

DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION  
AND SCIENTIFIC RESEARCH  
UNIVERSITY OF AMMAR THELEDJI- LAGHOUAT  
FACULTY OF LETTERS AND FOREIGN LANGUGAES  
DEPARTMENT OF ENGLISH



**Personality in *Memoirs of a Woman Doctor* (1958)**  
**by Nawal El-Saadawi**

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF ENGLISH IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR MASTER DEGREE  
IN CIVILISATION AND LITERATURE

**By:**

**Kawther Djoual**  
**Soumia Djabri**

**Board of Examiners:**

**Mr. Nadhir Mhamedi**      **University of Laghouat, Chairman**  
**Mr. Mohammed Naoumi**      **University of Laghouat, Supervisor**  
**Mrs. Soumia Bentahar**      **University of Laghouat, Examiner**

**Academic Year 2021-2022**

## **Acknowledgements**

*We are grateful to our supervisor Mr. Mohamed Naoumi who provided a great help and guidance in this work.*

*Special thanks to the members of the jury for evaluating this work.*

*Equal thanks to the teachers of the English departement.*

## **Dedication**

*I dedicate this work to:*

*My parents*

*My brothers and sisters*

*My friends and the people I love*

**Kawther**

*I dedicate this work to:*

*My parents*

*My brother and sisters*

*My friends and all people I love*

**Soumia**

## **Abstract**

In a world that has become heavily concerned with the psyche, the study of the humans' inner worlds comes to the front. This research work aims to present the theme of personality in *Memoirs of a Woman Doctor* (1958) by Nawal El-Saadawi. The work involves the study of personality in both psychological and literary domains, together they provide a full understanding about the topic helping us to identify the way personality as a theme is portrayed in the novel. This leads to learning the concept of personality in a deep manner, its psychological implications, and the analysis of literary illustrations in the novel. The method used in exploring the research is descriptive analytical. This research study provides important results showing the weaving of events, actions, characters, feelings, and personal development as a means to build a clear image of the personality.

## Table of Contents

|   |          |
|---|----------|
| Acknowledgements .....  | ii       |
| Dedication .....  | iii      |
| Abstract .....  | iv       |
| Table of Contents .....   | v        |
| General Introduction.....   | 1        |
| <b>Chapter One: The Concept of Personality.....</b>               | <b>5</b> |
| 1.1 Introduction.....   | 7        |
| 1.2 Highlights on Psychology .....                                | 7        |
| 1.3 Definitions of Personality .....                              | 8        |
| 1.4 Historical Figures who Shaped the Concept of Personality..... | 9        |
| 1.4.1 Plato’s Definition of Personality.....                      | 9        |
| 1.4.2 Aristotle’s Definition .....                                | 10       |
| 1.4.3 Sigmund Freud’s Definition .....                            | 10       |
| 1.5 Major Models of Personality.....                              | 12       |
| 1.5.1 The Psychoanalytic Model.....                               | 12       |
| 1.5.2 Neo-psychoanalytic visions.....                             | 12       |
| 1.5.3 Behavioural type.....                                       | 13       |
| 1.5.4 Humanistic model.....                                       | 13       |
| 1.5.5 Cognitive-oriented Personality .....                        | 13       |
| 1.5.6 Biological-centred Personality .....                        | 13       |
| 1.6 Types of Personality.....                                     | 14       |
| 1.6.1 Extraversion versus Introversiion.....                      | 14       |
| 1.6.2 Sensing versus Intuitive .....                              | 14       |
| 1.6.3 Thinking versus Feeling .....                               | 14       |
| 1.6.4 Judging versus Percieving .....                             | 15       |
| 1.7 Development of Personality .....                              | 15       |
| 1.7.1. Enfant: Trust and Mistrust .....                           | 15       |
| 1.7.2. Toddler: Autonomy and Shame .....                          | 15       |
| 1.7.3. Preschool: Intiative and Guilt.....                        | 16       |
| 1.7.4. Early school age: Industry and Inferiority.....            | 16       |
| 1.7.5. Adolescent: Identity and Role confusion .....              | 16       |
| 1.7.6. Young adult: Intimacy and Isolation.....                   | 16       |
| 1.7.7. Middle-aged adult: Generativity and Stagnation.....        | 17       |

|   |           |
|---|-----------|
| 1.7.8. Old adult: Integrity and Despair.....  | 17        |
| 1.8 Methods of Evaluating Personality .....   | 17        |
| 1.8.1 Subjective Method.....  | 17        |
| 1.8.2 Objective Method .....  | 19        |
| 1.8.3 Projective Method .....   | 20        |
| 1.8.4 Psycho-analytic Method .....  | 21        |
| 1.9 Conclusion.....   | 22        |
| <b>Chapter Two: Personality and Characterisation in Literature .....</b>                        | <b>23</b> |
| 2.1 Introduction .....  | 25        |
| 2.2 Characterisation as a Literary Device.....  | 25        |
| 2.3 Types of Characterisation.....  | 25        |
| 2.3.1 Direct Characterisation .....   | 25        |
| 2.3.2 Indirect Characterisation .....   | 26        |
| 2.4 Methods of Characterisation.....  | 26        |
| 2.4.1 Physical Description.....   | 26        |
| 2.4.2 Action and Attitude Behaviour .....   | 27        |
| 2.4.3 Reaction .....  | 27        |
| 2.4.4 Inner Thoughts .....  | 28        |
| 2.4.5 Speech and Dialogue .....   | 28        |
| 2.5 The Essence of a Character in Literature .....  | 29        |
| 2.6 Types of Characters.....  | 29        |
| 2.6.1 Major versus Minor .....  | 29        |
| 2.6.2 Protagonist versus Antagonist .....   | 29        |
| 2.6.3 Dynamic versus Static .....   | 30        |
| 2.6.4 Stock versus Stereotype.....  | 31        |
| 2.6.5 Round versus Flat .....   | 31        |
| 2.7 The Theme as an Essential Element in Literature .....                                       | 31        |
| 2.8 Personality versus Character .....  | 32        |
| 2.9 Conclusion.....   | 34        |
| <b>Chapter Three: Personality in Nawal Saadaoui's <i>Memoirs of a Woman Doctor's</i>. .....</b> | <b>35</b> |
| 3.1 Highlights on the Author's Life .....   | 37        |
| 3.2 Introduction .....  | 37        |
| 3.3 Nawal EL-Saadawi as a Reason-Defined Personality .....                                      | 38        |
| 3.4 Unconscious Representation in the mother's Character.....                                   | 39        |
| 3.5 The protagonist as a judge .....  | 41        |
| 3.6 Nawal and Self-actualization .....  | 42        |
| 3.7 The individual Development of Nawal EL-Saadawi.....   | 43        |

|                                       |    |
|---------------------------------------|----|
| 3.8 The Narrator's Subjectivity ..... | 45 |
| 3.9 Conclusion.....                   | 46 |
| <b>General Conclusion.</b> ....       | 47 |
| References .....                      | 49 |
| ملخص الدراسة.....                     | 53 |

## **General Introduction**

Personality is to a man what perfume is to a flower. The concept personality has dominated many specialists as a subject of study. This because of its importance which is being an important component of the human being. Among the fields that study personality are psychology which is known as ‘personality psychology’ and literature.

## **1 Background**

Personality is an old subject of study that started nearly in 1930s in the Unites States. It has been evoked by many thinkers like Sigmund Freud, Ross Stagner, Gordon W. Allport, Carl Jung, and others who have established a lot of personality theories. The study of personality started in the psychological domain. Then, it developed through time until it took place in other domains like literature. In the latter, personality takes place as a theme in different literary works.

## **2 Review of Literature**

As personality studied by many thinkers, psychologists and philosophers, it has a lot of different meanings and definitions. “Suppose there are two persons of the same age but have different interests, activities, feelings and thinking, it means there is something different inside them and that “something inside” is said to be personality.” (Kasschau, 2000, p.88). Kasschau saying shows that he believes in the differences in personalities, in which we can not find two people having the same traits from their inside even if they are in the same age. From this work we intend to persue and build on the idea of personality and its elements which make every person vary from the other, from the psychological part. (Abdullah, 2016)

A lot of fields are tied and interwine to each other in discussing some topics like literature with philosophy, psychology, sociology, and other disciplines. In such subjects, for example, the theme of personality has been studied by authors, psychologists and philosophers. In which they are all concerned with human beings. According to David Lodge ‘literature is a record of

human consciousness, the richest and most comprehensive we have. Lyric poetry is arguably man's most successful effort to describe qualia. The novel is arguably man's most successful effort to describe the experience of individual human beings.' From this research paper we want to achieve this idea of how a person can transmit his experience through his literary works to determine some points. As Nawal did in her novel, she tells her story and her experience, and shows how she achieved some points which represent the theme of personality. (Aras, 2015)

### **3 Research Questions**

This research studies personality in the psychological domain and the literary one. It deals with the psychological studies of personality and its significations. As well as, its representation in the literary domain. This work tries to answer the following questions:

- 1- How can personality reflect human behaviour?
- 2- How is personality illustrated in Nawal El-Saadawi's memoirs of a woman doctor?

