

## Psychosocial Factor in the Education of the Individual

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### Abstract

Psychology affects a number of factors in shaping behavior and personality of the individual. Man is not born the one he is since when come to life as individuals and through life we acquire roles. In the process of education, we acquire beliefs, dialoguing and monologuing culture, objections, admissions, beliefs, attitudes and, above all, positivity and negativity. We gain what is more important and should put emphasis on subjective attitudes we keep in different random circumstances. Attitudes ultimately commanded by ourselves. Factors influencing the formation of the individual are internal and external. External factors include family climate, mentality, cultural and economic status level. External factors include personality, character and temperament. All these factors act together, but studied and defined separately just for study purposes. Getting at the borders of completeness you should know very well how to play all the roles in the arena of multidimensional life, because everyone is always and everywhere, a little more conscious while playing a role. The fulfillment or non-fulfillment of these roles comprise the initial starting point and final causes in the formation of the personality, character, delights, drama, queries, doubts and everything else of individuals in a particular society.

**Keywords:** personality, character, inherited mentality, self-fulfillment and foundations of the future based on the present.

### Introduction

Social Psychology affects a number of factors in shaping behavior and personality of the individual. Every day the individual is "bombarded" by information and events, which inadvertently constrain behavior and build on the "second" person or as defined by Zh. Paul Sartre "social self". This "social self" structured by the attitudes of a social group, or minded groups to which we belong is a conditional deformation but simultaneously conscious, complete with full awareness of each of us. Man is not born the one he is since when come to life as individuals we get roles through life (Robert Ezra Park, Race and culture, Glencoe, III: The Free Press, 1950, fq.249). In the process of education, we acquire beliefs, dialoguing and monologuing culture, objections, admissions, beliefs, attitudes and, above all, positivity and negativity. We gain what is more important and should put emphasis on subjective attitudes we keep in different random circumstances. Attitudes ultimately commanded by ourselves.

In a social group are realized parts of ourselves, human consciousness is enriched, loneliness is avoided, values, resistances and human individuality are tested. However, on the other hand, being a member of a social group restricts personal freedom, of thought and action, ie, freedom of the individual is conditioned by the freedom of the group (Odise Çaçi, Philosophy of Education, Publishing House

“Triptik”, Vlorë, 2008, fq. 23). So, what are those external and internal factors affecting the formation of the individual? Such factors would be countless, but we will focus in this paper on some of them. External factors include: family climate, mentality, cultural and economic status level. External factors include: personality, character and temperament. All these factors act together, but studied and defined separately just study purposes.

Attitudes formed by direct experience are more resistant, stronger and more efficient, they can be remembered easily and there is no strong sense of conditionality. Conditioning is internal and persuasive, so the efficiency of these attitudes is higher. More simply we encounter this concept with the term “experience”, which we gain pragmatically and logically with ourselves. While attitudes acquired by intercession of society, friends, media, daily information have lesser impact. Mainly this external influence has a dominant role in the new age, adolescents, etc., but their efficiency is lower and their failure to be forgotten is present.

During the time that we are exposed to others’ views, our attitude is reflective. For as long as balance is maintained between external and internal push factors, the individual is relaxed, retains the position and unique differences with others, making us different at the same time among others. For instance, if someone confronts us with a compliment, favors us to work, appreciates our discourse, the balance is stored in our tendencies, inner conviction and principles also. We are grateful and emotional and behavioral reflection is positive, so also the recognition that we have for ourselves in relation to accidental circumstances outside of us is kept complete. In a reverse example, when our thinking, our behavior or our argument that has been biased is not accepted, then the emotional reaction can be explosive, aggressive and possibly offensive.

According to Erik From, man can only prosper in society. Selfishness is dangerous and short way to help yourself. Man can not divide his true interests from those of the society. It can only help yourself by helping the society( Erich From, *Healthy Society*, Translated by Myfit Kushi, publishing Hause “Fan Noli”, Tiranë, 2012, pg. 314). From brings cases when the society maintains the entire multiplicative functions mentioned above, but in the Albanian reality there are times when the social group restricts personal freedom till the extent of slavery, the thought of the self-action.

