

Personality Traits of Mothers of Children on the Autism Spectrum A field study on a sample of mothers of the autism spectrum

Amroune Djamila ¹, Ismaili Yamna ²

¹ PhD student, University of msila 1, Faculty of Social Sciences and Humanities, Algeria. **Email:** Djamila.amroune@univ-msila.dz

² Doctor, University of msila 2, Faculty of Social Sciences and Humanities, Algeria. **Email:** Yamna.ismaili@univ-msila.dz

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Abstract:

This study aims to uncover personality traits and major personality factors in the light of contemporary psychological theories, focusing on the five major traits as integrative frameworks for understanding personality, as a reflection of the psychological state of the individual. The research is based on an exploratory descriptive approach, where theoretical concepts are reviewed.

The study found that traits such as extroversion, conscience, and emotional stability are positively associated with morale level, while neuroticism is negatively associated with it.

Keywords: Personality Traits, Autism Spectrum, Autism Spectrum Mothers.

Introduction:

Personality is one of the central topics in psychology, as it is defined as a system of psychological and behavioral traits that distinguish an individual from others, and is reflected in his thinking patterns and interaction with different situations. Personality is formed by a set of interrelated determinants, including genetic factors, social environment, culture, and individual experiences. Its structure includes cognitive, emotional, and behavioral dimensions, and is also influenced by internal psychological factors such as needs, motivations, and defense mechanisms.

Psychoanalytic theory has focused on the role of the unconscious and internal conflicts, while behavioral theory has considered acquired behavior to be the essence of personality, while humanistic theory has paid attention to self-growth and free will. Among the most common modern models in personality interpretation, the Big Five Factor model stands out, which divides personality into five basic dimensions: Openness to experience, conscience, extroversion, conformity, and neuroticism. This model has proven to be effective in psychological research and personal assessments, due to its accuracy and comprehensiveness.

This study aims to uncover the personality traits of mothers of children on the autism spectrum, and to review the theoretical foundations on which the model is based. Hence, the main question of the study can be formulated:

What are the most prominent personality traits identified by the Big Five Factor model?

Objectives of the study:

The present study aims to analyze the relationship between the concepts of personality traits and the major factors of personality.

- Detecting personality traits in mothers of children on the autism spectrum.
- Analyze the concept of personality traits in the light of contemporary psychological theories.
- Review the theoretical structure of the Big Five Factor Model and its interpretation of personality dimensions.
- Identify the psychological and social determinants that contribute to the formation of personality traits.

Procedural Definitions:

Personality Traits: Relatively stable psychological characteristics that determine an individual's way of thinking and behavior, as measured by approved questionnaires such as NEO-PI-R.

Autism spectrum mothers: These are mothers whose children have a neurodevelopmental disorder that causes them to imbalance social interaction and visual and linguistic communication with others accompanied by repetitive movements in the form of a pattern throughout the day, which forces the mother to deal with these disorders permanently.

Study Methodology:

The descriptive-exploratory approach was relied upon, through:

- Theoretical description of the relationship between personality traits and morale.
- Comparative analysis of the psychological models that explained this relationship in light of the results of the study.
- Using the scientific literature as the main source of data, with direct field application.

Theoretical framework of the study:

First: Personal Traits:

1. Definition of Personality Traits:

Sherman defines personality as the characteristic behavior of an individual" (Al-Sarkhi, 2002: 13).

Issawi's definition is: "It is the unique organization of a person's preparations to behave in different situations" (Issawi, 2002: 46). **As for the definition of "Musa bin Muhammad Al-Kurdi":** "A combination of intellectual, emotional, value, behavioral, and motivational characteristics that distinguish each individual from others, which are formed as a result of the interaction between the internal systems of the individual and with external factors and influences, and genetic and situational factors, which lead to the selection of activities, attitudes, and behaviors to reach a state of balance. (Musa bin Muhammad Al-Kurdi, 2015: 91), and also **Tu Ma Khoury's definition:** "an internal dynamic structure in which all the organic and psychological systems are organized in such a way as to determine what distinguishes or distinguishes the individual's behavior and thoughts" (Khoury, 1996: 19)

From the above, the concept of personality can be summarized as a dynamic system that encompasses the physical, mental, and emotional characteristics of an individual, which is manifested through his interaction with the environment.

In general, personality is an integrated unit that works as a whole, focusing on dynamism and relatively static qualities that also shows the importance of personality balance in various situations, and the individual's adaptation to his environment.

2. Personality Determinants:

It is the set of variables or systems that are most decisive in determining the concept, construction, and growth of personality, and they are as follows:

2.1. Structural system: It means the structure of the individual in terms of his various body systems, such as the nervous system, the glandular system, and the circulatory system, as well as the tissues and cells in the blood and bones, and this structural or biological system plays an important role in the construction of personality, and this role is shown directly in the influence of glands on behavior or indirectly when people's attitude towards the individual is affected by his physical characteristics. In addition, genetics plays an important role in distinguishing the behavior of another chaste person through genetic determinants that are transmitted through genes collected by chromosomes, which determine the color of the eyes, skin, nose, shape, height, shortness, characteristics of the nervous and glandular system, as well as predisposition to certain diseases (Salehi, 2013).

2.2. Social System:

The human personality is influenced by the social factors in which it arises, as the latter instills in its members some habits and rules of behavior, and they vary from one environment to another, and give individuals multiple types and patterns of behaviors in which the general features of that environment are reflected.