### **4 Objectives**

The objectives of this research work are:

- 1- To highlight the deeper meanings of personality and their psychological implications.
- 2- It seeks also to analyze literary illustrations of personality in El-Saadawi's novel.

The above objectives lead to the following hypothesis:

- 1- The happening events and characterisation in El-Saadawi's novel assist to illustrate and represent personality.
- 2- The barriers and challenges the person may face in life affect his or her personality negatively.

## **5 Research Methodologies**

This work is divided into three chapters. The first chapter deals with the concept of personality in the psychological field. Starting with highlights on psychology, then moving to introduce personality by giving its definitions and the main thinkers who define it. Along with, introducing the major schools of personality which are: the Psychoanalytic Model, Neo-psychoanalytic visions, Behavioural type, Humanistic model, cognitive-oriented personality, and Biological-centred personality. In addition to its development and other components like methods of evaluating personality and its types. All the above components of personality aims to give a full understanding to people about personality psychologically.

The second chapter sheds light on personality in literature. It introduces the term characterisation in literature. Then it mentions the types and methods of characterisation. This chapter focuses also on characters by giving its definition and types. As well, introducing the theme in literature. Lastly, it makes a comparison between personality and character.

The third chapter is about studying personality through an analytical study. The procedures used are based on the theories of Plato and Freud. This work includes other analytical techniques of personality. These methods of study, helps to reveal a character's personality from a specific side.

**Chapter One:**  
**The Concept of Personality**

# **Chapter One: The Concept of Personality**

## 1.1 Introduction

## 1.2 Highlights on Psychology

## 1.3 Definitions of Personality

## 1.4 Historical Figures who Shaped the Concept of Personality

### 1.4.1 Plato's Definition of Personality

### 1.4.2 Aristotle's Definition

### 1.4.3 Sigmund Freud's Definition

## 1.5 Major Models of Personality

### 1.5.1 The Psychoanalytic Model

### 1.5.2 Neo-psychoanalytic Visions

### 1.5.3 Behavioural Type

### 1.5.4 Humanistic Model

### 1.5.5 Cognitive-oriented Personality

### 1.5.6 Biological-centred Personality

## 1.6 Types of Personality

### 1.6.1 Extraversion versus Introversion

### 1.6.2 Sensing versus Intuitive

### 1.6.3 Thinking versus Feeling

### 1.6.4 Judging versus Perceiving

## 1.7 Development of Personality

## 1.8 Methods of Evaluating Personality

### 1.8.1 Subjective Method

### 1.8.2 Objective Method

### 1.8.3 Projective Method

### 1.8.4 Psycho-analytic Method

## 1.9 Conclusion

## **1.1 Introduction:**

The term personality has a long history in the psychological field. It was studied by many famous psychologists who belong to different schools. Some of them were the source and the creators of personality theory. While others only reform, reorganize, and redevelop other's theories.

In this chapter we are going to study the main elements of personality as a psychological concept. Starting with a highlight on psychology then moving to personality definitions .In addition to its main components like models, types, and methods. Along with, personality development and the main thinkers who define it.

## **1.2 Highlights on Psychology**

Psychology as a term originates from the Greek roots “psyche”.It means “soul” or “mind”, and “logos” which means “word”. People defined psychology as the study of the mind or soul until 1900s. From the early 1900s psychology became defined as the study of behaviour. (Kalat, 2017, p.3)

The development of science and the changed views of psychologists in around the 1920s. Make them unsatisfied to define psychology as the study of mind. Because they believed that research must deal with something observable. Nevertheless, the mind is unobservable. (p.3)

In the book of *Introduction to Psychology*, psychology defined as “The systematic study of behaviour and experience.” (p.3)The word experience in his speech discuss one's perceptions. For example, one's recognizes the environmental stimuli and his or her reaction to it. Without taking into consideration the existence of the mind in one's body.

One of the well-known definitions of psychology is:

The study of the nature, functions, and phenomena of behaviour and mental experience. The etymology of the word implies that it is simply the study of the mind, but much of modern psychology focuses on behaviour rather than the mind and some aspects of psychology have a little to do with the mind. Many textbooks define psychology simply as the study of behaviour or the science of behaviour, that too is to exclude much of psychology....

(Colman, 2003, p.592)

Psychology which is known as the study of behaviour is concerned with many researches in different domains, among them: sensation and perception, learning and memory, attention, child development, and more. People think that studying psychology allows them to analyse others' personalities. However, psychologically studying this discipline makes people able to understand some features of behaviour. This remains limited and cannot authorize them to analyse people's personality.

### **1.3 Definitions of Personality**

Personality as a term, derives from the Latin word "persona". which means "mask". The Greeks and Romans used to put on masks in their ancient plays. In order to point their characters. (Kalat, 2017, p.451)

"Personality consists of all the consistent ways in which the behaviour of one person differs from that of others, especially in social situation." (p.451)

The psychologist Kalat emphasizes that behaviour differs from person to another. Eventhough, People are different in many characteristics. For instance, thinking, perceiving, and judging. But the differences in sensation, memory, learning or athletic skills are not included in personality.

‘Personality refers to important and relatively stable aspects of behaviour’ (Ewen, 2010, p.3). The idea resulted is that the dominant features of behaviour indicate personality. i.e., a person whose personality characterized by timidity, will behave shyly. The person will find difficulties dealing with other people with exceptions of family and close friends’ treatment.

Studing personality can be through observing external and social behaviour. Therefore, personality defined as “originating within the individual” by many psychologists. Which means that personality can exist in the individual even if one’s is not surrounded by others. According to some theorists, the aspects of personality are devided into: observable such as overt actions and unobservable like thoughts, dreams, and memories. (p.3)

## **1.4 Historical Figures who shaped the Concept of Personality**

Personality in its long history was first considered as a general topic of debating. Then it became a psychological topic. Which studied differently by many famous figures. Among the philosophers and psychologists who used and exposed human personality in their works are: Plato, Aristotle and Sigmund Freud.

### **1.4.1 Plato’s Definition of Personality**

According to Plato, the roots of personality is the human soul. “The soul consists of three basic forces guiding human behaviour: reason, emotion and appetite” (Ellis, 2008, p.3).

Plato in his theory declares that personality is formed by three main forces. He gives the priority to “reason” as the strongest force. Whereas, emotion and appetite are considered as the secondary force.

### **1.4.2 Aristotle's Definition**

Aristotle's study shows that "the psyche" is the essence of personality. "The psyche is the product of biological processes" (Ellis, 2008, p.3).

This definition makes him suggested as the first biological psychologist. He argues that the psyche involves three faculties. The first faculty is nutritive. It means the nourishment needed by the body. This capacity is found in people, animals and plants. The second faculty is perception. Is defined by Aristotle as "The aspect of mind that interprets sensory data" (p.3). So this means the ability of soul to distinguish and differentiate between animals and plants. The perceptual faculty involves animals and people. So being animal means having a perceptive faculty. The third and the last faculty is the intellectual. According to Aristotle the intellectual faculty is unique to human beings. This because the abilities of the human mind exceeded the understanding.

### **1.4.3 Sigmund Freud's Definition**

Based on psychoanalytic theory which said that the unconscious guides our behaviour. Freud views that personality involves three structures. Which are at the same time the abstract components of the mind. In his study, Freud describes the mind as an "iceberg in the ocean". 90% of it is below the water and only 10% above. In which, 90% of the mind refers to the behaviours that are controlled by unconscious factors. Whereas, only 10% are controlled by conscious factors. So the majority of human's behaviours are a result of unconscious factors. According to Freud the three components of the mind are: the id, ego and superego. (Gopikrishnan, 2019, p.9)

## **1-The Id:**

The id is the Latin word for “it”. According to Freud all the behaviours that are derived from the ‘id’ are completely resulted from unconscious. Whereas, all of instinct, inborn disposition, and animalistic urges are found in this part of the mind. This part is considered as unreasonable. In order to give us our want, the id imagines and dreams things related to our desire. In Freud’s study, the id aims to satisfy the biological urges. Through thinking or dreaming things about pleasure and being away from painful things. (p.10)

## **2-The Ego:**

The ego is the Greek and Latin word for ‘I’. It can also be known as the ‘self’. It is resulted from both conscious and unconscious behaviours. The ego starts developing from the childhood. Its works are based on reality. It always attempts to find a real things to translate our wants. The difference between the ‘id’ and the ‘ego’ is that the ego tries to satisfy the needs of a person through reality and real things. While the id tries to satisfy people’s desires through imagining their wants. For example, when someone is thirsty, the id starts imagining wate. whereas, the ego will try to find a real water. (p.10)

