to SES differences in learning rates than family characteristics (Aikens & Barbarin, 2008). Schools with low SES communities suffer from high levels of unemployment, migration of the best qualified teachers, and low educational achievement (Muijs, Harris, Chapman, Stoll and Russ, 2009). Teacher’s experience and quality of training is related with child’s academic achievement (Gimbert & Wallace, 2007). Child in low income schools are less likely to have well-qualified teachers. It is true, that high school teachers in low income school districts 27% majored in mathematics in college as compared to 43% of teachers who did so in more affluent school districts (Ingersoll, 1999). Some factors have been found to improve the quality of school with low SES neighborhoods: a focus on improving teaching and learning, creation of an information rich environment, building of a learning community, continuous professional development, involvement of parents, and increased funding and resources (Muijis et al. 2009).

1.6.5 Social Economic Status and Academic Achievement Motivation

Study continues to link between lower SES and lower academic achievement and slower rates of academic progress as compared with higher SES communities. Child with low SES environments acquire language skills more slowly, exhibit delayed letter recognition and phonological awareness, and are at risk for reading difficulties (Aikens & Barbarin, 2008). Child with high SES family background were more likely to be proficient on tasks of addition, subtraction, ordinal sequencing, and math
word problems than child with low SES family background (Coley, 2002). Children with low SES schools entered high school 3.3 grade levels behind students with high SES schools. In addition, children from the low SES groups learned less over 4 years than children from higher SES groups, graduating 4.3 grade levels behind those of higher SES groups (Palardy, 2008). In the year 2007, the high school dropout rate among persons 16-24 years old was highest in low-income families (16.7%) as compared to high-income families (3.2%) (National Center for Education Statistics, 2008).

1.6.6 Social Economic Status and Psychological Health

Research evidence supports the link between lower SES and learning disabilities or other negative psychological outcomes that affect student’s academic achievement. Child from low SES family is about twice as likely as those from high SES family to display learning-related behavior problems. A mother’s SES was also related with her children’s in attention, disinterest, and lack of cooperation in school (Morgan et. al. 2009). Perception of family SES and personal financial constraints affected emotional distress/depression in students and their academic achievement (Mistry, Benner, Tan & Kim, 2009).

1.6.7 Importance of Social Economic Status

SES is an economic and sociological combined of total measure of a people’s work experience and of an individual’s or family’s economic and social position in relation to others, based on their income, education and occupation. When measuring a family’s SES, the household income, earners education and also occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed.

High SES, middle SES and low SES are three categories of SES to describe the three areas a family or an individual may fall into. When placing a families or individual into one of these categories any or all of the three variables (Education, income and occupation) can be assessed.

Education in high SES family is typically stressed as a more important & current topic in the house hold and local community. In poor areas where food and safety are priority education can take a backseat. Youth are particularly at risk for many health and social issues in the US such as unwanted pregnancies, drug abuse, obesity etc.

Study shows that lower SES students have lower and slower academic achievement as compared with student of higher SES. When teachers make judgments about their students based on their class and SES, they are taking the first step in preventing students from having an equal opportunity for academic achievement. Educators and
researcher need to help overcome the stigma of poverty. A child with low SES and low self-esteem should not be reinforced by educators and researchers. Teachers need to view students as individuals and not as a member of an SES group. Teachers looking at students in this manner will help them to not be prejudiced towards students of certain SES groups. Educators and researchers also need to be open and discuss class and SES differences. It is important that all are educated, understand and be able to speak openly about their SES.

SES plays an important role in the life of a people. SES opens the ways for their progress. personality, intelligence, attitudes, aptitudes, academic achievement, self esteem and even interests are patterned by SES back ground of the individual. The SES pays rewards and punishment both to a people. (Chaudhari et. al. 1998). SES refers to the position that an individual and family occupies with reference to prevailing average standards, cultural possession and also participation in group activity of community. SES includes both the social and economic status of the individual in the group (Chain, 1944).

