

Personality and Social Cognition

Personality

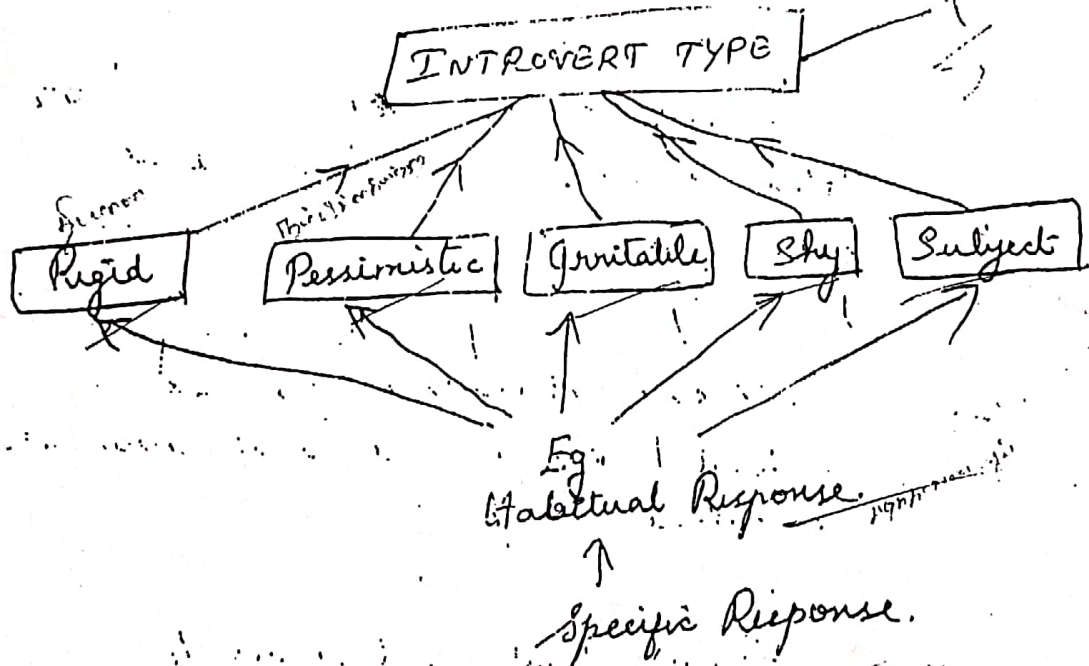
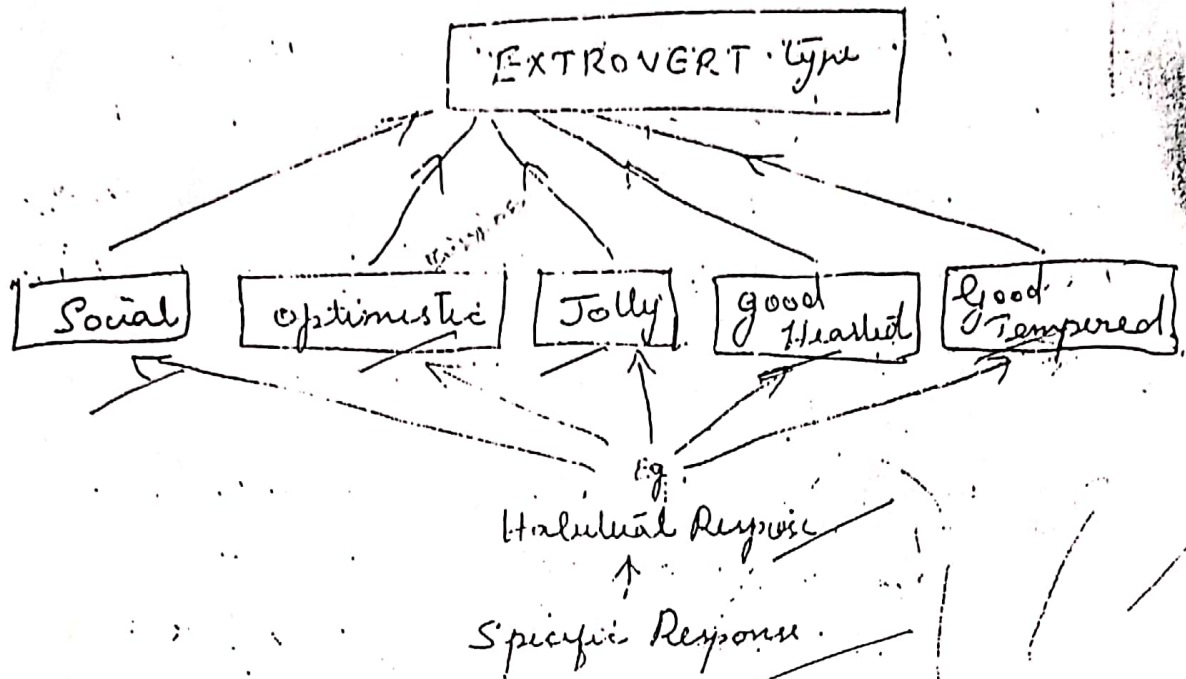
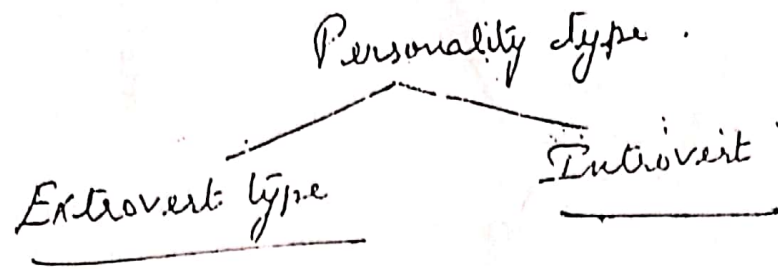
Personality is derived from the Latin word "Persona". It means mask. In olden days, the mask was used by actors to play their role in stage. In Modern days, the mask means "The real individual".