## **3-The Superego:**

Superego means “above the ego”. It is considered both conscious and unconscious like the ego. The behaviours that belong to this part of the mind is known as the moral ideas .that are learned from the interaction with family and society. Superego produces feelings either of pride, after a person does something correct. Or guilty feelings when he does something he considers it wrong. The above results are the consequences of what a person has learned from his interactions with the culture and behaviour of the family and society. (p.10)

Freud see that personality development needs an equation between two parts of the mind. Which are the “id” and the “superego”. Those parts are in struggle which known as “conflict

within the mind”.In which, the sense of guilt will be introduced when the id is so firm and huge. The person will behave arrogantly and selfishness. While, the sense of discomfort will be resulted if the superego is huge and strong. Whereby, the person will be in a state of uneasiness and anxiety. (P.10-11)

Freud divided the brain into three sections. He does not mean that the “id”, “ego”, and “superego” are really a physical parts of the brain. Even they are known as the structures of the mind. But an abstract to help people understand their personality works and developments. (p.10)

## **1.5 Major Models of Personality**

Modals of personality emerged successively.The major modals of personality are: psychoanalytic, neo-psychoanalytic, behavioural, humanistic, cognitive, and biological. Each school has its own principles and focuses. They have different interests about what shapes personality.

### **1.5.1 The Psychoanalytic Model:**

The psychoanalytic is founded by the psychologist Sigmund Freud. This school emphasis the importance of the unconscious mind on behaviour shaping personality. This school has two main essential premises. Which are “self-regulating and independent unconscious processes make up the essence of personality” (Ellis, 2008, p.15).

### **1.5.2 Neo-psychoanalytic visions:**

The members of the Neo-psychoanalytic school are the followers of Freud’s ideas.This model can be also named “Neo-Freudianism. It was based upon the work of Alfred Adler, Carl Jung, and Karen Horney. They believed that ‘conscious individual, social and interpersonal factors are powerful forces in shaping personality.’ (p.15)

### **1.5.3 Behavioural Type**

John Watson and B.F Skinner are the founders of this school. The behaviourists believe that personality is not genetical. So that the behaviour is influenced by the external environment. In their study they focus on reinforcements and observable behaviour. As it is clarified in this statement: “Personality is the observable result of reinforcement.”(p.15)

### **1.5.4 Humanistic Model**

This school emerged as a reaction to the principles of the psychoanalytic and the behavioural schools. Its main thinkers are Albert Ellis, Carl Rogers, and Abraham Maslow. They focus on individual free will, personal growth and they emphasize the notion of self-actualization. Humanists argue on “people are basically good and strive toward maximum personal development or self-actualization” (p.15).

### **1.5.5 Cognitive-oriented Personality**

It comes as a response to behaviourism. Its establishers are Albert Bandura, Ulric Neines, and Albert Ellis. The interest of the cognitive school based on the study of mental process. Such as, thinking, remembering, learning, and perceiving. As they premised: “Personality results from the interplay of learned and innate styles of thinking.”(p.15)

### **1.5.6 Biological-centred Personality**

Biological-centred Personality emerged as a reaction to the Behavioural School. The founders of this school are William Sheldom, Edmund O.Wilson, and Eysenck. Their studies based on the idea that personality is shaped by inborn dispositions. As they say: “genes, hormones, and neurochemicals in the brain regulate the greater portion of human personality.” (p.15)

## **1.6 Types of personality:**

There are four main types of personality. That help to identify and study a person's personality from different sides. Among the researchers who studied personality types are Myers and Brigg. Their study based on Carl Jung's theory of psychological types of personality. These types are: extraversion and introversion, sensing and intuition, thinking and feeling, judging, and perceiving.

### **1.6.1 Extraversion and Introversion:**

This type aims to study the interactions of people with the environment. It was first introduced by Carl Jung in his theory of personality types. Both terms have different usage. Extravert prefer to engage in many discussions and enjoy many tasks. Because he became energized when he interacts with people. Whereas, introvert prefer to stay and do his work alone or in a small group of people. He can not focus on many tasks at a time. (Cherry, 2020)

### **1.6.2 Sensing and Intuition:**

Sensing and intuition refer to the way people gather data from their surrounding world. Primarily, sensing refers to the realistic people. They focus on facts and details. In a similar way, intuitives focus on possibilities, patterns, value innovations, and abstract theories. (Cherry, 2020)

### **1.6.3 Thinking and Feeling:**

In this trend, the data gathered from sensing and intuition are the basis of people's decisions. Thinkers emphasise the facts and objectives data. They aimed to be logical when making a decision. Whereas, people who prefer feeling when make a decision, they take into consideration people and emotions. (Cherry, 2020)

### **1.6.4 Judging and Perceiving:**

The last scale is about how people interact with the outside world. Judgers tend to be structured and decisive. While, the perceivers are open and flexible. They emphasize on situations that require adaptability to change decisions. (Cherry, 2020)

## **1.7 Development of Personality**

Personality development refers to the main factors that influenced personality. Among them: the interaction with the environment, genetics, and challenges in different aspects of life. Personality has nothing to do with being born good-looking as many people think. But the meaning of personality development includes: knowing how to dress well, way of speaking, and personal skills. As it includes many activities that lead to the improvement of people's identity, quality of life, and the achievement of dreams. When it comes to the meaning of personality development in institutions, it refers to the programs, techniques and methods used to raise and enhance human individual level (Gopikrishnan, 2019, p.7) Erik Erikson is one of the theorists who studied the phases that shaped personality. He divided them into eight main stages. which are known as 'The Eight Ages of Man'. (p.11)

### **1.7.1. Infant: Trust and Mistrust**

The first stage refers to the infants. It is concerned with trust and mistrust. The feeling of trust is the result of babies' needs. While, the frustration and deprivation would shape a feeling of mistrust. (p.11)

### **1.7.2. Toddler: Autonomy and Shame**

The beginning of this phase is when toddlers start move and control their bodies. Then they learn actions like walking, running and eating training. Trusting themselves is the

beginning of their autonomy. However, their failure in the above actions consequently leads to a sense of shame. (p.11)

### **1.7.3. Preschool: Initiative and Guilt**

The age of preschoolers allows them to do actions in playing, start questioning, and understanding. If they succeed they will have self-confidence. The latter is what motivates them to be initiators. Yet, they feel guilty when facing problems. (p.11)

### **1.7.4. Early school age: Industry and Inferiority**

Being school-aged child means the ability of learning new skills. A sensation of industry will be emerged when the child succeed. For example, have the ability to do something perfectly. Whereas, failure leads school-aged child to feel that he is good for nothing. Subsequently, a sense of inferiority will be resulted. (Gopikrshnan, 2019, p.11)

### **1.7.5. Adolescent: Identity and Role confusion**

Adolescent people start to think and imagine how their personality and identity is shaped. In this age, adolescent care about studing questions in order to express their identity. Such as, being confused about what they will be in future and the things they will be interested in. The capacity of the teenage to answer all the questions that confuses him, leads to the development of a sense of identity. (p.11)

### **1.7.6. Young adult: Intimacy and Isolation**

One of the main challenges in the adulthood is creating an intimacy with others. Because young adults are in need to be surrounded by others to be with them, listen to them, and talk to them. Here the notion 'intimacy' refers to the close relationship not sexuality. Usually young adult who fail to develop an emotional link with other people suffers from isolation. (p.12)

### **1.7.7. Middle-aged adult: Generativity and Stagnation**

Middle-aged adults have an insistent desire to do something new and unprecedented. In order to leave their lasting mark in the world. Whereas, failing in doing that can be an end mark for middle-aged adults. Along with, it may lead them to be selfish. (p.12)

### **1.7.8. Old adult: Integrity and Despair**

The last stage of personality development is named old adult. People in old ages make a flashback to their lives to see what they did. When they feel satisfied about what they did, a sense of integrity would develop. On the contrary, a sense of despair will be a result of failure, suffering or the unsatisfying fulfillments. (p.2)

## **1.8 Methods of Evaluating Personality**

Personality assessment has different methods that help people during the process of evaluation. It was studied by many psychologists and others like Dr. Saul Rosenzweig in Andrew's book *Methods of Personality*. According to him, personality assessment has many methods or categories. Among them: subjective, objective, projective and psycho-analytical categories; each of them has a number of methods.