From this, we cannot study personality in an abstract way in different societies because it necessarily reflects the environmental, material, and social conditions that surround the individual, in addition to the element of socialization through which the personality is crystallized, and there is a group of social institutions represented in the family, legal institutions, media institutions, educational institutions, and entertainment institutions, where these institutions imprint the personality of the individual with a special and distinctive character that varies from one society to another and from one environment to another

Also, the profession in which an individual works, whether it is governmental, trade, or industry, often leads to him adopting a style of life, and appearing in accordance with his social status in order to gain a special status and reputation.(Saeed Al-Raho, 2005: 292)

Therefore, both the structural system and the social system unite and integrate to form a personality with psychological and social components that we cannot separate, so the former represents the human being from a biological, psychological and cognitive point of view, while the second represents his status, guest and presence in the society in which he lives.

The structure of personality consists of the sum of the qualities that distinguish an individual from others, so that they form an integrated unified of physical, psychological, and social factors.

2.3.Genetics and Biology: It refers to the anatomical, physiological, neurological, and mental structure as well, and heredity, as it has a great role in the formation of the general shape, height, short stature, weight, and also skin color, as well as these genetic factors play an important role in the sexual formation of the individual, and are transmitted from one generation to another through genes. A person is born with mental and cognitive components, the latter of which determine his educational or professional path and also determine his behavior as a whole. This is as well as sexual differences, differences in height, weight, head size, skin color, and other physical features that exist within the same species, male or female. (Saeed Al-Raho, 2005: 291)

Biological factors affect the formation of personality and must be known in the study of personality, especially since these physical and physiological systems often cast sick or abnormal personalities, as it sheds light on the psychological aspects with their cognitive and temperamental parts, as well as the social aspects (Daoud et al., 1991: 10).

Biological factors are as follows:

2.4.Nervous system: The nervous system influences the behavior of the individual, as the nerve connections that govern human behavior, which determine the structure of the personality, are considered that the nervous system issues orders to all the muscles of the body, these orders are issued by the central mass of the system, where it is connected to the peripheral nervous system that receives commands and thus can control all parts of the body.

2.5.Endocrinology: The endocrine glands affect a person's behavior with their secretions, as the pituitary gland its secretions affect the growth process, so an increase or decrease in somatotropin leads to an increase or slowdown in growth. The thyroid gland controls a person's activity, as the more it secretes, the more activity the person arouses it, and the less it secretions, the more lethargy it leads to lethargy and a lack of ability to respond. As for the adrenal gland, which controls the emotional activity of the person, and secretes the two substances adrenaline and noradrenaline as they work in a balanced manner, and the excess secretion of one of them leads to an imbalance of either emotion or overarousal and aggression. Or vice versa (Abu Asaad, 2010)

2.6.Geographical Environment: It refers to location, topography, climate, topography, resources, natural resources, and population, and these factors play an important role in determining the cultural and civilizational characteristics that affect the behavior of the individual and the group. (Salehi, 2013)

Cultural Environment: The difference in personality traits in different societies is usually due to the influence of culture, as each cultural pattern can lead to the fixation of certain traits in personality. (Abdel Moneim Al-Miladi, 2006)

Psychological factors:

The personality of the individual is formed from an overlapping combination of past experiences, the realities of his present, and his future ambitions, and therefore the psychological factors that go into the formation of the personality include the set of emotional conflicts and mental functions, and we can show these factors in the following aspects:

Emotional factors: They are either innate such as instinct and tendencies, or they are acquired such as social, moral, and other motivations, and it is clear that some people have a natural predisposition

to quick anger or emotion, and there are those who tend to social life, and others prefer to be introverted.(Saeed Al-Raho, 2005: 291)

Mental factors: These are the innate predispositions to solve problems known as intelligence, or talents such as the ability to photograph or compose music, through culture and the acquisition of special knowledge or skills.

Social factors: A person's personality is influenced by the social factors in which he grows up, as the latter instills in its members some habits and rules of behavior, which vary from one environment to another, and give individuals multiple types and patterns of behaviors in which the general features of that environment are reflected. Also, the profession in which he works

It is clear from the above that personality is formed from the overlap of several factors, including physical factors, where overall health and physical appearance play a role in shaping an individual's behavior. If the body is healthy, and active, it can positively affect one's personality. On the psychological side, personality depends on an individual's experiences and interaction with them, including emotional factors such as motivations and tendencies, and mental factors such as intelligence and skills. The social factors that play a role in shaping personality can be forgotten, as the individual is influenced by the social environment and the rules of behavior that govern it. In general, personality is the result of a complex and overlapping interaction between physical, psychological, social, and genetic factors, which are what characterize an individual and determine his behavior and interactions with the people around him.

3. Personality theories:

3.1. Patterns Theories:

It is considered one of the oldest theories of personality, where people's personalities have been classified into styles, a class of people who share certain qualities, even if they differ from each other in the degree of their characterization of this trait, and the style gathers the traits that were formed at the beginning of the individual's life, and they are not subject to a major change, and therefore the personality style indicates the essence of the person, and the most important of these theories are:

3.2. Hippocrates' Theory of Mood Patterns:

Al-Hussein, 2002 refers to the Greek doctor's personality division into four types based on the dominance of one of the contacts (bodily secretions) four (blood and secretions by the liver, phlegm and secreted by the lungs, bile and secreted by gallbladder, and black and secreted by the spleen).

- Blood type: Airy, seeking pleasure present, easy to arousal, responsive, volatile in behavior, playful, optimistic. **3.3. Phlegmatic or lymphatic type:**

characterized by obesity and bulimia, lethargy, dull, shallow, slow to respond and arousal

- Biliary type: strong-bodied, ambitious and stubborn, sharp-tempered, and irritable.
- The melancholy type: its owner is characterized by pessimism and introversion, but he is contemplative, slow to think, strong-willed, and steadfastly responsive.