Definition - Allport defined "Personality is a dynamic organisation within the individual of those psychophysical system, that determines his unique adjustment to his environment".

Woodworth - "Personality means" the total quality of an individual's behaviour.

Trait - Specific characters that is exhibited by an individual very often is called Trait.

Collection of certain traits contributes to the Personality type of an individual.



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Personality development of children implies the development of traits such as :-

Friendship, Equality, Non violence, Patriotism,
National integration, Quest for knowledge,
Regularity, Respect for others, Reverance of old age,
Social Justice, Values, Worship, Tolly,
Optimistic attitude, good hearted, social,
Good, Tempered, sincerity, Tolerance,
Truthfulness, spirit of enquiry, Purity,
Loyalty, Leadership, Obedience, Honesty,
Humanity, Forward looking, Fellow feeling,
Appreciation to other people's values,
Anti-intouchability attitude, Consideration
for others, Cleanliness, Common good,
Co-operation, Courage, democratic
attitude, devotion to duty, dignity of self
and others, Self-discipline, Self confidence,
Self-concept, Self-acceptance, self-
actualization, self-interest, self-disclosure,
self-development, self-help, self-esteem
etc.

Q What is personality?
Determinants of Personality devt / Factors influencing Personality development are :-

1. Biological factors
2. Physical factors
3. Psychological factors
4. Familial determinants
5. Social Class
6. Cultural factors
7. Religion and Education
8. Neighbourhood
9. Parental attitude
10. Social group agencies and institutions

Biological factors : Personality development of children is influenced by biological factors such as heredity, genetics and hormones.

Physical factors such as Climate, temperature influence the personality development of children.

Psychological factors such as self-concept, self-acceptance, self-actualization, self-confidence, self-interest, self-development, self-help, self-esteem play an impact on the development of students' personality.

Familial determinants such as Parents Role models and child rearing practice plays an important role in personality development of children.

Social Class which includes values of higher class, middle class, low class families based on Social Stratification plays a role in personality devt. of children.

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and Parental attitude - Parents' education, personality characteristics, their emotions, social behaviour, their mutual affection, love and quarrels, their interest and attitudes, their general behaviour, how they parents behave with the child and ~~they~~ their overprotecting / rejecting towards the child will cast an impact on the personality development of the children.

School Environment :- School atmosphere also contributes a lot to the development of the personality of child. The personality characteristics of teachers, headmaster, class mates, the teaching methods, curriculum, opportunities for co-curricular activities, values and ideals maintained by the institution and general atmosphere of classroom and school - all influence the personality development of the child.

Neighbourhood :- What the child observes in his neighbourhood do not only provide him the simple company but also affect his behaviour and set the direction of his personality development.

Religious institutions - like (Temples, church, gurdwara, mosque etc) and their practices, beliefs and values make a silent and sound appeal for the shaping of child's personality according to their religious ideals.

Other Social group agencies and institutions - like social clubs, means of entertainment and Communications (Radio - T.V, films, advertisement material - Newspaper, magazines & available in social and of the child) are capable of casting strong impact on the personality of the developing children.

Eg. - A child seeing crimes and fighting on the T.V screen at home, may reflect the same aggressive behaviour in the school or with his brothers and sisters at home.

In this way, what is observed and experienced in the society by the children through his contact with various social groups play a significant role in personality development.

important role in personality development of children

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Cultural factors such as values and norms, traditions, beliefs of different cultures, people or nation also has an impact on the personality difference among children belonging to different nation (as cultural factors of one nation is different from other nation).

Religion and Education provided to the child also plays an important role in the personality development of children.

Finally Personality development is the result of interaction between 3 components in mind. They are:

1. Id
2. Ego
3. Superego

Id $\Rightarrow$ represents the animal within us.
Id is the pleasure seeking animal.
Animal in the sense, it is non-ethical, ill-logical.
(i.e.) it only seeks for pleasure without any path and it never bothers about the consequences.

Eg :- I must get it, what I want, at any time, at any cost.

(Here Id functions with the principle of enjoying pleasure without any pain).

All are having Id, but we are trying to control Id the Id.