### **1.8.1 The subjective Method:**

The subjective methods are based on the person's recognition about his wants, goals, desires, interests and attitudes. So, it refers to what the individual knows and says about himself. This method includes four main techniques which are: the autobiography, the case history, the interview and the questionnaires. (Zaveri, n.d)

### **1-The Autobiography:**

Is what written and saying by the individual himself. Either he narrates freely or according to a specific subject. The individual's narration involves things like experiences, aims, desires and interests. In order to show and reveal the individual personality. A person is free to choose the subject of narration. (Zaveri, n.d)

### **2-The Case History:**

The case history refers to collecting information about the individual. It can be through making interviews with him or with other people know him. As this technique gathers information about the individual it also aims to find information about his parents, grandparents, his medical history, and his relation with friends, and others. The main aim of this technique is helping to understand the personality patterns of an individual. (Zaveri, n.d)

### **3-The Interview:**

The interview is the best and the useful method to understand the personality. In order to understand the individual personality, an interviewer can only ask him through making a list of questions or giving him the freedom to speak. The interviewer in this situation needs a great skills. In this method personality characteristics are evaluated not only according to the individual's answer of questions. But also taking into consideration the dogmatism and the individual's hesitations, fidgeting, emotionality and other aspects. (Zaveri, n.d)

### **4-Questionnaires:**

The term refers to a list of questions that given to the individual. He is expected to answer each one of them, usually by 'yes' or 'no'. In order to know some specific traits about the individual, the investigator has to count the 'yes' 'no' answers of the questions that describe a specific traits of attitudes, emotions, and others. The questionnaire may not be able to reveal

one's correct personality if the person is unwilling to show some correct aspects and facts about himself. (Zaveri, n.d)

### **1.8.2 The Objective Method:**

The objective methods depend on what and how others see the subject's behaviour. Regardless to what the subject says about himself. Here, other people take the role of the observers and examiners of the person's needs, habits, desires, and other characteristics. Among the objective methods there are: miniature life situation, unobserved observation, and rating scales. (Zaveri, n.d)

#### **1-The Miniature Life Situations:**

In this method the real life situations and the artificial one are alike. Both are created in order to assess and observe one's behaviour like honesty, collaboration, and industry. This method is used in states like choosing a leader in the army or in the case of evaluating the subject's reactions of a failed situation. Through reorganizing and reforming the same situations of failure and frustration. (Zaveri, n.d)

#### **2-The Method of Unobserved Observation:**

The unobserved observation method is more found in a situation of a child development. Here the actions and behaviours of the individual that are resulted are either produced from a free willing or he is asked to do that. The observation in this method can be established through two ways. The first is to observe one's behaviour, action, and reaction in the same situation for many days. While, the second way is when the individual is observed by more than one person, and at the end their observations will be collected. The main features in the method of unobserved observation are to decide what to observe. Along with, making a distinction between things that are observed and things which are interpreted. (Zaveri, n.d)

### **3-The Rating Scales:**

This method is concerned with rating a certain features of an individual behaviour on a specific scale. In order to reveal the individual possession of a special behaviour characteristics. The main system of the rating scales method is that the raters must be characterized by a well-training and definite knowledge. This method is used only when the rater knows the one who is rated and observes the trait that he is concerned to rate. (Zaveri, n.d)

### **1.8.3 The Projective Method**

In this method, the observer or the examiner does not focus on the subject and the behaviour as it is shown in real life situation. Also without giving his opinions toward the subject or the experience. But instead he relies on other techniques by asking to behave in different ways. For instance, drawing, creating a story, or interpreting ink-blot. These techniques make a good reinforcement for the subject to present and express his thoughts and feelings freely. The projective method aims to realize the main characteristics, moods, and attitudes that dominate the person's behaviour in specific real situations. The use of this method exposes the one's inner personality. The projective method has important techniques among them: the rosschach ink-blot test, the Thematic Apperception Test, children's apperception test, and the tantoplione test. (Zaveri, n.d)

### **1-The Rosschach Ink-blot Test:**

The swiss psychologist Herman Rosschach introduced this technique in 1921. Generally, the test done individually, in which the examiner uses ten cards that have approximately similar drawing of ink-blot with some splashes. It basically has three main colours which are; black, white, and red with other sub colours. The examiner asks the client what he sees from those cards. Then he will detect and test what has the client focused on, how has he described it, and

how has he interpreted the designs and colours. According to these standards, the type of personality can be known. (Zaveri, n.d)

## **2-The Thematic Apperception Test:**

This technique has been established in 1935 by Murray and Morgan. Using twenty pictures divided into groups for specific people; male, female, children; and adults. Asking the person to express or explain what he sees in a story, including characters and the relationship between them. The result and the analysis of the story will depict several themes of the subject such as: the social status, interests, conflicts, and worries etc. (Zaveri, n.d)

## **3-Children's Apperception Test:**

This test was presented by Bellack in 1948. Children apperception test deals with a specific age category. It is concerned only with the personality of children whose age under twelve years old, to evaluate it. The children apperception test focuses on the suppressed wants and desires of the child. (Zaveri, n.d)

## **4-The Tantoplione Test:**

B.F Skinner is the introducer of this technique. Its use is to make a person listen to different addresses. Each address has a different voice tone. Then request him to express what come to his mind when listening to those record samples. (Zaveri, n.d)

### **1.8.4 The Psycho-Analytic Method:**

Sigmund Freud the father of psycho-analysis school introduced this method. The so-called "Free Association Test" and "Dream Analysis Method" are the famous types of analyzing one's personality in psycho-analytic method. Both of these types analyse the personality from its unawareness aspect. For example, the person or the client explains his dream without considering and using his mind. So that, the unconscious state of the mind resulted the truth, in which the

traits of the personality will be revealed. This type of test usually needs a talented psychoanalyst. (Zaveri, n.d)

## **1.9 Conclusion:**

The first chapter gives us a general overview about psychology. As it sheds light on the different definitions of personality. Which leads us to notice that personality as a psychological topic has different points of view. In addition, it points out to the main principles of personality like types, methods, and models. Over and above, its development and the main thinkers who define it in order to clarify and simplify the psychological understanding of the term personality.

## **Chapter Two**

### **Personality Characterisation in Literature**

## **Chapter Two: Personality Characterisation in Literature**

### 2.1 Introduction

### 2.2 Characterisation as a Literary Device

### 2.3 Types of Characterisation

#### 2.3.1 Direct Characterisation

#### 2.3.2 Indirect Characterisation

### 2.4 Methods of Characterisation

#### 2.4.1 Physical Description

#### 2.4.2 Action and Attitude Behaviour

#### 2.4.3 Reaction

#### 2.4.4 Inner Thoughts

#### 2.4.5 Speech and Dialogue

### 2.5 The Essence of a Character in Literature

### 2.6 Types of Character

#### 2.6.1 Major versus Minor

#### 2.6.2 Protagonist versus Antagonist

#### 2.6.3 Dynamic versus Static

#### 2.6.4 Stock versus Stereotype

#### 2.6.5 Round versus Flat

### 2.7 The Theme as an Essential Element in Literature

### 2.8 Personality versus Character

### 2.9 Conclusion

## **2.1 Introduction**

Personality is mainly a case study in psychology. It is also studied in other fields such as literature. The latter plays an important role in culture and society. Thus, it deals with different problems, issues, and concepts.

In this chapter which is titled as “Personality and Characterisation in literature”, we are going to deal with the meaning of the term characterisation in literature. This takes into account its main components like types and methods. Then moving to some main fiction elements like characters and themes. We take the theme of personality which is essential to this study. In the end we study the relationship between personality and character.

## **2.2 Characterisation as a Literary Device:**

In general, characterisation in literature refers to the attempt of the writer to reveal a character’s personality. In another word, the term characterisation refers to the methods and all actions used by the author. Which aims to describe, reveal, and show clear image of the character’s feelings, desires, aims, and values to the reader (Reams, 2015).