Many ancients believe that a normal personality is one in which no one element prevails, but arises from the balance of these four elements. (Abdelmoula Bouchami, 2020)

3.4. Kretschmer's theory:

This German psychiatrist classified people, based on his extensive studies of schizophrenia patients in hospitals, between the years (1920-1930), where he studied the interaction between the bodies of psychiatric patients and the patterns of mental disorders, and reached the following classification:

3.5. The Plump Hoarding Style:

He is a short, fat, thick-necked, round-bodied person, characterized by a wide pelvis, as well as fat limbs, with a lack of muscles, extending more broadly than growing longer, and more prone to periodic madness, which appears in the form of bouts of obsession, hyper-arrogance, gossip, and intensity of activity.

- **Slim and Weak Type:** It is a tall, elongated, oblong person, characterized by narrow bones, anemia, dry body, length and thinness of arms, weak muscles, stretches and contracts, has a triangular face and is willing to take revenge, hesitant in its behavior, thinking and emotions, tends to withdraw from reality, and prefers false beliefs

3.6. Sheldon's Theorem:

William Sheldon, an American physician and psychologist, has confirmed that people with certain body types tend to develop certain patterns of behavior, and he explained that humans have genetic physical characteristics that determine the activities in which they tend to excel and find pleasure. Since expectations influence behavior, people often play Roles that others expect of them. Sheldon came up with the following classification:

3.7. Rectangular Mental Pattern:

He is tall, thin, lonely, shy, loves mental work, is psychoactive, constantly alert and has a deep and polite thinking.

3.8. Twisted muscular pattern:

He is muscular and bony in the structure of the body, loves adventures, aggressive, competitive and tends to work and exert activity, and for this he is called the owner of the physical temperament, as strong work is the goal of existence.(Abdelmoula Bouchami, 2020)

3.9. Psychoanalytic Theory (Freud):

Psychoanalytic theory is one of the most famous theories concerned with the explanation of human behavior as a whole, and it is known that all theories that explain personality begin with the study of behavior in order to identify the types of behavior that tend to be correlated in the form of specific models. The analytical approach is characterized by more than just personality descriptions but is concerned with its dynamic nature in order to know the motivations behind the behavior, in order to be able to predict the individual's future behavior. (Abd al-Rahman Mohamed Issawi, 2005, 136) Freud believes that the human personality is subject in its development and development to several principles, the most important of which are:

- **The Pleasure Principle:** Freud believes that man is an animal that seeks pleasure and is motivated by the desire for pleasure, to avoid pain when a person is exposed to a motive that arises in him a reduction and tension accompanied by pain, as man seeks through his

behavior to satisfy the goal, and when he is satisfied, anxiety disappears and man feels pleasure as a result of the disappearance of pain and avoiding it. Designed to reduce the stress caused by the gratification of pleasure, the organism seeks to make its life as happy as possible.

- **The principle of reality:** Freud believes that man is not only constantly looking for absolute pleasure, but he is looking for it within the limits of reality, and this reality pushes the normal man to satisfy himself for a future of strong importance, in order to postpone the gratification of an urgent and less important self that may hinder the satisfaction of future pleasures, and reality obliges him to satisfy a self that is in line with his abilities, possibilities and preparations, and cancels or postpones anything below that. His search for pleasure to reduce the pain and tension caused by the occurrence of impulses.
- **The principle of duality:** Freud believed that there are always two opposing laws in human life. There is life and death, good and bad, black and white, positive and negative... The closer we get to the positive pole to achieve the good thing, the more repellent forces and rejecting worlds increase, so we find ourselves moving towards the negative pole to achieve the bad thing, but soon the standards and values of society rule us, so we find ourselves moving away from the bad pole and attracted towards the positive pole, and so the attraction and dissonance between these two poles and the conflict between them remains. Man cannot achieve balance for himself by remaining at the midpoint between these two poles as a result of the pressures he faces and imposed on him by the values and judgments of society as well as his organic needs.
- **The principle of forcing repetition:** In this principle, Freud emphasizes the role of habit and the repetition of experiences in human behavior, as human beings by nature always tend to repeat strong past experiences, which he has succeeded in using to reduce the anxiety and stress arising from the problem he faces, as soon as a person is exposed to the same situation at a later age, he performs a regressive process by going back and repeating successful past experiences, and this makes man in Freud's view an animal driven by habit generated as a result of repetition (Fawzi Muhammad Al-Jabal, 2000)

As for Freud's personality stages: Freud believes that the child as he grows goes through a series of multiple and structurally defined stages that can naturally lead to the desired goal as long as this development is not hindered by obstacles or abnormal obstacles.

Thus, the child's personality goes through multiple stages that are of great importance in the early years of the life of the organism, if the foundation is strong enough, it leads to the development of a strong personality, and if the foundation is weak and shaky, it leads to the development of a weak disordered personality. Therefore, Freud gives great importance to the process of building personality in its early years in order to determine the future, and he also gives great importance to the first five years of an individual's life in which personality is formed.

The oral stage: It is related to the oral erotica area, especially the lips through which the child obtains food, which is considered a source of satisfaction for the two babies in his first month, he quickly learns through the tongue and lips pleasure and gratification, whenever he wants to get the latter, he uses the lips, whether he is hungry or not, and he may resort to multiple stimuli in which he uses the lips such as sucking the fingers of the hand or the leg, and thus the lips become the first to appear in the child's systems as a source of yield For pleasure throughout his life.