Eg :- All have the character of greediness but we are educated, are trying to control the character of Id, since we know the consequences of that particular character (greediness).

Super ego :- is the opposite of Id. It is divine, ethical, ideal, logical and imparts moral values. It works in accordance to the moral standards said by the society.

Ego $\Rightarrow$ It functions as a policeman to check the unlawful activities of Id.

* It tries to resolve the fight/conflict between Id and Super ego.

* Thus ego is the self which acts in real situation. It functions on the principle of reality.

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The ego formulates a plan for the satisfaction of the individual's need keeping into consideration of the reality principle.

Thus a person with strong powerful ego is said to be well adjusted, balanced personality.

But people, elders say that we have to drop ego in order to enjoy pleasure. In the case, when at times, when there is no conflict between Id and Superego. In that condition we don't have to use ego, if used this ego will create a problem.

On the other hand, when there is conflict between Id and Superego, then ego must be used to resolve the conflict between them.

In case of individuals possessing a weak ego, he is bound to have maladjusted personality.

Here 2 situations may arise

(i) In one situation, the super ego may be more powerful than Ego, it does not provide a desirable outlet for repressed wishes and impulses. Consequently it may lead towards the formation of a Neurotic personality.

(ii) If Id is more powerful than Ego, the individual may engage himself in unlawful activities, without caring about social and moral norms. In such a situation it leads to maladjusted personality or delinquent behaviour.

* Whom do we call the Balanced personality?
Good personality

- A person with
1. Good physical appearance (i.e. Physical Devt + development at its peak)
 2. High intellectual ability
 3. Emotional stability / Adjustment
 4. High degree of Social Adjustment
 5. High Moral Character

Thus an individual having all round development (Phy, social, Mental, Emotional Moral) at its peak is referred to as Balanced personality.

As a teacher how would you develop student's personality?

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As a teacher we should aim to develop the allround balanced personality from the child. (i.e. integrated personality) that brings adjustment to oneself and with the environment in which he lives.

Integrated personality $\Rightarrow$ total quality of an individual's behaviour against the envt.

1. Be a role model - Teacher must be a balanced personality.
2. Teacher should understand the problems and needs of child.
3. The teacher should provide freedom to express thoughts, ideas, should not control or punish the students.
4. Curricular and co-curricular activities should be given considering individual difference.
5. Teacher should identify various personality types and arrange activities accordingly.
6. Students should be encouraged to take part in group activities to develop co-operation and leadership qualities.
7. Teacher must be a guide, philosopher and should have good rapport between the students.
8. The teacher should provide proper guidance and counselling to the needy students.

→ Teachers must have close contact with parents and help them to bring in developing personality of the students.

→ The teacher can should help the child in developing good self-concept, self-acceptance, self-confidence, self-interest, self-discipline, self-help and self-high self-esteem.

Thus the teacher should play multifarious role in order to enhance the round development of the child (i.e. physical devt., mental devt., social devt., moral devt., intellectual devt.), which helps to mould them into good personalities.

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over all judgement or evaluation
as Self esteem (Self-worth) of himself or herself.

The value each of us places on our own
characteristics, abilities and behaviour is
called Self-esteem.

7

(or)

Self-esteem means the feeling of personal
worth. It is our need to feel good about
ourselves, to feel that we are worthy of the
respect of others. (or) Self-esteem is usually broad
broadly defined as a person's overall evaluation of
her or himself (James 1890).

Types of Self-esteem

High Self-esteem
(+ve self-esteem)

Students who have High
self-esteem have positive
views about themselves

They feel confident, they feel
that adults in their lives
accept them, trust in their
own abilities, accept themselves,
not worrying about what others
think and Optimistic (i.e. think
about their strengths and handle
life in a positive way

Low self-esteem
(-ve self-esteem)

Students who have
low self-esteem have
negative views about
themselves.

They tend to lack
confidence in their
abilities, want to
be like others,
someone else,
Always worrying
what others might
think, and
opt Pessimistic.
(always think about
their weakness &
handle life in a
negative way

orig
self.

independently,
responsibility,
be in their
control, tolerate
it, handle
more appropriately,
new tasks and challenges,
positive and negative
offer assistance to
they expect them have
expect and exhibit
love.

healthy self-esteem (one
is self-esteem / high
esteem) values you
"be yourself", handle
as effectively and
maintain an overall
sense of well being

person with positive self
esteem will look up life
confidently, even if he
faces some failures. He
will think about in an
affirmative, constructive way.
He very often say "I'll try.
Beginning now!"

They act dependently,
don't wish to shoulder
responsibilities. They confidently
regard themselves as ^{in their success rate}
failures in every respect,
frustrated, found
stressful, think there
is nothing more to do or
try, the game is up;
the bell has tolled for
them. They feel they
have no place in the
world, no worth,
no importance,
no ability, no talent
no future except guilt
and failure. They
often feel helpless,
self-deprecate and
exhibit self rejection.