1.7 Personality and Self-esteem

Person differ from another depending on personalities. According to Wilz (2000) the need for personality type understanding on the part of the teacher. Educationers and experter think that an understanding of personality and student’s self-esteem can help teachers explain why students approach tasks differently. Some of them are succeed while some are failed (Oxford & Ehrman, 1990; Wilz, 2000). In study, extroversion appears to receive great attention by scholers to study among other traits in personality (Davies, 2004).

In the field of psychology self-esteem is an extremely popular construct and has been related to virtually every other psychological concept or domain, including personality (Asadi, 2010). Sudent’s success is not measured by how much one gains but of how satisfied one is with one’s work (Daniel & King, 1995; Garndin, 2002). People should put a high value for their performance and be confident of their achievement because judgments they makes are the drive for mastering proficiency (Stout, 2001). In psychology their are many theories of personality, we believed that extroversion have good self-esteem and introverts and neuroticism have low self-esteem. According to researcher’s observation student’s personality and self-esteem is positively correlated.

1.8 Personality and Academic Achievement Motivation

It is possible that personality traits paly on important role in learning and education (DeRaad & Schouwenburg, 1996).Although they were not explicitly constructed to predict academic achievement (Ackerman & Heggetad, 1997). Personality -
performance relation, Caspi and Colleagues have suggested several (causal) pathways (Caspi et. al. 2005; De Raad & Schouwenburg, 1996; Roberts et. al. 2007). Relevant for the developmental transition during adolescence is the process of active niche picking (Caspi et. al. 2005; Roberts et. al. 2007). Many student choose educational experiences and environments whose qualities match their own personalities (Ludtke, Roberts, Trautwein, Nagy, 2011).

De Raad and Schouwenburg’s (1996) review provided an elaborated synopsis of the possible mechanisms behind these associations: conscientiousness may be associated positively with academic achievement because it is related to the will to achieve, goal setting and effort regulation (Barrick, Mount & Strauss, 1993), which also contribute to academic performance (Steel, 2007). Extraversion personality may have a positive impact on academic performance because extroverted student have an enhanced desire to learn because of their higher energy levels. Neurotic individuals are more anxious and less self efficient (Judge & Bono, 2002), also indicating a decrease in academic performance because of reduced attention to and concentration on school related tasks. The positive correlation between openness and academic performance may be explained by the fact that open individuals are resourceful and curious. Most studies that have been conducted on personality and academic achievement.

1.9 Academic Achievement Motivation and Self-esteem

In social science and psychology self-esteem continues to be one of the most commonly research concept. (Baumeister, 1993). Teachers, parents, educators and administrators are commonly concerned about student academic achievement and self-esteem. It’s significance is often exaggerated to the extent that low self-esteem is viewed as the cause of all evil and its also effected in student’s academic achievement and high self-esteem as the cause of all good. Self-esteem is correlated with depression, anxiety, motivation and general satisfaction with one’s life (Harter, 1986). Given these associations, student who lack self esteem may be more dependent on their parents and teachers and have lower academic and vocational goals. Moreover, believes of widespread that raising an individual’s self-esteem (especially student) would be beneficial for both the individual and society as a whole student with thigh self-esteem have a high academic achievement motivation. In classroom we can see that student with high self-esteem are make a many friends, their presentations are also good as compare low self-esteem student. Self-esteem is the disposition to experience oneself as competent to cope with the basic challenges of life and as worthy of happiness.
1.10 Personality and Birth Order