Anal stage: It is the second erotic area after the mouth, the anal stage in the first months of the child and they were exposed to the accumulation of some waste that causes him to stress in the intestines and get rid of it, which reduces his tension and anxiety and makes him feel comfortable, then the mother in the second year begins to train her child on the process of expulsion in the place designated for her, i.e. the toilet, and the results of this training stop blinding the method she follows for the mother. If she uses punishment with her child, it leads to the fear of getting rid of waste, he stays holding on to it for a long time, which leads to constipation and makes this child a selfish and scarce person when he grows up, but if the mother uses a kind method with the child in getting rid of the waste, the process of removing it becomes important for him, which leads him to production when he grows up.

The penile stage: He discovers and enjoys the areas of his body, including his genitals, so he messes with them to achieve pleasure, and during the period ranging from two to five years, his relationship with the adults is formed by the father and mother and the conditions are prepared for the appearance of the Oedipus complex, which means the child's attachment to his mother, and the Elektra complex, which means the child's attachment to her father, as the child in this stage is more attached to his mother as the source of satisfying his desires and needs, and his love for his mother and the discovery of his genitals, in which he is similar to his father and at the same time This father, who shares his mother's love, all of this leads to the emergence of competition and intense jealousy from his father, but the child cannot express all of this, so he hides it and suppresses his feelings, and the child finds himself between a great emotional contradiction that leads him to the principle of duality or duality, in which on the one hand, the father must share the love of the mother and on the other hand, his sense of unity with the father in the similarity. The child may expect as a result of this punishment from the father and the child's feeling in this period that the only resemblance between him and this child to share the love of the mother and the father is his penis, and this makes him afraid of the father's punishment and the loss of unity with him, and at the same time the child is afraid of competition and conflict with his father in the love of the mother and attracting her attention, which generates tension and anxiety for him as a result of the conflict between the love of his mother and his unity with his father, and this takes possession of him until he enters the principle of reality, and here he begins to suppress His feelings are in the subconscious until he solves his problems. As for the girl, she shows the Electra complex by her attachment to her father and her competition with her mother in the love of the father, and she unites with her mother because she believes that the mother is the reason for her existence and she embodies her father in his penis, and once again the duality appears in the girl through her participation with her mother in their lack of the male organ, and with her attachment to her father, this contradiction occurs, which generates a state of anxiety in the girl, which Freud called "penis envy", which lasts for a long time, which makes her rebel against her mother at a stage Adolescence and this behavior changes after she has a partner.(Fawzi Mohammed Al-Jabal, 2000)

The reproductive stage: The three previous stages, oral, anal, and penile, are considered prereproductive stages, and the genital uterus is characterized by narcissistic charges, where the individual gets pleasure from touching certain areas of his body, and these charges target others because they provide him with additional forms of physical pleasure, and with adolescence, the adolescent chooses a real subject that begins to love others motivated by excitement and attraction, sexual attraction, socialization, group activity, professional

planning, preparation for marriage, and the formation of a family all begin In the manifestation of a clear expression at the end of adolescence, when the social emotional charges become more stable and the individual transforms from a person who seeks self-pleasure to an adult whose true path is governed by reality. What can be deduced is the final organization of personality as a result of the contributions of these four factors, which are some of the prominent signs of Freud's theory in his interpretation of personality and its stages of development (Salehi, 2013).

By reviewing the school of psychoanalysis, we see that Freud gave a clear explanation of personality through four basic principles, the principle of pleasure considering that man is controlled by a set of desires and instincts and according to the theory, he is always looking for pleasure, while the second principle is the principle of reality, because man always searches for legitimate desire and seeks to achieve his needs through the reality in which he lives, and the third principle is duality, which blindly confirms that man oscillates between two poles They are opposites and between two direct forces, positive and negative, which control his feelings as well as behaviors, which concluded that the stage of childhood has a great influence on the behavior of the individual, especially the stage of the first five years, and that the sexual instinct determines the behavior of the individual. Most of the individual's behavior is governed by unconscious determinants.

3.10. Alfred Adler's Theory:

According to Adler, a person's psychological life is determined by the amount of ambitions and desires he sets for himself in order to reach a certain level of compatibility with himself as well as with the environment in which he lives, taking advantage of the dynamic human mind consisting of a complex set of moving mental forces that work intensively to reach the desired goal and goal. One of the basic principles on which Adler's theory of personality is based in its interpretation of personality is based on six basic principles, which we summarize below:

Organic Deficiency and Compensation: Adler believes that the failure to complete the growth of an organ of the human body, or its cessation of growth, or the functional and anatomical inadequacy of the organ, directly affects his psyche, as he feels inferior and humiliated, which leads him to not feel reassured, secure, confident, and narrow-minded about his future. There are individuals who accept helplessness or shortcomings and set a level of ambition for themselves and exert great effort to reach the achievement of their ambitions and compensate for this deficit and shortcomings, some of whom excel in sports and achieve Heroics, some of whom excel in science and some excel in the arts and theater, while on the contrary, there are those who compensate for their helplessness and injustice with forms of negative compensation, which take the form of extreme and extreme violence that is not accepted by society, which increases their tension and anxiety.

Adler explains that inadequacy and disability are not limited to physical defects and diseases... However, normal people often suffer from organic deficiencies in their relationship with the environment, and we find types of these deficiencies represented in social, economic, and cultural deficiencies.

Thus, Adler believes that man is a creature driven by feelings of inadequacy from birth, whether he is an organic or a moral deficiency. It also shows that feelings of inferiority are not a defect or an anomaly, but rather a motivator that pushes the owner to achieve more work to reach his needs.