A low self esteem
corrodes his life,
careers, family bonds
and most important,
our internal sense of
well being

He is never happy
lives in his own
fearful way. He often
say "I can't, I won't
even try. I am afraid
in a world."

Pro. 100 Factors Influencing Self-esteem

1. Parents' attitude about their child
2. Peer group acceptance and recognition
3. Socio-economic status
4. Self confidence
5. Positive self-concept
6. Self respect
7. Self acceptance
8. Self discipline
9. Self knowledge / awareness
10. Optimistic attitude
11. Faith in God
12. Self pride
13. Self appreciation
14. Self-motivation
15. Hard work and commitment without thinking about the consequences.

Factors Affecting Self-esteem / Threats to Self-esteem

1. Parents negative attitude about their child
2. Peer group ignorance
3. Lack of Self confidence
4. Negative self concept
5. Lack of Self respect
6. Self rejection
19. Excessive criticism & discouragement by parents
20. Negative self-talk
 Eg: I am not good enough
 I can't do maths
 I can't speak in front of a group
 I am bad in sports

They act independently,
Assume responsibility,
take pride in their
accomplishments, tolerate
frustration, handle
peer pressure appropriately,
Attempts new tasks and challenges,
Handle positive and negative
emotions. Offer assistance to
others, they respect them have
self-respect and exhibit
self-love.

A healthy self-esteem (a
positive self-esteem / high
self esteem) allows you
to "be yourself," handle
stress effectively and
maintain an overall
sense of well-being.

A person with positive self-
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in a world."

8. Tell / Cite the Biographies of great philosophers / personalities who attain success after repeated failures.
9. Avoid criticism that take the form of ridicule or shame.
10. Be affectionate with the child.
11. To keep student's self esteem buoyant and to enhance it, insist the student never to use the word "impossible". Encourage them to say "Anything may happen". This attitude development would help the child to prepare for the worst, expect the best, and take what comes.
12. When others person (teacher / parents) let ~~down~~ students down, tell them to keep believing in themselves (ie Self-faith). This will help the student to keep their self-esteem aloft.
13. Communicate student's confidence in the child and in her future.
14. Help the child develop decision making and problem solving skills.
15. Make the child understand that mistakes are

inevitable (and valuable) part of any learning experience. Use them as an opportunity to teach and assist.

16. The teacher when discussing an issue or problem of the child, avoid bringing up past difficulties / failures in focus.
17. Divide large tasks into smaller, manageable ones. This will ensure success, mastery and retention.
18. Value each child as an individual with unique strengths, needs, interests and skills.

Self-interest

(9) (10) (11) } mix

One's own interest is called Self-interest
(or)

Focus on actions or activities that
are advantageous to an individual is
called Self interest.

(or)

Self interest generally refers to a
focus on one's needs (or) desires.

Specific Character that is

Why enlightening self interest is important?

→ It is helpful to further one's own interest.

→ It is important to stress management

→ It helps to attain self-satisfaction

→ It helps to attain - self pleasure

→ Self interest in a particular task
will mostly lead to success,
as the individual / we do the
task with personal involvement
without any external pressure.

Factors affecting Self interest.

→ Lack of social approval and recognition

→ Parent's aspiration imposed on their
child.

Self-discrepancy is

11

Self-discrepancy is the mismatch
of an individual actual self-concept and
his ideal self-concept.

Actual self - means your beliefs concerning
the traits ^{possessing} you think you actually
possess.

(i) self-image of the individual
(or) whom you are.

Ideal self - means your beliefs concerning
the traits you would like ideally
to possess.

(or) (ii) whom you like to be

Thus self-discrepancy is the gap between
two of these self-representations.

(or)

Sense

(Sense)

Self discrepancy refers to process of
comparing oneself to internalized standards
called self-guides. These different
representations of the self can be contradictory
and result in emotional discomfort.

Ways to enlighten Self-interest?

- The ability to act in your own interest follows on from self-acceptance and confidence.
- You place your own interest first.
- Keep in contact with the company of your interest.

12 (or)

Self-discrepancy refers to the inconsistency between individual's (actual self) self-concept and pertinent self-guides (ideal self).

Types of discrepancy

High discrepancy

High discrepancy in students will lead to self-rejection, depression, unhappy, guilty, dissatisfied, shame, discomfort, disappointed, self-hate, low self-esteem, prone to mental illness, and finally ~~diminish~~ ^{lose} the purpose of life.

Finally in order to escape from high discrepancy, individuals are prone to drug use, excessive sleep and sometimes suicidal attempts.

Low discrepancy

Children who have low self-discrepancy will be happy, accepting themselves, self-contented with his/her behaviour or appearance and found to have mental healthy personality.

The greater the number of mismatches in traits between the actual-self and the ideal-self will result in profound/high discrepancy individuals.

Ways to ^{minimise} reduce high discrepancy

→ Discrepancies between the (self) can be reduced by practicing emotion regulation skills.

→ For most of the students, the ideal they hold is unrealistic and unattainable.

→ The increased self discrepancies arise from media representations and the individual accept it as ideals.