Many people believe that our birth order affects our personality. For example, the oldest children are bossy, the middle children are misunderstood, and the youngest are spoiled rotten. But are these beliefs really true? Alfred Adler was the first to study the birth order, and how it can affect us. His research shows that the oldest born child tends to suffer from excessive responsibility. He also shows that the last born child is very likely to be overindulged, pampered, and spoiled (Connoo, 2007). Theories of birth order enjoy popular appeal because they provide an intuitive and commonsense explanation for the personality differences between siblings of different birth ranks. In the ‘Birth order book (1985) by Leman’s Kevin, that attribute myriad individual differences to birth order can create the impression that birth order plays a very significant role in personality development. From 1976 to the end of the 20th century social science researchers conducted more than 141 studies of the relationship between birth order and personality. The methodological sound research among this number generally have revealed few reliable differences in personality variables due to birth order (Dunn and Plomin, 1990). In the book Born to Rebel (1996) by Frank Sulloway’s generated renewed interest in birth order and personality research by contending that first born child is more responsible, competitive and conventional, while later born is more playful, cooperative and rebellious. Although Author’s rationale of niche-picking within the family is compelling, the hypothesized relationships have received only marginal support using the big-five model of personality, which comprises the traits of neuroticism, extraversion, openness, agreeableness and conscientiousness (Jefferson et al.). It is likely that birth order and personality effect are more apparent than they are real.

1.11 Personality and Social Economics Stats

Formation of personality is one of the most remarkable challenges confronting the family and educational institutes of today. There are various of SES factors which determine the personality of the children. The nature and characteristics of factors vary from place to place and from one income group to another income group of family. Our personality is made up of the characteristics possesses which determine our cognitive, emotional and overt behavior. In the other words our personality is the totality of behavior of an individual with a given tendency system interesting with a sequence of situations (Yinger, 1964) Child is the pillar of our nation, if we want to attain peace and revolution in the world so we can start from planning education and socialization of child at positive lines. A very little effort has been made in the past to trace the impact of SES of family on the personality formation of children. The
primary goal of this research effort was to investigate the likely impact of SES of children’s personality and other psychological concepts.

1.12 Self-esteem and Birth Order

Relationships in the family, those between children and their parents, as well as those between siblings, influence the developing children. Birth order can affect on children’s self-esteem. Parents may treat eldest child differently from younger child. Eldest sibling exhibit self-esteem traits that differ from their younger siblings. Specifically, eldest or firstborn child tend to have higher self-esteem than later born child. Birth order may affect student’s level of self-esteem. Falbo (1981) concluded in the study to examine the relationship between birth order and certain personality characteristics. He found that self-esteem was higher among eldest or first born child than later born child. Falbo also found that first born child ten to be more competitive than their younger siblings. Self-esteem including how we believes he/she is appraised by others, may related to birth order. Schwab and Lundgren (1978) conducted two related researches. In the first research, they showed that self-esteeem was higher in first born child than the late born child. The second research was similar, but examined possible differences between boy and girls. Self-esteem was still higher for first born child as compared to later born child, regardless of sex, birth order can impact an individual’s personality development and self esteem. Parents may treat eldest child differently from younger child. Eldest sibling exhibit their personality traits that differ from their younger sibling. First born child tend to have high self-esteem than later born child.

1.13 Self-esteem and Social Economic Status

SES has a clear impact on developing self-esteem, especially during the stage of child hood. At this period, the self-esteem of child undergoes important changes. Some pervious researches show SES to be significantly related to self-esteem. In general, child with higher SES report higher self-esteem than those with lower SES (Rhodes, et. al. 2004; Francis, 1996). Among SES factors, income of family seems to be most related to self-esteem among adolescents. (Brindorf S. et. al. 2005). The contribution of personality and mental health problem is in the relation between SES and self-esteem have important implication for the design of promotional programs aimed at enhancing self-esteem (Zuzana et. al. 2009).SES has a impact on developing self-esteem during the stage of adolescence. To be able to intervene effectively on self-esteem, evidences are needed on other factors that lead from SES to self-esteem. student with low SES seem to be more vulnerable in comparison with their peers of higher SES and were identified as a target group for health promotion program.
1.14 Academic Achievement Motivation and Birth Order

A large body of research has examined linkages between birth order and academic achievement motivation. In our society first born child have a responsibility of their younger sibling. So, some time they are no motivated. But some time they are highly motivated because he/she is eldest and they are one most important pillar of their family. Intra family dynamics initiated by birth order may have a lasting effect on the individual in terms of alter educational and achievement motivation (David, 2006).