Control: The principle of inadequacy and control are two closely related principles, so that it is man's sense of powerlessness and inadequacy that drives him to be in control, and thus

the characteristic of control was a desire and a characteristic or a characteristic of man's personality and control, this in Adler's concept, it means self-control, and it does not mean status and leadership.

Lifestyle: Every human being has his own way of life, which is the basis of his uniqueness, and the lifestyle is considered the basic principle of the individual according to Adler, and that man, in his quest and commerce to compensate for and control the feelings of inorganic deficiency, determines a style for himself, by which he can reach his goals, and this is the lifestyle of every human being, which is the result of two forces, internal forces represented in the self directed by a set of factors that determine its responses to different situations, and external forces represented by the environment that surrounds the human being, including its problems and burdens and motivations that guide selfbehavior. (Fawzi Muhammad Al-Jabal, 2000, p. 234)

The lifestyle is mainly related to the behavior that the individual has, so if a person's behavior goes in a positive direction, his lifestyle is compatible and adaptive, and if a person's behavior is negative, his lifestyle is somewhat unadaptive, and the main person responsible for the maladaptive lifestyle is physical and mental deficiencies, wrong socialization methods, cruelty, neglect and motherhood deprivation, and perhaps the wrong methods that lead to maladaptation are pampering and excessive protection.

Creative Self: Adler means the creative self is the original creative self that has sovereignty in building the personality, as man has inherited abilities and preparations and is a product of his environment, and is surrounded by its factors and problems, so his abilities enable him to interpret them, and he is always looking for multiple and diverse experiences, and increases his mental output to reach excellence, genius, and control, which are important indicators of the creative self, as man in his quest does not seek power and aggression, but rather seeks excellence and success.

Imaginary Ultimate Goals: Adler believes that a person's future is more important than the past to understand his behavior, as the future is what shapes what the creative self will do at any moment and that man always looks at the future and his expectations towards it, it is what drives and moves him more than past experiences, man's behavior in this life is driven by a set of needs and motivations that he seeks to achieve, also driven by feelings of inadequacy and inferiority towards perfection, using his unique style of life as a means to achieve a future goal or goal. Some of these goals may be illusion and fantasy because they are far from reality, and although they are imaginary, we cannot separate them from the individual's lifestyle, in addition to the fact that these goals, even if they are imaginary, are designed to make life more meaningful than it was.

Wherever man seeks to achieve his goals, he sets for himself the plan and the means, for the healthy people achieve their goals through it, while for the neurotics, they consider this plan to be an end.

Collective Interest: Adler believes that man is an organism with social interests, social feeling plays an important role in the development of social relationships, and social inclination is one of the innate tendencies by which we are born, like instincts, the first socialization is considered an important factor in the development of the social aspect of the child so that it transforms him from a biological being to a social being that prepares him to live in a society that is influenced and influenced by him, and Adler believes that upbringing is transferred from the family to the school.

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According to Adler, the ultimate goals are imaginary: that a person's future is more important than the past to understand his behavior, as the future is what shapes what his creative self will do at any moment, and that man always looks at the future and his expectations towards it, it is what drives and moves him more than past experiences, man's behavior in this life moves a set of needs and motivations, which are goals that he seeks to achieve, also driven by feelings of inadequacy and inferiority towards perfection, using his unique style of life as a means to achieve a goal or goal Futurism, some of these goals may be illusion and fantasy because they are far from reality, and although they are imaginary, we cannot separate them from the individual's lifestyle, in addition to the fact that these goals, even if they are imaginary, are designed to make life more meaningful than it was.

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The child feels cared for and expands his circle of relationship, unity with the group and participation in its activities in a positive and effective manner, and through the extension of upbringing from home to school, the child learns many social habits such as self-control, tolerance for mistakes, acceptance of defeat, honesty, and honesty, all of which contribute to the formation of a socio-social personality. (Fawzi Muhammad Al-Jabal, 2000, p. 340)

3.11. Alport's Theory of Traits:

Alport emphasizes that personality building is mainly done on traits that drive and motivate behavior, and he believes that every trait that distinguishes a person from other people composes an aspect of his personality, which are the elements that make up his personality, determine his temperament, and direct his emotional maturity.

One of the most important principles is the principle of generality: Port's distinction between the individual and common traits is essential to understanding his theory, and he asserts that there are never actually two people with exactly the same trait because the way in which any particular trait works in a particular person always has unique characteristics that distinguish it from all similar traits in other people. They evolve and work into dynamic preparations in unique ways according to each individual's choices, and Port argues that a common trait is not a real trait at all, but only a valid aspect of a scale of complex individual traits.

The Port defines the common trait as a category that classifies functionally equivalent forms of behavior in a general group of people, as the common trait reflects to some extent the real and comparable predispositions of many personalities and is the result of the general human nature and the common culture. Alport believes that there are similarities between different personalities and he attributes them to the influence of culture, different stages of development, and the circumstances surrounding a person, and these similarities are only approximate aspects and not a general law of the human race, because individuality is the basis of his theory, and the individuality of every human organism is the cornerstone of Alport's view of personality. (Soheir Kamel Ahmed, 2007, p. 353)

The principle of motivation: According to Port, most theories of motivation are based on a common basic assumption and that the individual tends to get rid of the state of excitement and restore balance, that is, the behavior works on the pattern of stress, and if we achieve this reduction of stress successfully, we tend to repeat the same pattern of stress-reducing behavior, and from there we say that the motivations are of two types: reduction motivations and growth motivations, the first requires reducing stress and the second requires maintaining attention to distant goals, and thus the process and development of the human being is distinguished from the growth of the animal, and the development of the animal is different. Adult about child development. Through the stages of human development from childhood to adolescence to adulthood, human beings develop physically, mentally, emotionally, emotionally, linguistically and socially, and this growth is necessarily followed by the development of personality at every stage of life, and this growth is followed by a change in human motivations and needs, so motivations change during the stages of development, as in childhood they are based on biological motivations, while most of them are based on social motivations in other stages of life. Alport presented two types of theories that dealt with motives:

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Continuous functional independence: An example of this is a mother who picks up the spoon that her child throws on the floor many times and finds great pleasure in doing this behavior

Intrinsic Functional Independence: It is considered by the port to be a guide of the personality towards a high level of behavior.