Eg:- Bebe "Beauty and healthy means Karina Kapoor who is very thin."

you are

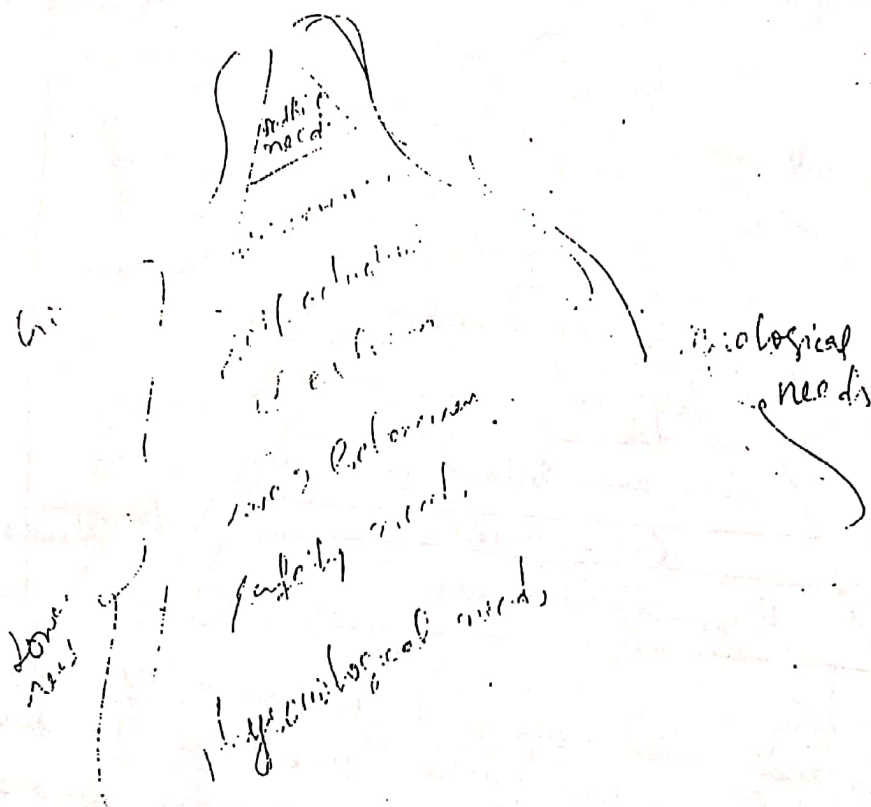
But the fact is not true.
A person who is thin or who is underweight cannot be considered as healthy and beautiful person.

High self discrepancy has a negative impact on individual's body satisfaction and can also have implications for appearance-related behaviour (Eg restricted food intake and cosmetic surgery)

Thus efforts to modify these ideal self guides reduces the self discrepancy.

→ Attachment and Trust towards God and believing in the fact that "God is a perfect being" can reduce self discrepancy to some extent.

→ Having a secure relationship with God will help the child in making unity and harmony with him and self.



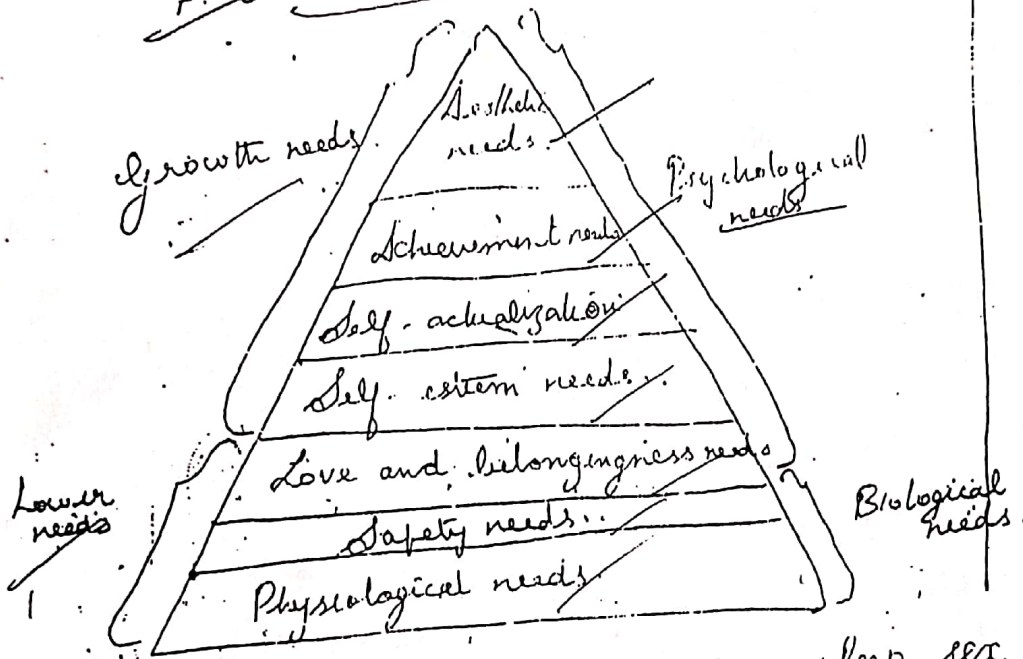
Self-actualization

Active activities

Maslow has presented a theory based on a hierarchy of needs, known as theory of self-actualization.