## **2.3 Types of Characterisation:**

In any literary work, the author describes the characters. In order to reveal the character’s features. The author uses two main types of characterisation. Known as: direct and indirect characterisation. (Reams, 2015)

### **2.3.1 Direct Characterisation:**

It means that the author tells and conveys the character’s information directly to the reader. For example, telling the reader about the character’s age, tall, intelligence, traits, and behaviours. In addition to his relationship with other characters. So this type relies on the author’s telling and explanation to make the reader understand. (Reams, 2015)

### **2.3.2 Indirect Characterisation:**

Indirect characterisation refers to all information and things that a reader knows about the character. Those information are brought from other sources. In another word, collecting the data without the author's description. For example, when the characters show their personalities through dialogue and action. (Reams, 2015)

### **2.4 Methods of Characterisation:**

Characterisation is a complex procedure essentially used in literature. Authors refer to it to cover the different themes they need to cover. According to its nature it is shaped differently. For this, it is divided into five main methods. They are known as categories which are:

#### **2.4.1 Physical description:**

When people evaluate a person, usually their first observation or step of evaluation is his appearance. For example, his dress, skin, and facial expressions. So physical description has the same role in literature as it is considered an important element to create a character. In order to clarify this method, Reams refers to the example of Alexander Dumas in his book *The Count of Monto Cristo*. When he describes his character Edmond Dantes directly to the reader as following:

He was fine, tall, slim young fellow of eighteen or twenty  
with black eyes, and hair as dark as a raven's wing; and his  
whole appearance bespoke that calmness and resolution  
peculiar to men accustomed from their cradle to contend  
with danger. (Dumas, 4)

Physical description makes the reader imagine how the character is. Is it male or female? What is his or her main noticed physical characteristic? And other questions. The answers of such questions can be done through direct characterisation. (Reams, 2015)

### **2.4.2 Action and Attitude Behaviour:**

An action is one of the main methods of characterization. At the same time it is a necessary element to develop a story. Simply because if there is nothing happened means there is no story to tell. The term “action” either in the real world or in literary work like story, novel or a play reveals who the person or the character is. This means that say something or think about something can not be the real proof to know who the character truly is since there is no action performed. Because what the character’s actions indicate are not giving directly to the reader. They are considered and known as indirect characterisation. (Reams, 2015)

### **2.4.3 Reaction:**

As a general law any action has a reaction. Both are main elements serve to develop the story and the character at the same time. Sometimes a reaction can be expected in cases like in sad situation or sad news we expect sadness. Whereas, in happy events happiness is expected. And when something harmful is done we expect a natural reaction like revenge. So the expected reaction leads and serves to humanize the character. While some reactions can be surprising. For example, when someone decided to not fight back others cheer in order to avoid violence. This kind of reactions help to make the character stand out. What is important is that any action must be followed by reaction either expected or unexpected. Because the reader would be totally disconcerted when there is a lack of reaction. (Reams, 2015)

#### **2.4.4 Inner Thoughts:**

Thought is a method of characterization. It is different from a story to another. Some stories reveal only one character's thoughts and usually is the protagonist's thoughts. Some allow to show several characters' thoughts. While other stories do not reveal any character's thoughts. This method effect the relationship of the reader with the character. When the story reveal only one single character who would more relatable and with a deep personality. Here the reader will be more engaged to that particular character. While showing thoughts of many characters means providing several points of view which leads the story to be deeper. Thinking also has a high significant, as in psychology knowing who the person is through the way a person's mind works. Also in story when the author wants to develop the reader's understanding of the character, allows him to observe the thoughts happening in the character's mind like in the story of harry potter. (Reams, 2015)

#### **2.4.5 Speech and Dialogue:**

The speech or the dialogue between characters forms the environment of their thoughts and actions. How characters communicate with each other shows several things like how they feel, where they come from. In addition to the relationship among them. A reader can distinguish a charater's features through the accent used. For example, the character who speaks kindly is percieved as gentle. Another character speaks with a formal way and chooses his works carefully is percieved as scholarly. Ultimately, speech is like thought, allows the author to develop a character in the story. (Reams, 2015)

## **2.5 The Essence of a Character in Literature:**

The word “character” originated from the Greek word which is “engrave”. That reflects and distinguishes people from each other. In which life leaves marks that characterise one from the others. And throughout lives the character characterised and distinguished within different marks. (Pradhan, 2009)

“Character can also be a person, community, race, mental and moral attitude, the quality of reasoning, famous people and characters in literature.”(Mindrop, 2005, 2). Character is an important and essence of literary work elements. In which, the character is an epitome that represent the human being. It can be depicted by some characteristics, behaviours and attitudes that are given by the writer to describe a character. (Alvinindyta, 2018, p.13)

In literary works, the character means the presence of person in the story. Orthodox structuralists believe that the text contains an essential functional component which is the character. So, the character is considered as obligatory element that any story or text should contain. As it is described, “character as segments of a closed text.”(Rimmon-Kenan, p.34)

In brief, the character is the fruit of the person’s personality. That consists individual behaviours, values, ideas, and beliefs. Some characters are being a role model in real life, because as humans like good personalities and characters who are creative, human, good, and have great traits. They also dislike the personalities and characters who have bad traits. (Pradhan, 2009, p.2)

## **2.6 Types of Character:**

In a literary work the characters are the main element to make and create the story and its themes, actions, and scenes. There are different kinds of character. Some have more attention and others have less. That’s according to their role in the story. These types used to achieve the

narrative process by several roles. Which are: major versus minor, protagonist versus antagonist, static versus dynamic, stock versus stereotype, and round versus flat. (Prawiradilag, 2017, p.9)

### **2.6.1 Major versus Minor:**

The major character can be also called as central. It has an important role in the formation of the story so that it will progress. In which the main elements of the story like actions, conflicts and solutions, main events, and themes revolve around the main character which named as ‘the major’. However; the minor character which also called the secondary or supporting character has a smaller role than the major one. In which they serve to help in the movements of the plot’s events. Its existence also help the major characters and contribute in the development of the story. (p.9)

### **2.6.2 Protagonist versus Antagonist:**

The protagonist is the character that attract and concern the readers and the audiences. It is the object of the playwrights, in which it is the main character. Making this character as a mysterious being, usually by a comparison between this character against compititors or antagonist. Also to develop and highlight it and to determine the character as a hero in the story. Whereas; the antagonist is the character that represents the opposition of the protagonist. It is considered as a force or power that obstacles the protagonist. The antagonist can not be just characters but also other figures like culture, laws, tradition, or natural elements. (P.9-10)

### **2.6.3 Dynamic versus Static:**

The dynamic is the character that have clearly changes through time in the story within its progress. These changes represented in values, ideas, sights, commitments, and understandings. But the financial or physical changes are not concerned, just if they make a change in the character itself. The dynamic character can be illustrated also as protagonist when

they have a radical change. Sometimes in some stories the antagonist can be dynamic. While, the static character reflects the person whose personality stay the same and stable without any changes, transformations or developments through the progress of the story. Usually the secondary or the supportive are static characters. (p.10)

#### **2.6.4 Stock versus Stereotype:**

The stock characters have no big role and importance in the story, in which they are minor characters. Their role is typical to their works, jobs, and professions. The stock character characterised by its expected and anticipated moves and actions. Whereby, the stereotype characters their presence in the story is obligatory. They have essential role in which the work needs their presence. This stereotype characters represent part of the stage such as: lights, chairs, and tools needed in the settings. (p.11)

#### **2.6.5 Round versus Flat:**

The round character introduces the deep in personality. It is characterised with complexity and reality. This character have both traits the bad and good one, in which the round character's reactions may be unpredictable according to its struggles. Usually the round character take the main role. It has been evolved by writers and playwrights to appear more real in the story through many aspects physically, mentally, and emotionally. However, the flat character is against the round character. It is characterised with the lack of the evolvment. It contradicts the round character in the aspect of reality in which personality has no reality aspect. It also has the complexity side but it is less than the one of the round character. (p.11)

#### **2.7 The Theme as an Essential Element in Literature:**

A theme is the main idea in a novel, story, or any literary work which can be stated directly or indirectly. It can be also defined as the opinion that the author expresses on the subject. For example, if the subject is about the marriage in the 19th century in France, the

theme may be the France bourgeoisie marriage during the 19th century. A theme can be ‘major’ or ‘minor’. The major theme refers to the idea that is repeated by the writer in order to make it more significant in literary work. While the minor theme refers to an idea appears briefly in a literary work. Themes differ from a work to another according to the subject. For example, the theme of personality appears in subjects like feminism, identity, struggle, and others when the author focuses on the character’s personality and its features. (Lombardi, 2019)

To identify a theme in a literary work the reader must follow some steps. Which are: First, the reader must read well the work in order to create an idea about it. Second, he should understand the basics of the work such as the plot, characterisation, language style, and other literary elements. In addition to other points like distinguishing the conflict in the work and how did it end. Third, take time to read the work well to identify the subject. Finally, the reader must know more about the main character. For example, the protagonist relationship with other characters, the main changes in that character and does the protagonist affect the other characters or not. The above points are among the major aspects that are used to identify a theme in a literary work. (Lombardi, 2019)

## **2.8 Personality versus Character:**

People have similarities in different aspects like the human body, emotions, mind, and nature, no one can differ or vary in these aspects. When we focus precisely and deeply on each person, we deduce that there are specific habits, traits and characteristics which make each one varies from the other. No two people can be exactly the same way, even twins differ in their interest, perception, mood, intelligence, and nature. (Surbhi, 2017)

Communication and interaction make people able to deduce the personality traits of others. But for deducing the other’s characters, it is more difficult because people do not show their character in all the time, so that it needs efforts and observation to note it. Personality of a person

appear in a kind and form of behaviours and mental patterns. While the character may appear only in specific situations. According to Barrie Davenport “there are times when your character is revealed in your personality and your personality shines through in your character”. It is too difficult to judge a character or personality, in which they are not the same. (Davenport, 2020)