The field of the ego and the self: These two terms (the ego and the self) are synonymous, as Alport believes that the true criterion for our personal existence lies in our sense of self, and Alport emphasizes that although it is difficult to describe the nature of the self, the concept of the self is an essential concept in the study of personality, and Alport believes that the "ego" exists within it a

dynamic process with a great positive force that unites all the habits, traits, tendencies, feelings, and tendencies of God.

Special traits and preparations: Port settled on taking the concept of trait as a basic unit of personality and can be used as a tool in comparing people, and Port has set some criteria to define a trait:

- The trait is more general than usual, as two habits may be combined in the form of an adjective.
- The attribute has more than a nominal presence.
- The attribute can be determined experimentally or statistically.
- Attributes are relatively independent of each other.

The trait may or may not agree with the social concept.

- Attributes can be general, shared or individual such as special preparations.
- A dynamic trait that drives an individual's behavior.

Unforeseen actions and habits are not evidence of the absence of the trait, as contradictory traits may appear in the person, such as cleanliness and neglect. (Fawzi Muhammad Al-Jabal, 2000, p. 356)

In addition to other criteria that the port summarized as follows:

- The trait has the ability to move, stop, or choose appropriate human behavior -Compatible traits together are the basic elements of behavior.
- The attribute can only be observed by measurement.

There are real individual traits, and semi-real general traits.

The trait begins with a psycho-nervous system.

- Traits lead a person to create new habits that are independent of this trait.
- Traits guide the individual to the path they should take.
- Every existing attribute may not have an anti-attribute.

Port classifies traits as: major traits that characterize some individuals and control their behavior, and that one major trait dominates some individuals and that few individuals. Minor traits that control the vast majority of people and shape their personalities. Secondary traits that are not obvious even though each individual has them. (Salehi, 2013)

Through the traits that form them and give them their distinction and uniqueness from one person to another, he has tried to approach most of the factors that contribute to the emergence of these traits, including psychological, mental, and even social, and he has also come to test and measure these traits.

3.12. Isaac's Theory of Personality:

Isaak defines personality as the quantitative sum of the actual or latent patterns of behavior in an organism, and since it is determined by genetics and environment, it develops through the functional interaction of four main sectors in which these behavioral patterns are organized: the emotional sector (mood), the cognitive sector (intelligence), and the propensity sector (Creation), and the physical sector (formation). (Suhair Kamel Ahmed, 2007, p. 406)

As for personality building, according to Isaac, he emphasizes the concept of style in the formation of the individual's personality, as he believes that the style arises from the association between people and then the style becomes a group of connected people and the style is a set of traits or an earthly level in which the traits are organized. According to Isaac, there are three main dimensions of personality and these dimensions are:

- Introversion and extroversion.
- Neuroticism and its equivalent neuroticism.
- Psychotic and corresponding to non-psychotic.

According to Isaac, each individual must be considered to be at a certain point in any of the three dimensions, and therefore deviant individuals who are described as "neurotic-psychotic" differ from the normal ones only in degree and not in type. We find that the basic dimensions of personality are the frameworks that internally organize the manifestations of behavior in highly cohesive groups in each of which individuals come together, in the speed and direction of maturity, they increase together and decrease together and prove the blindness of a certain amount together **The dimensions of the personality according to Isaac are as follows:**

1. **Al-Muntawy:** Al-Muntawi is calm and deliberate, fond of books more than other people, conservative, aloof except for his close friends, he tends to plan in advance, he takes life matters seriously, he controls his emotions and is able to behave aggressively, he does not get reactive quickly, he tends to be pessimistic and he gives importance to creative standards.
2. **Flatter:** A pure person is a social person who loves parties and has many friends who need people around him, he talks to them and does not like to read or study alone, he seeks arousal and acts quickly without recklessness, he is an impulsive person, he likes to change usually, he is optimistic, he is indifferent, he likes to laugh and have fun, he tends to be aggressive and he gets irritated quickly.
3. **Neurotic:** Neurotic individuals tend to be anxious, easily aroused, are likely to complain of headaches, insomnia, loss of appetite, perform their family and community role appropriately, are less able to see in the dark than normal people, and have a high level of motivation.
4. **Psychotic:** Psychopaths are less linguistic, less focused, and have weaker memory, are slow in mental and cognitive work, are immobile and unable to adapt to the environment. (Suhair Kamel Ahmed, 2007, p. 412)

These patterns are a set of structural and functional elements that grow as the individual grows, manifest themselves in the form of predispositions and qualities that characterize him, and serve to emerge the trait that characterizes and defines his personality in the context of his interaction with himself as well as with the external world. (Salehi Saida, 2013, p. 53).