Maslow suggested a hierarchical set of seven basic needs to reach the highest level of motivation. These needs are

1. Physiological needs / Basic needs.
2. Safety needs / Security needs.
3. Love and belongingness.
4. Self-esteem needs.
5. Self-actualization.
6. Achievement needs.
7. Aesthetic needs.



Physiological needs - are food, water, sleep, sex
sensory satisfaction. These are the basic
needs that are to be provided before
giving motivation, then only the child
is capable of learning.

Safety needs - It is the feeling of security which involves the following needs such as shelter, clothing, personal safety, regularity etc.

Only when the child feels safe, he will be ready to learn.

On the otherhand, if the child is not provided with the above said safety needs, the child will feel a sense of insecure and mistrust which will not help the child to learn.

Affection needs - When the child has a sense of security and trust, it develops automatically affectionate relationship with other people.

This will happen only at home and not at house. When there is starvation of love, the mental health of the child will get affected and which will not help the child to learn even when the teacher motivates the child.

Self esteem = means respect from society and self. Generally the child is able to perform/learn well in interpersonal and intrapersonal situation with recognition for the fulfilled task both by the society and self will play an important role for achievement motivation.

Self-actualization - means self-actualization (ie) (analysing ones own strength and weakness and at the same time help to give respect and understand others capabilities).

Thus, it helps the individual to understand his potentialities and to understand each other, which in turn will help the individual to get motivated.

This self-actualization has a special significance at the adolescent stage.

On the whole self-actualization helps to give the child's life in a meaningful way and get involved in "self-expression".

Achievement needs - deals with knowing to do something with comprehension, which will definitely help the child to motivate towards the goal / achievement.

Aesthetic needs - This is the last step in the hierarchical pyramid which enables the child to develop aesthetic sense and appreciation towards the achievement, if the above six needs are provided.

Thus a person to achieve self-actualization

Educational Implications - / Role of a teacher in self-actualizing promoting self-actualization

1. As a teacher, before we motivate the child, we should see whether the child is provided with basic biological needs. Then only extrinsic motivation by the teacher will enhance the child towards the growth needs, which plays a significant role in achievement motivation.

2. Proper learning atmosphere (ie) all classroom facilities should be given for the students. (eg blackboard, proper ventilation and lighting, furniture etc). When the students are satisfied with these facilities, he feels that he belongs to the class that enhances him to get motivated and plays a vital role in maintaining good relationships with his peer group members.

So, the teacher before giving motivation should consider to satisfy this criteria.

3. The teacher should motivate in such a way that each child in the classroom should be recognised, and should feel that the teacher is for her, who understands the capabilities of each and every students. Otherwise the teacher will not be able to motivate the child to achieve the goal.

4. The teacher should enhance the attraction and minimise the dangers of growth needs.
5. The Curriculum should be drastically changed and periodically revised so that it serves the vocational needs of students.
6. Finally the teacher should maintain realistic level of aspiration by providing graded assignments, according to the individual potentialities, that ensures certain amount of possible success for every child.

Self Confidence

Self confidence is related to self-esteem, but it's a little bit different. Self confidence has to do with how confident you feel in a new or challenging situation.

If you generally think that you can take on a challenge and succeed, it indicates that you have high self confidence.

If you think that you cannot take on a challenge and not sure you can succeed, it indicates that you have low self confidence.

① as capacity of learning

Ways to boost Self-confidence among the students are :

1. Optimistic Attitude - Positive thinking plays an important role in building up your self confidence.
2. Breaking up big goals into smaller and more manageable chunks can help to build student's self confidence.
3. Faith in God that God loves us and that he has a path for us to overcome the challenging situation and we need to walk in his path, helps to build self-confidence. The feeling that all the problems in the world will definitely have a solution will build student's self-confidence.
4. Creating Feeling of security, and good self-concept and self-esteem will build up student's self confidence.
5. One way of acquiring self-confidence is to gain as much knowledge as possible about your subject.
6. Constant Motivation, recognition and

reinforcement by parents. Teachers and peer group members regarding student's small achievements, will help to develop self confidence to take on higher order challenging task.

7. Help the students to have a realistic understanding about ^{their} strengths and weaknesses and motivate the students to work on student's strength areas.

8. Help the students to decrease their anxiety by facing the fears and make the students like themselves better by celebrating their strengths. (ie self-appreciation).

9. Encourage the students to get rid of feeling of negativity by changing their behaviour by, trying to smile more on challenging situations / task. This will help to fight off feelings of negativity. "Smile at problem and problems will run away out of fear"

10. Encourage the students to think optimistically.

(3)

as "copious of swimming"

or positively by saying ¹⁷to your heart
"I can" rather than "Can I". as many
number of times. This will definitely
build their self confidence.