1.15 Academic Achievement Motivation and Social Economic Status

Education achievement among student with different SES were characterized as a lasting social phenomenon (White, 1962). Difference in the SES in school may cause large difference in the academic performance, achievement, difference that are also called “Socio Economic Gaps” in academic achievement motivation (Ma, 2001). Student with low SES and poor back ground tend to get low school achievement. An, important role in student’s academic achievement is played by the performance level of their parents. Delaney (2010) show that student with low SES underestimate themselves because of the SES they inherited from their parents and the performance characteristics of the high school. Research of Bowden’s (2011) shows that a student is more likely to aspire to a university if she/he has internet at home. If she/he is encouraged by their teachers to pursue higher education or if she/he goes to a private school. In our culture the SES influences a little the academic performance, but it has been demonstrated that when SES is high impact on student’s school performance drops significantly (Egeil, 2004).

1.16 Personality, Academic Achievement Motivation and Birth Order

We are intrigued by the fact that child of a family behave differently although she/he was raised in the same environment such as neighborhood, and share also some genetic pools from both of their parents. some top of behaviors siblings do differ in terms of personality characteristics (Michalski et. al. 2002), intelligence (Bomsama et. al. 2008) and others. Eldest child always described as being responsible, high achievers and perfectionists whereas second or last born and only child is always described as the baby of the house and is mostly spoild kid(McGuirk, 2008). Research of Tshui and Cai Lian (2011) shows that participants of different birth order did not differ significantly in terms of personality and academic performance. However, pearson’s correlation showed that extraversion correlated positively with academic performance.
1.17 Self-esteem Academic Achievement Motivation and Social Economic Status

It has been suggested by Covington and Beery (1976) that the self-esteem of child is related to their learning style. Although no more evidence for this relationship has been found, both variables have been empirically related to academic achievement motivation and SES. Fiona J. Blacke shows that a significant positive correlation between student’s self-esteem and their learning style. Self esteem was found to correlate moderately with academic achievement, but not at all with SES. Learning style was found to correlate strongly positive with academic achievement and moderately with SES. The correlation which learning style held with SES was found to be stronger for girls than for boys. These result shows the importance of the development of appropriate learning style. The relationship found between style and self-esteem may indicate the self-esteem remediation could be used to enhance learning style remediation but further research is needed to establish this.

1.18 Self-esteem, Academic Achievement Motivation and Birth Order

Many years there have been debates as to whether there is significance upon where an individual is born in relation to child’s other sibling and their birth order. The debate can back as far as 1927 when Alder first proposed his theory on birth order by clearly stating that each child into a family contains a particular view upon themselves due to their position as well as the parents holding certain standards upon other based upon their position. Research on relation to birth order and self-esteem, research has been conducted to see if there is a relationship between birth order and academic motivation. In the research of Zane Maus result was found significant differences in self-esteem between middle-born child and only child / first born but not last born. No significant difference was found in relation to middle born being more extrinsically motivated than other birth order positions.

1.19 Definitions of Important Words in Research

**Personality.** “Personality may be defined as the most characteristic integration of individual’s structures, mode of behavior, interests, attitudes, ability and aptitudes.”

- N. L. Munn

**Self-esteem.** “Self-esteem is the self evaluations made by individual the general attitude a person holds about himself or herself.”

- Brown & Byrne (1983)
Academic Achievement Motivation. “Academic achievement is the unique responsibility of educational institutions established by the society to promote wholesome scholastic development of the child.

- Stephens (1958)

Children. The United Nations convention on the right of the child defined child is a “a human being below the age of 18 years unless under the law applicable to child, majority is attained earlier.”

