

Personality Theories and Personality Development

Title

Introduction

Personality can be defined as a group of traits attributed to a person. The psychological implications impact a person's feelings, actions, and thought processes. Alongside this, it also affects the way a person thinks about reality. Personality theories have been in existence since the 1900s. As the psychologists started theorizing and adding more to the literature, it became a field with different dimensions, and each dimension pointed out a well-supported school of thought. Apart from just theorization, progress has been realized in developing scientific measures to assess personality. This paper aims to evaluate personality development through the lens of different personality theories and cultural influences.

Personality Assessment

Psychoanalytic School of Thought

Sigmund Freud, Carl Jung, and Alfred Adler have been the most prominent figures who contributed to explaining an individual's personality by introducing various psychoanalytic theories. Firstly, Sigmund Freud explained personality development directly to external factors. If a person loses in accomplishing the set stage of progress in development associated with erogenous zones, they may struggle in later phases of development (Bornstein, 2010; May et al., 2018). Besides that, Jung focused on the person's strive to achieve a balance in terms of consciousness and unconsciousness. Furthermore, he provided that progress in personality development is achieved with self-realization (Carducci, 2020). On the other hand, Adler stressed a person's individuality and the influence of external factors, such as society, on a person's personality (Adler, 2019).

In agreement with that, I realize the impact of external influences on a person's genetic makeup in attaining personality characteristics. I think my personality development is also

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greatly influenced by unconsciousness emerging due to the impact of societal factors. By achieving harmony in personality and self-completion, I may become mindful of my personality influences. I also see the various defense mechanisms I use daily to protect my ego. For instance, I realize that I often repress my actual feelings about any event that causes anxiety within me so I do not have to think about it. I also feel that I often choose avoidance and isolation and not dealing with the stuff that may later resurface and have more immense implications in the form of a meltdown. Thus, I suppress my emotional vulnerabilities to meet external social expectations. Consequently, I perceive that my personality has evolved through a different set of stages from birth alongside the impact of the social environment.

Behavioral School of Thought

The behavioral school of thought provides that a person learns about social expectations and individual goals by modeling behaviors. According to the Social Learning Theory, a person learns to act by observing things from their surroundings. He also pointed out the impact of a person's psyche on the response to present stimulating factors. Furthermore, in addition to classical conditioning and reinforcement, he provided that from childhood, a person follows three stages in terms of personality development: observing, facing the consequences, and evaluating the association of particular types of actions and their consequences and judgment for adopting them into one's personality (Bandura & Hall, 2018).

In agreement with that, I consider that social learning applies to my personality development. For instance, modeling in childhood, where I found myself copying the behaviors of people around me, such as if I would see my mother watering the plants in the morning, I also modeled the behavior. Apart from that, if my action was rewarded, I found myself repeating the behavior that led to the reward e.g., if I helped with home chores, I would get an allowance. On

the other hand, I found that my troubling behaviors faced the consequences of punishment, like getting detention at school for any misbehavior. Lastly, I started thinking critically while observing my surrounding about how specific behavior results in reward and how others face negative consequences. Thus, I avoided that behavior that would have adverse outcomes, which allowed me the freedom of choice for my action and the development of my personality.

Conclusion

The psychoanalytic school of thought and behavioral personality learning have been assisting in the development of my personality. I conclude that personality development involves internal and external mechanisms having direct, indirect, or mediating influence on personality. These influences include a person's experiences, personal perception, and societal or surrounding factors. Accordingly, personality development is an active and synergic phenomenon providing individuals the chance to change their personalities.

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