11. Assume some success and reward them. The very first first
praise / appreciation / verbal recognition will help to gain

Self disclosure ~~is the process of making~~ ^{self confidence}

Self disclosure is the process of making
ourselves 'transparent' to others through our
communication. - S. Jourard.

It is the process of communication
through which one person reveals himself/herself
to another. It includes sharing information
about yourself, history, present, emotions, thought
goals, failures, successes, fears and dreams,
likes, dislikes and favourites.

Purpose of self-disclosure :- Disclosure serves
3 key functions:

1. Intimacy is promoted - (When information is
withheld, distance is created and
closeness is nearly impossible to facilitate)
2. Autonomy is regulated - (When ^{all} information is
disclosed by children irrespective of good or
bad experience. the parents can guide and
limit their control over the child's daily
activities)

Intimacy

4

3. Individuation is heightened - (Adolescent's unique preferences and interests are expressed and they try to establish an identity of their own).

Types of disclosure

(2)

Parents, Self-centered,
selective self

Parent-centered disclosure

Self-centered disclosure

Selective self-disclosure

Eg: "Mom, I have learnt that means disclosing in order to make parents feel better and not to worry about them"

means disclosing to make oneself feel better. (or) to ensure protection from parents

means disclosing in order to get their things done, some secrets are revealed selectively and purposefully, while most of the secrets are kept confidential. This is called selective self-disclosure.

Benefits of disclosure :-

1. Self disclosure of children to their parents or teachers is the dominant source of information for parents and teachers to gain knowledge of their children and their daily lives.

(5)

as 'capable'

2. The more the parent and teachers know about their students, the lower the rate of behaviour problem child, low rate of substance abuse, low rate of sexual behaviours, lower anxiety levels, lower rate of depression.

3. It was also found out through research that students who disclose about themselves to parents and teachers are well adjusted, and have good mental health. (as parents and teacher help in finding out good solutions to their problems and needs).

4. In contrast, keeping secret from one's parents & teachers resulted more physical illness, mental illness, poor behaviour and depression.

Thus self-disclosure to parents and teachers help in fostering positive development through childhood and adolescence.

Factors that discourage disclosures : / Inhibitors of children's disclosure

1. Distraction - If ^{teachers} parents seems inattentive, the child is not likely to disclose.
2. No respect - If parents tease, underestimate their child, the child is not likely to disclose.
3. Lack of trust - When parents/teachers have shown doubt about their previous disclosure, children will not come forward to disclose again about them.

4. Lack of relatability - If children feel that their parents did not try to understand their position in previous disclosures, children will not disclose anything about them.

5. Lack of Confidentiality :- children feel less inclined to disclose, if their ^{teachers} parents do not keep confidentiality about their previous disclosures.

6. Lack of Emotional stability - child does not disclose to parents / teachers who have angry outburst.

7. Fear of Consequences - children don't disclose to their parents or teachers who give severe punishment and long lectures which they don't like.

8. Guilt of disappointment - children don't disclose to their parents or teachers, when the child feels that he/she has disappointed or made disclosing would make them sad.

9. Withholding permission - If permissions for adolescent's wishes have been denied after disclosing in the past, the child is not likely to disclose in the future.

Factors that encourage future disclosures are,

1. Attention of parents and teachers on students

2. Paying respect to students disclosure by parents / teachers

3. Trustworthiness of parents / Teacher to keep confidentiality of student's disclosure.

⑦ 4. Be a moral support to the child who comes forward to self-disclosure, helping them to find out the truth.

5. Empathetic feeling and of teacher and parents would facilitate students self-disclosure.
6. Appreciating the child for his/her self disclosure
7. Strengthening Teacher-student relationships and parent-student relationships
8. Children are likely to disclose only to parents who can offer advice and help for youth's problem.
9. Children are likely to disclose to ^{teacher} parents who show preference to discuss about their issues & problems to find a good solution.
10. Children are likely to disclose to parents/teachers who are emotionally stable, ~~stable~~.

Self help:-

Helping oneself using his efforts and resources to achieve things without relying on others is called self-help.

(or.)

The act of helping oneself without assistance from others in solving one's own problem

Ways to promote self-help among students:-

1. Build their self-concept.
2. Positive thinking (Optimistic thinking)
3. Help them to attain high self-esteem (self-worth).
4. Provide opportunities for children to complete task independently with an adult near by to assist, if necessary.
5. The teacher should design age appropriate task/learning activities for students, so that they can attain success without others help, which in turn build's self confidence.
6. Reward, positive reinforcement and social approval to the child who accomplish the task/activity independently.
7. Help the child to visualise themselves as being the confident person they aspire to be.
8. Help the child to stop wallowing in self-pity which encourages thoughts of self-consciousness and inferiority.
9. Make the child realise that Nothing worthwhile is easy.
10. Make the child companion of

self-appreciation and "Do it yourself" is a motto.
Self development when we recognise faults which should be corrected.

Development of oneself is called
 self development.