Freud, Albert, Cattell, Eysenck, and others tried to develop an appropriate model that could be used in the diagnosis and treatment of personality disorders, with the aim of understanding the human personality. But the model that has gained widespread acceptance or dissemination both scientifically and practically is the Big Five Factor model of personality. (Saidi, 2014, p. 40)

The Big Five Personality Factor Model expands to examine sweeping categories that influence human behavior, called "major factors," which remain essential in describing the formation of human personality regardless of whether new elements are added to it or some of them are removed. This model represents a scientific classification of personality traits that are difficult to dispense with. (Shafqa, 2011), this model is one of the most prevalent personality models, as it has been dealt with by many studies in the field of personality science, social psychology, industrial psychology, and clinical psychology to study the differences between individuals. (Rosellini, 2011,)

Second: The Emergence of the Five Major Factors:

The Big Five Factor Personality Model arose as a result of advances in statistical psychology, and personality psychologists successfully used the technique of factor analysis to aggregate the most frequent personality traits, which resulted in the emergence of a theory of personality trait transformation, and the five-factor model was prominent among these theories. **Writing, 2019, p. 28)** The theory of the five factors has long evolved stemming from continuous efforts to understand the basic factors that make up an individual's personality, starting with the invention of trait analysis using linguistic dictionaries, and has been represented in identifying five main personality factors: openness and stability, completeness, departure, and friendliness. Collecting their initial list of approximately 18,000 lexical terms from Webster's International Dictionary, they then divided these traits into four lists, the first list containing 4,504 basic personality traits, the second list containing 4,541 terms related to temporary states and moods, 3,682 and the third list containing 5,226 terms related to social evaluations, and the four sections consisted of a term of descriptions, and Port Waduppert believed that the first list represented the true personality traits. (Jabr, 2012), "Cattel" (1940) added all the groups and types that psychologists had observed in the last century, then reduced them to 35 variables using factor analysis and extracted 12 basic factors, and at the beginning of the 1960s, both "Tyus" and "Crystal" completed a series of factor analysis operations obtained by "Cattel", and it was observed that there are five recurring factors: Extraversion/Surgency, Agreeableness, Dependability, Emotional Stability, Culture (2020)

In 1949, Fiske made the first beginnings of the emergence of the five factors, as he extracted five factors from 22 personality traits, which were included in the "Cattel" list, and these factors were extracted by Fiske similar to what would later be known as the "Big Five Factors of personality" **.(Algebra 2012)**

Norman organized five basic dimensions of personality, namely: extroversion, kindness, conscientiousness, neuroticism, and openness to experience, which Goldberg called the Model Factors Five, and he emphasized that each of these factors is considered an independent factor from the rest of the other factors, and reflects the numbering of factors from one to five based on the researchers' agreement on their appearance in their real-world studies (Hathat, 2020, p. 54). These traits were refined to represent the five factor domains by appropriate selection, and these measures showed a high internal consistency of these models. (John and srivastava,1999 ,p25).

It can be said that there are two models of the Big Five factors, the first was developed by Costa and McRi (1987-1995), and a checklist was created to verify it, and the second model is related to studies based on the psycholexical approach and was developed by Goldberg (1990-1992).

The two models have a similarity in the number of factors and in the content of factor III (conscience) and factor IV (emotional balance) but differ in the location of factors I and II. For example, warmth is considered an attribute of extroversion in the NEO model and an adjective of acceptability in the Goldberg model. The fifth factor is defined as openness to experience in the NEO model and mindset in the Goldberg model.**(Al-Shamali, 2015, p. 40)**

The first version of this list appeared in 1989, and consisted of 180 items, and after conducting several studies on samples between the ages of 21 and 65 years, the list was reduced to 60 items, with 12 items for each factor. The Big Five Factor model consists of five variables, and it forms a conceptual model for personality description according to Digman", is the most effective and easy-to-apply model among the metrics used in the field of personality psychology. **(Al-Saleh & Al-Okla, 2018)** De Raad (2000) also pointed out that the five major factors form a taxonomic system of traits, and some personality psychologists believe that these factors form the essence of individual differences in personality, these diverse characteristics of behavior can be determined by five personality factors.

Goldberg points out that these individual differences are of great importance in everyday interactions between individuals, and these differences have become the most important of them, encoded in language. Shaqfa 2011)

Personality is one of the central topics in psychology, as it is defined as a set of psychological and behavioral traits that distinguish an individual from others and are reflected in his thinking patterns and interaction with situations. Personality is shaped by multiple determinants, including genetics, social environment, culture, and individual experiences. Its structure consists of cognitive, emotional, and behavioral dimensions, and is influenced by psychological factors such as needs, motivations, and defense mechanisms. Several theories have approached this concept from different angles: psychoanalytic theory has focused on the unconscious, behaviorism has considered acquired behavior to be the basis of personality, and humanistic theory has focused on self-growth and free will. One of the most important modern models in personality interpretation is the Five Major Factors model, which divides personality into five basic dimensions: openness to experience, conscience, extroversion, acceptance, and neuroticism. These dimensions are currently widely used in psychological research and personal assessments.

4. Autism spectrum child: It is a child who develops a neurodevelopmental disorder that appears during the first three years of the child, affecting brain functions and various aspects of the body, affecting verbal and non-verbal communication and social interaction accompanied by body movements and repeated sounds in its mechanical ways that last for a long time.

5. Psychological and social effects of parents of the autism spectrum:

5.1. Psychological and organic effects: These are the feelings of frustration, sadness, anxiety, and stress experienced by the mother

5.2. Feelings of Frustration and Hopelessness: This is the mother's suffering because of their feelings of guilt due to the child's disability.

5.3. Cognitive and psychological problems: These are feelings of anxiety and tension that the mother feels due to cognitive and psychological problems resulting from difficulty in understanding and attention, low self-confidence, and inability to adapt to peers, in addition to the lack of information about the type of disability and how to deal with it.