The character reflects who the person is from the inside. In which the traits of it comes from the person’s beliefs that are adopted from the outside and surrounded environment. These influences make a good evolvement to the character. Whereas, the personality represents who the person is from the outside, from the personality traits in which people can be noted that they are pessimistic, extroverted, conservative etc. It is not right to judge a personality or character just on the basis of the traits. It is harder than that, because the character can be brought out as a result to an individual perceptiveness or belief. Personality and character differ in several aspects which are: meaning, perception, trait, result, nature, appearance, ability to change, and societal influences. (Davenport, 2020)

Personality shows the traits and behaviours of the person. Its perception is how the person seem to be from the outside. Personality traits reflects the personal and physical appearance. Moreover, its result is the identity of the individual, and its nature is based on subjectivity. Along with, its appearance is shaped by how the person react and make attitude. Besides, its ability to change over time. Furthermore, it does not require the societal influences. In contrast, the character reveals the inner beliefs which can not be shown only in special situations. Its perception identifies the person from his inner beliefs. The character traits are a bunch of mental and proper characteristics. As well, it resulted the behaviours learned from society by the person. Further, its nature is based on objectivity. And its appearance is shaped by the unobserved traits that resulted decisions. In addition, character can not change over time and it requires the societal influence. To sum up, the personality and character are different in which,

the former is all about the outside of the person while the latter reflects the inner-self.  
(Davenport, 2020)

## **2.9 Conclusion**

The study in this chapter sheds light on personality in literature. It is concerned more with the study of some literary elements. The second chapter presents the meaning of characterisation in literature taking into consideration its types and methods. It refers also to some literary settings like characters and its types. As well as, focusing on elicitation of the theme. It also highlights the relationship between character and personality.

**Chapter Three:**  
**Personality in Memoirs of a woman doctor's novel**

## **Chapter Three: Personality in Memoirs of a Woman Doctor's Novel**

- 3.1 Highlights on the Author's life
- 3.2 Introduction
- 3.3 Nawal EL-Saadawi as a Reason-Defined Personality
- 3.4 Unconscious Representation in the mother's Character
- 3.5 The protagonist as a Judge
- 3.6 Nawal and Self-actualization
- 3.7 Stages of the individual Development of Nawal EL-saadawi
- 3.8 The narrator's Subjectivity
- 3.9 Conclusion

### **3.1. Highlights on the Author's Life**

Nawal El-Saadawi is an Egyptian author, feminist, activist, physician and psychiatrist. She was born on October 27, 1931 in Kafr Tahla and died on March 21, 2021. She was interested in the medical science and studied medicine at the Cairo University. Then she graduated in 1955. She started her literary career in 1957. She wrote more than fifty books, most of them translated into different languages especially into English. (Smith, 2021)

In 1958, Nawal El-Saadawi wrote her first novel *Memoirs of a waman doctor* which is an autobiography. It was published with deletions and translated into English in 1987 by Catherine Cobham. Nawal in her autobiography focuses on the constraints of family and society. She challenged those constraints aimed to achieve her dreams and self-satisfaction. Because she believes that her benefits are above others. (Smith, 2021)

The novel contains events and ideas. Which are expressed by Nawal EL-Saadawi through the use of mothods. Such as: action, reaction, thought, and speech.They are Considered as the elements that help to study personality in this literary work. The events and ideas of the novel are about the author's personal life.

### **3.2 Introduction**

Personality has been represented as a theme in many literary works. Such as *Memoirs of a Woman Doctor* novel by Nawal El-Saadawi. It is indefinit in this novel. But it can be identified through an analytical study of some words and elements.

Personality studied differently by many psychologists. Like Plato who considers that reason is the main force guides personality. And Sigmund Freud who states that personality is guided by the unconscious. As well as, it can be studied through its components such as schools, types, methods, and development of personality. All of them are presented in Nawal El-Saadawi's literary work *Memoirs of a Woman Doctor*.

### **3.3 Nawal EL-Saadawi as a Reason-Defined Personality:**

Nawal is an Egyptian girl. She was born in a small family that is composed of Nawal, her parents and her brother. In her childhood, she noted that there is no equality between her and her brother. She felt inferior because of the treatments of her parents. Who give the priority to their son by allowing him to do things she can not. For example, she can not cut her hair, but her brother can. As it is illustrated in her saying: “my brother’s hair was cut short but otherwise left free and uncombed, while mine was allowed to grow longer and longer and my mother combed it twice a day and twisted it into plaits and imprisoned the ends of it in ribbons and rubber bands .”(p.5)

When Nawal was a child less than ten years, she did not live her childhood as other children. Since her childhood, her mother controlled and monitored her. She can not go out unless they give her permission. While her brother goes out without asking. “My brother went out into the street to play without asking my parents’ permission and came back when ever he liked, while I could only go out if and when they let me.” (p.5)

Nawal feels inferior in her family. Because even when eating her parents were unjust. For example, her brother takes a bigger piece of meat than her. She was imprisoned in her mothers’ beliefs which even dominate her way of eating. When her brother eats with noise, she must control her movements when eating.

“My brother took a bigger piece of meat than me, gobbled it up and drank his soup noisily and my mother never said a word .but I was different: I was a girl. I had to watch every movement I made, hide my longing for the food, eat slowly and drink my soup without a sound.”(p.5)

The above reasons she faced are all from her family. Especially from her mother. Those causes lead her to dislike the fact that she was born a girl. As she said: "I hated being a female. I felt as if I was in chains." (p.7)

She was excellent from her primary school. "She's first in her group at primary school this year."(p.9). Being superior helped her to join the faculty of medicine to impress her family. Because it inspired veneration in them. And of course to feel satisfied about changing the idea that her family and other people think about the female.

"I'd prove to nature that I could overcome the disadvantages of the frail body she'd clothed me in, with its shameful parts both inside and out. I would imprison it in the steel cell forged from my will and my intelligence. I wouldn't give it a single chance to drag me into the ranks of an illiterate women." (p.14)

The reasons Nawal faced make her unsatisfied about her situation and her life. This leads her to make steps in order to face her challenges and reasons. Subsequently, it is true to say that the personality of Nawal EL-Saadawi shaped through the barriers she faced. By another word nawal has a reason-defined personality.

### **3.4 Unconscious Representation in the Mother's Character**

The narrator's mother was born in a conservative Egyptian society. She believes in traditions. She was very protective in treating her daughter. So that her treatment was based on the perspectives that she considers true.

"Nobody ruffled the calm of my life, except my mother with her never-ending words for me to do tasks around the flat or in the kitchen."(P.8)

In the Egyptian society women and girls must take care of their household. Therefore, women must learn how to cook as a first step to do their future responsibilities. That is why the

mother's narrator insisted that cooking is important. Because each girl when she get married she must cook for her husband.

“You're going to be married one day.you must learn how to cook.you are going to be married ...” (p.8)

Among their cultural beliefs, is that girls get married early. This point is clear in El-Saadawi's autobiography. She emphasized that her mother's concerning was to find a husband for her. Of course regardless to her daughter's feelings and needs.

“Marriage! Marriage! That loathsome word which my mother mentioned every day until I hated the sound of it.” (p.8)

Nawal did not live her childhood as any other child. Since she was less than ten years old, she used to hear from her mother that girls must cover all parts of their bodies. She believes that each part of woman's body is shameful and must be covered. As it is represented in the following quotation:

“If I ever set down and allowed my skirt to ride as much as a centimetre up my thighs, my mother would pierce me with a glance like an animal immobilizing its prey and I would cover up those shameful parts of my body.”(P.5)

Among the perspectives the narrator's mother believes is that woman should have a long hair. She describes it as “woman's crowning glory”. That is why she gets angry when her daughter cut her hair. As it reveals in the following quotation:

“I walked back home with a firm step and stood squarely in front of my mother with my newly cropped hair. My mother gave a shrill and slapped my face hard .Then she hit me again and again.” (p.10)

Treating children is a huge responsibility and a big burden for any mother. But in this case the mother's behaviours are considered as unreasonable. Because there are no logical reasons that express her actions except her believes and her link to her culture. These actions affirm that the mother's behaviour is controlled by the unconsciousness.

### **3.5 The Protagonist as a Judge**

When the protagonist experiences her first period, she thinks that it is a medical emergency and she suffers from an illness. She tells her mother in a fear. She expected that her mother's reaction will be terrifying, surprising and unhappy. But she was surprised by her mother's happiness and broad smile. As she said:

“I went to ask my mother about it in fear and trembling and saw laughter and happiness written all over her face. I wondered in amazement how she could greet this affliction with such a broad smile.” (P, 6)

According to the restrictions Nawal EL-Saadawi grows up in and her mother's behaviour which was nearly all the time against her desires, happiness and decisions. The narrator thinks that her mother dislikes and hates her. But she was surprised when her mother said that she loves her daughter. As it is supported in EL-Saadawi's saying:

“If she really loved me and wanted my happiness above her own, then why did her demands and desires always work against my happiness? How could she possibly love me when she put chains on my arms and legs and round my neck every day?” (P, 9)

The narrator views that what men say is something and what they do is something else. In other words, their words are opposite to their action. She describes men's behaviour as “ironic behaviour”. Her opinion is clearer in the following quotation:

“The males jealousy over his female:he claims to be frightened for her when he’s really frightened for himself,claims to be protecting her in order to take possession of her and put four walls around her.” (P, 37)

The analysis of the above examples shows that Nawal has a judge personality. The results reached are that Nawal EL-Saadawi judges her mother’s reactions and emotions based on her previous behaviours. Along with, considering that all men think the same way about women. Her decision based on the behaviours of men she knows.