To arrive at the borders of completeness one should know very how to play all the roles in the arena of multidimensional life, because everyone is always and everywhere, a little conscious while playing a role (Ervin Goffman, *The presentation of self in everyday life*, 1959, pg 17-18). Individuals suffer from being unfulfilled and rarely know the causes of this unfulfillness. Education is first and foremost a building process, cultivation, which means, that one who deals with education should build. Here comes the building of the “formation of personality” (Erich From, *Healthy Society*, pg. 42). In the family environment each individual passes the initial processes of education and cultivation and builds his personality. Early traces of the influence of family environment will affect his lifetime, as tangible traces, and associated with strong emotional reactions of affection.

The family, is the first social group where the individual acquires the habits and values of human behavior, so called “cell” base of society. In the family the relationships

between members are regulated by unwritten rules, but required to be applied by members (Odise Çaçi, Philosophy of Education, Publishing House "Triptik", Vlorë, 2008, pg. 49).

Given all that is said above a few questions arise":

1. How does an individual experience the atmosphere of the group, or what the social group transmits to himself?
2. How much does a person deny himself, to be then in synch with the group?
3. How does the disregard of rules and regulations sometimes written and sometimes of the social group change the individual?
4. To what extent is the individual personality affected and its fulfillment when they norms and rules of society he belongs to are in complete contradiction with his performance?
5. How do we come to perceive cases when the negative impact of family and society mentality affect the malformation of our character, leaving us the opportunity to return to the ego but mutilated, or in most tragic cases not ever become aware that there is a return?

But let's talk with examples, to give in conjunction all we have submitted theoretically above. We will stop to the inherited existing mentalities. N. Zh. Is a mother about fifty, who suffers from many drams simultaneously, since she was not able to resolve her original drama. Married to a man who was very fanatical, and even more with frequent disorders of humor, she never revealed the systematic violence exercised against her. And she did not even think that could speak about this violence with her mother since her mother had been a violated woman herself and not only had brought up her daughter thinking that is normal for a man to beat a woman, as he is a man, but also the problems of the house could never be revealed out of an honest and virtuous woman. Thus, threatening her with the so sacred moral code of Albanians, N.ZH. is tacitly threatened not to talk to anyone in any way. Here starts the first psychological violence or her first drama of misunderstanding. Her personality was badly constructed since the early childhood "the one to blame without fault" for this perverse personality and character is her mother and the isolated environment where she was grown.

Personality refers to a complex pattern of deeply ingrained characteristics and denominated in automation in almost all areas of human psychological functioning, while character refers to characteristics acquired during a person's growth and shows the extent to which the person conforms to social moral standards (Milon, 2004). N. Zh. with the entrenched opinion that violence is normal in the family environment, normality accepts husband's violence. Her character formed with the deepest entrenched opinions that physical violence should be tolerated and moreover she cannot talk to anyone about it, makes her hide a greater problem, his mood disorders. Husband of A. Zh. is once again very happy and very pessimistic. In his moments of despair without apparent reason he is closed for days in the room. Years pass and the couple's daughter inherits his father disorders in the mood. She becomes depressive frequently and goes like her father's days trapped in the bedroom, often powerless even to meet her needs. Her parents too worried, with strong insistence of the girl's aunt who lives in the capital, manage to take her to a doctor. The psychiatrist says

that the girl is in deep depression and that should be cured urgently by keeping her in constant check with medication.

So up to here it seems that things are not going so bad. Parents take her medication and treat her for about a week. After a week the doctor recommends an injection that must be done every week. In the presence of the doctor her parents say "Yes", but they thought that things should be kept secret and that the village nurse should never hear of the suffering of the girl. Therefore, medications are not given regularly. The girl gets worse and one morning she is found hanged in the house. The father of the girl afterwards goes mad. So N.ZH. for the sake of secrecy suffered the physical violence, never learned that her husband never suffered from a hereditary mental illness and lost her only daughter only for the sake of shame i.e not allowing the others learn about the illness. Amid tears she tells us: "if I revealed from what my daughter suffered, then she would remain unmarried" and capping her irreparable ignorance she adds that "when the doctor told us that our daughter could not manage marriage, it greatly saddened us. In our tribe a left girl is like a girl that has been shamed".