Factors influencing self development :- can be
 classified into two types

External factors

1. Parents
2. Environment
3. Education
4. Friends and relatives.

Internal factors

1. Open attitude
2. Hard work
3. Following others
4. Tolerance
5. Caution
6. Self confidence
7. Self concept
8. Self acceptance
9. Self actualisation
10. Positive Attitude
11. Positive Self esteem
12. Interest & Aptitude

How to improve self development?

To improve self development, one has to
 consider the following point :-

1. Be honest
2. Tolerance
3. Work with politeness
4. Work hard
5. Attainable goals must be determined
6. Participation in social activities
7. Be Cooperative
8. Right Advice to be obtained
9. Ability to appreciate others
10. Emotional stability

Symbols of Self

Symbols of self ^{means} are cues by which a person is judged by others. They are visible signs and of something invisible. The common symbols of self are as follows:

1. Clothing :

Clothing creates a favourable impression on others. It gains social acceptance.

- i. Qualities symbolised
- ii. Autonomy
- iii. Desire for Attention
- iv. Identification
- v. Individuality
- vi. Success
- vii. Maturity

2. Name and Nicknames :-

Names have always been used as symbols to identify people and to indicate status in the group, family connections, religious affiliation, occupation and other personal details.

3. Speech :

Speech is regarded as a symbol of self. It gives clues to the personality of the speaker. A person who talks about his superiority or inadequacy can be assumed to have good concept of self.

4. Age :-

Every cultural group assigns specific roles to different ages and expects its members to conform to the pattern prescribed by their roles.

5. Success :-

At every stage, success is highly valued. The area in which success is highly valued vary according to age, sex, socio-economic status and cultural background. Success may be visible. The most common symbols of success are

- (i) Popularity
- (ii) Leadership
- (iii) Educational achievement
- (iv) Kind of Occupation
- v Money
- vi Material possessions
- vii Club membership
- viii Use of leisure time
- (ix) Reputation

Social Cognition.

Social Cognition refers to the way we perceive, think and learn about people.

(or)

Social cognition refers to the process of how people process, store and apply information about other people and social situations.

(or)

Social cognition refers to the cognitive processes used to perceive other people and the world around us.

(or)

The manner in which we interpret, analyse and remember information about the social world. -- Baron and Byrne 1997.

Social cognition helps to understand self and others.

Children who become aware of their own and other people's emotions, motives, desires and feelings are better able to understand, describe and predict people's mental states - thoughts, wants and feelings.

Importance of Social Cognitive skills :

Social Cognitive skills help students to

- Know how to respond to the action of others.
- Become sensitive to the psychological state of others.
- Engage in empathic, cooperative and pro-social behaviour (eg. sharing toys and helping others in need).
- Lead a more positive relationship with others.
- develop strong language abilities making them better communicators.
- understand oneself and others.

Ways to promote Social Cognitive behaviour skill

- Use peers, especially class leaders, as models.
- Pair students who do well with students who are having difficulties.
- Encourage students to be friendly to an isolated, fearful students.
- Make sure students see the positive behaviour being reinforced by the teacher.

→ Recognise and emphasize student's progress in specific areas.

→ Emphasize the value of encouragement.

→ Teach the students to encourage one another.

Culture and Self

Culture - Culture refers to the sum total of knowledge, beliefs and values that guide behaviour in a particular group of people, that is trans. passed down from one generation to the next generation.

- Self - Self is the 'me', 'I', 'mine', 'myself' at the center of experience.

What is Culture and how does it constitute the self?

Within a Culture A person's culture is one of the most important environmental factors in shaping one's personality.

Within a culture there are norms and behavioural expectations.

These cultural norms are traits which personality traits are considered important.

The important traits differ from one culture to another culture. These traits may vary from culture to culture based on differing values, needs and beliefs.

Positive and negative traits can be determined by cultural expectations.

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What is considered a positive trait in one culture may be considered negative in another, thus resulting in different expressions of personality across cultures.

Thus Cultural environment is characterized by the mode of living of the people of the society, caste and the social group to which the child belongs.

How do these people mix, eat, dress, feel, behave with each other, deal with strangers, respect the members of other sex and observe rituals and ceremonies, what is their style of living and philosophy of life etc cast a strong influence on the behaviour of the developing children and personality development is almost fashioned and tailored according to the pattern of their cultural environment.

E.g. A Cultural environment in which parents and elders are neglected by the younger generation, and no responsibility is shared for their looking after especially in their old age, will definitely shape the behaviour and personality of the concerned child in the same way.

On the other hand, in Indian society, where old cultural values of respecting the old age are present, the behaviour patterns and personality of the young and old generation will be dictated in the different style, respecting and feeling obligation to each other, in the environment of mutual love, co-operation and trust.

Masculine and female personality types are influenced by our culture.

Eg:- In India, aggression and assertiveness are emphasized as positive traits for males while submissiveness and caretaking are emphasized for females.

Parenting Culture also shapes the personality of oneself. The culture that child lives shapes the personality of oneself.

Eg:- Parents raising kids in individualistic culture might focus on helping themselves, developing autonomy and self esteem, tend to value competition and personal achievement while