### **3.6 Nawal and Self-actualization:**

Nawal born in an Egyptian patriarchal society. This fact was the cause that pushes her to change the situation she lives in. While girls could not determine things at that time, she was aiming to break the barriers. She believes that developing, achieving goals, and challenging the limitations start from changing herself first.

“It seemed to me that whatever heights I reached, I wouldn’t be content, the flame burning within me wouldn’t be extinguished. I began to hate the repetitiveness and similarity of lessons: I would read the material once and once only--- to go over it again would stifle me, kill me. I wanted something new, new... all the time.”(p.11)

Nawal in her way to express herself faced many obstacles. From the obstacles she faced were education and study. Eventhough, she had barriers but her ultimate goal to evolve, make her challenge them. She was an excellent student and the first in her group.

“She’s first in her group at primary group this year.”(p.9)

Being an excellent student allows her to choose the speciality she wants. She chooses medicine which was her dream since her childhood. Because it has a special influence on her. Also she was amazed and attracted by the doctors details. As it is shown in her saying:

“The word had a terrifying effect on me...I would become a doctor then, study medicine, wear shiny steel-rimmed spectacles, make my eyes move at an amazing speed behind them, and make my fingers strong and pointed to hold the dreadful long sharp needle.” (P.14)

Another new step in El-Saadawi's life is her marriage. This ends up by divorce after lasting for two years. When her husband started dominating her life, it was her turning point. Being oppressed to stop her career in medicine was the reason why she left her husband.

“The first signs of rebellion were showing themselves: his feelings of weakness in front of me had been translated inside him into a desire to control me.” (p.37)

“I don't want you examining men's bodies and undressing them.” (p.37)

Nawal faced challenges in different phases in her life. Among the challenges she had there were: education, study and marriage. Each one of them was an experience to determine what she wants. The self-actualization of the narrator revealed as a result of these experiences she learned.

### **3.7 The Individual Development of Nawal EL-Saadawi**

The culture of the Egyptian society forces Nawal and all girls in her age to follow some rules. Among them: their hair should be long and combed, they must learn how to cook, and wear respected clothes. Nawal refuses to follow these principles made by society. So, she starts to think how to build and create her own identity and personality.

“It's not good for me always to do as you say” (p, 10)

Nawal during her adolescence was thinking about her emotional side. She makes close relationships with some friends. Because she felt that she was in need of intimacy. In order to fill the gaps she feels inside.

“I got together with some friends and we set up a society that I called the friendship club .why ,I’m not sure ,except that deep down inside I had an overwhelming longing for companionship ,for profound all-embracing companionship with no strings attached , for vast groups of people to be with me ,talk to me ,listen to me and soar up to the heavens with me .” (P, 11)

Eventhough medicine was studied only by men. Nawal EL-Saadawi chooses to be a doctor. Being the only girl in the faculty of medicine was a purpose in life. The success of fulfilling this goal is considered as her lasting mark.

“The faculty of medicine? Yes, medicine.... Medicine was a terrifying thing. It inspired respect, even veneration....” (p.14)

Nawal achieved her independence from family. She was satisfied about the struggles she faced because of her family’s perspectives. She emphasized that refusing her family principles was the real success in her life. Nawal felt the sense of integrity when she remembered what she has done.

“I smiled, then laughed out loud so that I could hear myself laughing. My mother had always told me that a girl shouldn’t laugh loud enough for people to hear, so my laughter had always faded on my lips before it made a sound. I opened my mouth as wide as it would go and laughed and snorted....” (p.25)

“I ate with a zest that I hadn’t felt since I was a small child of under nine. I forgot my mother’s instructions about how a girl should eat...and stuffed my mouth with food. I drank cold water from an earthenware jug, making a loud noise....” (p.25)

The above steps emphasized Nawal’s personality building. The steps included thinking of shaping personality, the need of intimacy, the desire to leave a lasting mark, and being satisfied about the changes reached. Those are the stages that developed and shaped El-Saadawi’s

identity. They are concerned with her adolescence of three stages which are: young adult, middle-aged adult, and old adult.

### **3.8 The Narrator's Subjectivity:**

The novel contains some elements of subjectivity. Nawal in her work involved the selfhood concept. In addition to the subject's existence that was shown directly in the story. In which the writer Nawal was present in the story at the same time she is the story teller.

Example one:

"I grew. I grew taller than my brother even though he was older than me." (p.7)

This statement includes the use of the first personal pronoun "I". The author's usage to the pronoun "I" reflects the story from her eyes. "I" as a symbol asserts the subjectivity of the writer directly. Its function to show the reader that El-Saadawi is present.

Example two:

"I would become a doctor then, study medicine, wear shiny steel-rimmed spectacles, make my eyes move at an amazing speed behind them, and make my fingers strong and pointed to the hold dreadful long sharp needle." (P.14)

The quotation reveals the narrator's dream. It is a depiction of the subjective of the dreams side. In which desires, dreams, and wants are part of author's state of being present. So that it awars the reader of some aspects of Nawal's personality.

Example three:

"I hated the word husband just as I hated the smell of the food we cooked." (P.8)

The readers can elicit the writer's feelings and emotions. In which Nawal is expressing her hatred to her husband as same as for the smell of food. Also it proves the existence of the

emotional side of the author. So the caption illustrates and gives an image of how the author explains her mood of hatred.

Example four:

“I wondered in amazement how she could greet this affliction with such a broad smile.” (p.6)

This marks the individual’s thought. It represents the subjective side of narrator’s views and opinions. With regard to the active state of mind which is shown through thoughts, ideas, and views. The statement gives the reader an overview of how the narrator thinks.

Example five:

“I seized the scalpel and cut the brain up into pieces, then the pieces into still more pieces.” (p.17)

It gives an understanding of the individual’s personal and physical existence. Which is represents by actions and movements. In which the phrase indicates the presence of actions using elements and tools. The description of details affirms to the reader what the author has gone through.

The use of the first personal pronoun “I” represents the author’s identity. In addition to the existence of elements such as: dreams, emotions, thoughts and actions as indicators to presence of the narrator. Which illustrate the way the author defines herself and her own experience. This analysis shows the subjectivity of Nawal El-Saadawi in her autobiographical work.

### **3.9 Conclusion**

The analysis of personality which is illustrated in the novel is based on famous theories. Freud and Plato’s theories of personality are depicted in this novel. In addition to the use of the main principles of personality in this work. All of them allow to study characters’ personality through different sides.

## **General Conclusion**

In this research work we do all our effort. But we are unable to reach all the results which are expected. Because such work needs a deep study and a sufficient time. As well as, the results of the work must always be checked.

The results of our study allow us to confirm the following hypothesis: the happening events and characterization in El-Saadawi's novel assist to illustrate and represent personality. For example, the sense of personality is represented clearly in the narrator's character. Through the events that happened and the challenges and struggles she faced, it becomes clear that her personality is strong, ambitious and painstaking. Furthermore, the use of characterization which clarifies the narrator's attempt to reveal the character's personality usually with the use of description.

This research work contains the study of personality in psychology and literature. The role of this work is to give a full and clear idea about personality, through the study of what thinkers, psychologists and philosophers said about it in their studies. Also, it explores how authors like Nawal El-Saadawi mention and use it in their literary works. This work is divided into three chapters. The first one represents personality in the psychological domain. Whereas, the second chapter represents an overview about it in the literary field. Chapter three is the practical part in this research. This part clarifies and explains how personality can be stated in the literary work of Nawal El-Saadawi 'Memoirs of a woman doctor' by mentioning and emphasising the description of the characters and the events that happened and helped in doing that.

## **References**

## **Books:**

Kalat, J. (2016). Introduction to Psychology (11<sup>th</sup> Ed). North Carolina State University: Cengage Learning.

Colman, A. (2003). A Dictionary of Psychology. Great Clarendon Street: Oxford University Press.

Ewen, R. (2010). An Introduction to Theories of Personality (7<sup>th</sup> Ed). New York and London: Psychology Press by Taylor and Francis Group.

Rimmon-kenan, S. (1983). Narrative Fiction . London: Methuen.