Socio Economic Status. Socio economic status is commonly conceptualized as the social standing or class of an individual or group, it is often measured as a combination education, income and occupation.

- APA

Birth Order. Birth order is the chronological order of sibling births in a family.

- Encyclopedia of Children’s Health

1.20 Significance of Present Research

We can see that each of us, as human beings influences much that is with in us and around us. Each of us has psychological, physiological attributes-feelings, emotions, thoughts, motivations, etc. It is our personality that orchestrates our psychological qualities. Your feelings-strong or slight determine some of how you act and react. Your thoughts & thing guide you and influence others, who may be entertained by our wit or attracted to your wisdom. Our sense of self helps in form us of how to make choices among alternatives - choices that may help us grow that may harm us. The personality of slowly and persistently influences how we feel. What we do, who we are, and how we influence the world around. Most of us can't help but wonder how our personality works, how your personality came to be and what it mean for our future. We also wonder about the personalities of others. How they are the same of different from us. Personality self esteem and Academic Achievement in psychology concerns what your personalities, self esteem and Academic Achievement are, how they work and what they can mean to your other's futures.

A critical point in a children's development of self-esteem occurs when they start school. Many children's self-esteem falls when they have to cope with adults and peer in a new situation with rules that may be new and strange. In the early school age years, self esteem is about how well child manage learning tasks in school and how they perform in sports and other competition etc. It also depends on his/her physical appearance and characteristics and their ability to make friends with other child his/her own age.
It is important to evaluate the children's self esteem objectively with a psychometrically and conceptually sound measure. For a young child, or anyone with a mental age of under eight years, it may be most helpful to use how improve self-esteem.

In today's modern time, education is a very important part of the play. Without education of the child in this time has led to a lot of people in this world can not withstand. Ago in the time of Education was not so important. We see today is that the more education compared with a child in front of other people have. Education because it can proceed. Here we can see that a good education is a good motivation to be. Parents and teachers can be a good motivation.

Social economic statues and child's birth order also effect on their personality, self-esteem and academic achievement motivation.

Today's child is citizen of tomorrow. The herm of the country is his hand. Suicide tendency of the children, there are may of withdrawal. The main reason for these their weak personality, low confidence, low moral and poor motivation. In today's modern area economic and social status also plays a part. Often we see that many time the person have a high social economic status but they have not good mental health, personality, self-esteem etc. and sometime the person have a low social economic status but they have good personality and self-esteem. The child how have with a good personality, self-esteem and academic achievement motivation success in any area. We can see that good academic achievement motivation motive children in any good field. Birth order is also important for child development.

Some belief is true or false is the same view, a humble attempt. The results obtained from the child's personality, self esteem and academic achievement motivation increase and they are in the right direction with the ruled.

1.21 Research Compiled

Chapter : 1 Introduction. Chapter-1 is include with introduction, meaning, definitions, theories and importance of personality, self-esteem and academic achievement motivation, meaning of birth order and socio economic status, definitions of important words in research, research compiled and cheater summary.

Chapter : 2 Reviews of Related Literature. Chapter 2 will be include with reviews of related literature of personality, self-esteem, academic achievement, birth order and socio economic status and chapter summary.

Chapter : 3 Research Method, Design & Process. Chapter 3 will be include with problem of research, objectives, hypotheses, variables, research design, sample, tools, data collection, statistical techniques and chapter summary.
Chapter : 4  **Data Analysis, Result Discussion and Interpretation.** Chapter 4 will be include with result discussion and interpretation of personality, self-esteem and academic achievement motivations and chapter summary.

**Chapter : 5 Research Abstract.** Chapter 5 will be include with research conclusions, main things, limitation of research, suggestions for future research, problems of data collection and chapter summary.

1.22 Chapter Summary

In this chapter, definitions and theoretical conceptions of the personality, academic achievement, motivation and self-esteem were described.

Studies related to the problem of this study have been discussed in the next chapter named review of relevant literature.