Family and social problems: The stigma felt by parents as a result of a child with autism spectrum disorder and a sense of embarrassment in front of society.

5.4. Anxiety about the future: It is feelings of fear for the future of the child due to his inability to coexist with others.

5.5. Need for community support: Provide family, knowledge, and counseling needs and provide dedicated places for children with autism spectrum, with programs to integrate them into the community. **Shaibani, 2022, p. 21)**

To overcome the effects of a child with autism spectrum disorder and what it entails for both parents to take care of their child.

Third- Applied Framework:

1. Methodology: The descriptive-exploratory approach was used

2. Fields of Study:

- **Spatial Field:** The study was implemented in the Psycho-Pedagogical Center for Children with Mental Disabilities in the Governorate of Messina.

- Contains 40 cases of children with autism spectrum disorder
- **Temporal Domain:** The study was implemented during the 2025 academic season
- **Human domain:** The study was applied to a sample of 30 individuals from mothers of children on the autism spectrum.

3.Study Tools: The Arabic image of the Five Factors Inventory (Neo-FFI) was used, and the list included five subscales, each of which represents one of the five major factors .(**Circumcision, 2013, p. 245**)

4.Study Population:

It is the mothers of children on the autism spectrum who were selected in an intentional way, their number reached (30) individuals.

5.Study Sample:

Sample selection method: The sample was selected intentionally

Study Sample: The study sample is 30 individuals, and is characterized by the following: age group, mothers' personality traits.

6.Statistical Methods:

The following methods were used:

Arithmetic Average

Standard deviation

Monovariate analysis

<p>Table</p> <p>The results of the repetitions it focused on the of mothers 33 years, which most mothers are</p> <p>Table (02):</p> <p>distribution of</p> <p>marital status</p>	Percentage	Duplicate	Age	<p>(01): Showing the distribution of individuals by age</p> <p>previous table and contains are chronological age ranging between confirms that in average age.</p> <p>Showing the individuals by</p>
	13	04	27	
	13	04	28	
	13	04	29	
	10	03	31	
	10	03	33	
	23	07	35	
	7	02	38	
	10	03	50	
	100	30	Total	
Arithmetic mean33,30 :				

Percentage	Duplicate	Marital Status
40	12	Married

46.67	14	Divorced
4	04	Widow
100	30	Total

The following table (02) shows the difference between the sample members in terms of marital status, as most of the individuals are divorced women (46.67), married women (40), and widows (4) **Table (03): Showing the distribution of individuals by educational level**

Percentage	Duplicate	Educational level
17	05	primary
50	08	medium
04	11	secondary
06	06	academic
100	30	Total

Table No. (03) indicates that the educational level of most of the sample ranges between intermediate and secondary

The university level is (6)

Table (04): Values of the correlation coefficient between the paragraphs

Significance Level	S Value	Prevalence	Degree of prevalence	Worker Ranking	Standard deviation	Arithmetic mean	The Big Five Personality Factors
no significant	0.686	10.5	53.05	1	6.99	46.06	The neurotic dimension
significant 0.05	3.180	20	40.37	4	8.89	31.48	Dimension of Extraversion
no significant	0.607	16.5	37.19	5	6.21	30.98	Openness to expertise
significant 0.05	4.534	19.5	41.51	3	8.42	33.09	Meekness (Acceptable Kindness)
no significant	2.490	17	41.35	2	7.54	33.81	Awakening the conscience
22.12						175.4	Total

Through the table, we observe the results of the analysis of univariate variance of personality traits among mothers of children on the autism spectrum, where differences in the trait of extroversion and meekness appear through values, and neuroticism, wakefulness, and openness were indicative of the lack of differences.

The study showed that the dimension of neuroticism came in the first place in terms of average and prevalence, but it was not statistically significant, which indicates the homogeneity of the sample in this dimension despite its height. On the other hand, the dimensions of extroversion and meekness emerged as statistically significant dimensions at the level of 0.05, which reflects their importance in distinguishing the characteristics of the sample, as they were associated with social relations, openness to others, and acceptable kindness. As for the dimensions of openness to experience and conscientious alertness, they recorded relatively average averages without statistical significance, which It reflects their poor effect in the sample. Overall, the sample appears to be characterized by high neuroticism, but the two most statistically influential dimensions are extroversion and meekness, reflecting that social traits and social acceptance are most pronounced in these results.

Discussion of the results:

The results show that neuroticism, despite its high and prevalence in the sample, was not statistically significant, which is consistent with the theoretical proposition that neuroticism represents a relatively stable emotional aspect in individuals, so that it does not clearly distinguish between groups except in extreme cases. This reflects that the sample members are similar in their levels of anxiety and stress, which reduces its discriminating effect.

In contrast, extroversion and meekness emerged as statistically significant dimensions, which is consistent with the theoretical perspective that links extroversion to social engagement and positive energy, and links meekness to the ability to build relationships based on empathy and trust. These two dimensions clearly explain individual differences in social relationships and social acceptance, making their impact more pronounced in the sample.

Openness to experience and conscientious alertness scored average averages with no statistical significance, which can theoretically be explained by the fact that these dimensions are more closely related to long-term cognitive and organizational abilities, and do not appear prominently in direct social interactions or in the most pronounced features of daily life.

Conclusion:

Overall, these results show that the Big Five are not equal in their influence, and that some dimensions (such as extroversion and meekness) play a pivotal role in shaping social relationships and social integration, while others (such as openness and conscientiousness) are less influential in differentiating between individuals in social contexts.

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