El-Saadawi, N. (1987 June). Memoirs of a Woman Doctor . London: Saqi Books.

## **Articles:**

Ellis, A. (2008, July 16). The Study of Personality. Sage Publications. Retrieved from

[https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.sagepub.com/sites/default/files/upm-binaries/23238\\_Chapter\\_1.pdf&ved=2ahUkEwj7dWz3YLxAhUCWMBHXvaDXIQjALegQIDhAC&usg=AOvVaw1B1iVKdvCHMBo6Ne7rgfdK](https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.sagepub.com/sites/default/files/upm-binaries/23238_Chapter_1.pdf&ved=2ahUkEwj7dWz3YLxAhUCWMBHXvaDXIQjALegQIDhAC&usg=AOvVaw1B1iVKdvCHMBo6Ne7rgfdK)

Gopikrishnan, M. (2019). A Course in Personality Development. Bharath Institute of Higher Education and Research. Retrieved from

[https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.bharathuniv.ac.in/colleges1/downloads/courseware\\_ece/notes/BSS201%2520-2520PERSONALITY.pdf&ved=2ahUKEwjUhfX25YLxahW6A2MBHcVaD9YQFjAAejQIAXAC&usg=AOvVaw0iNluFVt6LFBxxSplx8cgG](https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.bharathuniv.ac.in/colleges1/downloads/courseware_ece/notes/BSS201%2520-2520PERSONALITY.pdf&ved=2ahUKEwjUhfX25YLxahW6A2MBHcVaD9YQFjAAejQIAXAC&usg=AOvVaw0iNluFVt6LFBxxSplx8cgG)

Reams, J. (2015, May). Characterization in Fiction. San Marcos, Texas: Texas State University. Retrieved from

[https://www.google.com/url?sa=t&source=web&rct=j&url=https://digital.library.txstate.edu/bitstream/handle/10877/5627/Reams%252CJacksonFinal.pdf%3Fsequence%3D1&ved=2ahUKEwjArb\\_L54LxahXlxoUKHfjwDQsQFjABegQIBxAC&usg=AOvVaw1PWOSX9FblCD1XEgm7UBkw](https://www.google.com/url?sa=t&source=web&rct=j&url=https://digital.library.txstate.edu/bitstream/handle/10877/5627/Reams%252CJacksonFinal.pdf%3Fsequence%3D1&ved=2ahUKEwjArb_L54LxahXlxoUKHfjwDQsQFjABegQIBxAC&usg=AOvVaw1PWOSX9FblCD1XEgm7UBkw)

Pradhan, k. (2009, July). Character, Personality and Professionalism. Indian Institute of Technology Kharagpur: Department of Humanities and Social Sciences. Retrieved from

[https://www.researchgate.net/publication/308606096\\_Character\\_Personality\\_and\\_Professionalism](https://www.researchgate.net/publication/308606096_Character_Personality_and_Professionalism)

Alvinindyta, A. (2018). Character and Characterization in a Novel. Retrieved from

<https://www.google.com/url?sa=t&source=web&rct=j&url=http://repository.unpas.ac.id/40051/4/8.Chapter%2520II.pdf&ved=2ahUKEwi-p-zT4oLxAhUhZ4UKHR-bDCUQFjAKegQIGBAC&usg=AOvVaw0QhLTCBj7zapgqd1hgl5bh>

Prawiradilaga, RG. (2017). An Analysis of Major Characters Characterization in Burgess's A Clockwork Orange. Retrieved from

<https://www.google.com/url?sa=t&source=web&rct=j&url=http://repository.unpas.ac.id/15533/&ved=2ahUKEwie7ZvOyYHxAhXSxIUKHYcdDmoQFjAAegQIBBAC&usg=AOvVao20WUpw-bJ7Y9CYyPmH615y>

Aras, G. (2015, May 13). Personality and Individual Differences: Literature in Psychology- Psychology in Literature. Retrieved from

[https://www.google.com/url?sa=t&source=web&rct=j&url=https%3A%2F%2Fwww.sciencedirect.com%2Fscience%2Farticle%2Fpii%2FS1877042815022454&ved=2ahUKEwiv7tKO5DxAhUyzoUKHeFtBMEQFjAAegQIBBAC&usg=AOvVaw3CCERyItiHHnNZM03WcKXA&fbclid=IwAR3GHik6Dow96pJxdo6Z-7TWBY1Ptz-9abUsJL527hpNB\\_No8O8KVkv8z3s](https://www.google.com/url?sa=t&source=web&rct=j&url=https%3A%2F%2Fwww.sciencedirect.com%2Fscience%2Farticle%2Fpii%2FS1877042815022454&ved=2ahUKEwiv7tKO5DxAhUyzoUKHeFtBMEQFjAAegQIBBAC&usg=AOvVaw3CCERyItiHHnNZM03WcKXA&fbclid=IwAR3GHik6Dow96pJxdo6Z-7TWBY1Ptz-9abUsJL527hpNB_No8O8KVkv8z3s)

Abdullah, I. (2016, August 3). A Literature Review on Personality, Creativity and Innovative Behavior. Retrieved from

[https://www.google.com/url?sa=t&source=web&rct=j&url=https%3A%2F%2Fsearch.proquest.com%2Fopenview%2F62fd5eb61a01438f9ab16486c59946eb%2F1%3Fpq-origsite%3Dgscholar%26cbl%3D816339&ved=2ahUKEwjXnJqss5DxAhVPxoUKHQErA6YQFjACegQIFBAC&usg=AOvVaw1oxgrXJb3tJpgei\\_t27wuN&cshid=1623442777138&fbclid=IwAR2PDafv20\\_N4j\\_QwCXDDPtM0MENmJAnt5pdKAQ3iX6P4Q3Kx63sx81UABI](https://www.google.com/url?sa=t&source=web&rct=j&url=https%3A%2F%2Fsearch.proquest.com%2Fopenview%2F62fd5eb61a01438f9ab16486c59946eb%2F1%3Fpq-origsite%3Dgscholar%26cbl%3D816339&ved=2ahUKEwjXnJqss5DxAhVPxoUKHQErA6YQFjACegQIFBAC&usg=AOvVaw1oxgrXJb3tJpgei_t27wuN&cshid=1623442777138&fbclid=IwAR2PDafv20_N4j_QwCXDDPtM0MENmJAnt5pdKAQ3iX6P4Q3Kx63sx81UABI)

## **Websites:**

Cherry, K. (2020, September 17). An Overview of the Myers-Briggs Types Indicator. Retrieved from

<https://www.verywellmind.com/the-myers-briggs-type-indicator-2795583>

Zaveri, Sh. Personality: Methods of Personality Assessment. Retrieved from

<https://www.psychologydiscussion.net/notes/psychology-notes/personality-psychology-notespersonality-methods-of-personality-assessment/2601>

Lombardi, E. (2019, August 13). How to Identify the Theme in a Literary Work. Retrieved from

<https://www.thoughtco.com/how-to-identify-book-theme-739101>

Surbhi, S. (2017, August 12). Difference between Personality and Character. Retrieved from

<https://keydifferences.com/difference-between-personality-and-character.html>

Davenport, B. (2020, September 24). What is the Difference between Personality and Character? Retrived from

<https://liveboldandbloom.com/09/personality-types/character-vs-personality>

Smith, S. (2021, March 22). Nawal El Saadawi obituary

<https://www.google.com/amp/s/amp.theguardian.com/world/2021/mar/22/nawal-el-saadawi-obituary?fbclid=IwAR1zrcSWRbfufy9oR6k9WoS1BwJDOEBnur7PuzNv1tg1AInbG2aMKLQVILQ>

## ملخص الدراسة

تعد دراسة العوالم الداخلية للإنسان موضوعاً ذا أهمية بالغة في ظل عالم يراعي الكثير من جوانب ماهية الروح وتجلياتها، إذ يهدف هذا البحث إلى عرض فكرة وموضوع الشخصية في رواية مذكرات طيبية (1958) للكاتبة نوال السعداوي. ويتضمن العمل كذلك دراسة فكرة الشخصية في كل من المجالات النفسية والأدبية، حيث يوفران معاً فهماً كاملاً للموضوع مما يساعدنا على تحديد الطريقة التي يتم من خلالها تصوير الشخصية كموضوع في الرواية. وهذا يؤدي إلى هضم مفهوم الشخصية بشكل عميق وكذا فهم آثاره النفسية وتحليل الرسوم التوضيحية الأدبية في الرواية. حيث يتم اعتماد المنهج الوصفي التحليلي كأسلوب لتحليل معطيات البحث. ويساعد هذا الأخير كذلك على توفير نتائج مهمة يتم من خلالها استيعاب تسلسل الأحداث والتصرفات والشخصيات والمشاعر وتطوير الذات، مما يعطي فهماً شاملاً عن فكرة وموضوع الشخصية في الرواية.