Pestaloc says that the first engine of the education process is the mother. He also writes: "My first principle is that we can better educate the child, only to the extent in which we know and know what he feels like, what he is capable of, what he wants and adds that "deep knowledge of psychology" is needed. The emancipation of a society and its mentality takes root in the emancipation of women. Otherwise the individual educational process is put at high risk and the future into countless questions. A mother who cannot understand properly her child cannot educate and assist him/her in the right way, by creating large gaps in his/her formation, or being the main cause of an individual without the true element of citizenship that impact directly the future of the family, and then the society.

Keeping issues secret for the sake of performance have created not often dramas of the most curious from the logic of action. Thus, we see that the Albanian families often hide problems from the "eyes of the world", as the feeling of shame for which you think the other is more important than the problem itself. Recalling that we have solved the problem, while keeping it hidden we forget that we have conceived in this way other problems.

In social groups in our reality, the ability to prejudice is higher and simple, so dealing with group prejudice will make us lose even the little personal freedom we have. In Albania, the transition has negatively impacted the integration of women into the labor market. Factors that have led to this situation are numerous, among which we can mention the slow economic development, re-structuring of resources, inherited existing mentality, expectations of society for women and lack of political will to include women in decision (Gruda A., Guxholli A., Filip Gh. "Gender equality in the process of European integration, figures and facts", Gender Development Alliance, Tirane, 2008).

The case of a women named gives us a distorted personality of the mother, regardless of the conditions of deformation, and an educated daughter so malformed. What about character, what to say? Theoretically, character refers to characteristics acquired during a person's growth and shows the extent to which the person is confronted with (behaves) social moral standards.

N.Zh. also lives with her son and his wife. They have four children of whom two of them exhibit problems of emotional disorders. The bride admits in no way to claim to the doctor in the capital that the problem of her children is hereditary, after her husband threatens her to return her to her father. The bride has tried to talk several times with her mother in law, so that she herself tells the doctor the problem of inheritance of her children's disease, but she has sued her to her son as defamatory and since then her husband violates her. N.Zh. character and that of her son is a bad character and they are individuals whose backwardness has left them with multiple dramas.

The cases we see are countless. T.L. is a 37 year old mother. She has primary tutorship and has a gambling man. He beats her, and she is afraid to leave him since in her home no one would accept a left daughter. Her child is suffering from leukemia. To ensure medicines and everything else, she has a relationship with the owner of the tailoring shop where she works. I.Sh. enters her house freely whenever her husband is abroad. More than once the teenage daughter was caught her in the act with her boyfriend and threatened to tell her father. T.L. soothes her by giving money and continues her tune. The result? The daughter at the age of adolescence begins to build a destroyed personality, a bad and antihuman character. What are the dramas that will arise later. Here are the causes of a drama that will definitely arise from these questions:

1. What can be expected from the teen girl in the future?
2. On what basis will she build her relations with the society, family members and colleagues?
3. On what moral basis will she build her relationship with the future husband?
4. What education will she transmit to her descendants'?

Finally, we can say that the psychosocial factors are the initial and final causes in building and ming personality, character, delights, drama, queries, doubts and everything else of individuals in a particular society.

## Conclusions

Man is not born the one he is since when come to life as individuals and through life we acquire roles. In the process of education, we acquire beliefs, dialoguing and monologuing culture, objections, admissions, beliefs, attitudes and, above all, positivity and negativity. We gain what is more important and should put emphasis on subjective attitudes we keep in different random circumstances.

Factors affecting the formation of the individual are internal and external. External factors will include: family environment, mentality, cultural and economic status level. External factors include personality, character and temperament.

Drama for the sake of performance, inherited existing mentalities, the level of culture, economic status, especially women in the family's role as a woman and as a mother, affect the formation of the "premises" of the personality and character of a person. These factors may be precursors or inhibitors. In the case of precursors, the above factors interact in full coherence and positive directions. Otherwise something is wrong in the coherence between the internal and external factors, affecting the individual to have distortions in character, personality, etc.

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