UNIT 11: HUMAN BEHAVIOUR II

UNIT STRUCTURE

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11.1 LEARNING OBJECTIVES

After going through this unit, you will be able to-

- obtain a better understanding of how human behaviour is influenced by the socialization process;
- understand the theories of development focusing on the psychoanalytic approach;
- learn the different strategies adopted by human beings to cope with reality.

11.2 INTRODUCTION

Human behaviour is complex as human beings and strongly influenced by the biological and social aspects in an individual's life. The question is whether the impact of nature (our genes) is stronger than the nurturing environment to which scientists agree that both are equally contributory in

moulding one's behaviour and adaptation in life. This unit shall therefore examine the socialization process, the varied factors that affect behaviour and also discuss some of the theories related to development.

11.3 SOCIALIZATION PROCESS

Socialization refers to the process of interaction through which an individual acquires the norms, values, beliefs, attitudes, and language characteristic of his or her group. During the course of acquiring these cultural elements, the individual self and personality are created and shaped. It is a lifelong process of change by which the individual becomes a member of a particular culture & takes on its values and behaviours. Most of the emphasis is given during childhood and this takes place when there is constant communication with adults.



Socialization process enhances individual's cognitive development, learning patterns and character traits.

Different disciplines have varying views about socialization process. Anthropologists opine that it is all about acquiring culture. Psychologists emphasize on individual development, focussing on cognitive development, learning patterns of behaviour and acquiring character traits. Sociologists believe in learning the social roles and development of self and identity.

Therefore, one has to be part of a social group for the socialization process to be complete. Being born and brought up in a family by loving and nurturing parents and growing up in an environment where other influences are there in the child's life all contribute to this process. A transformation takes place when the individual develops the concept of self, his identity and is committed to the social norms and values governing life.

11.4 SOCIAL FACTORS AFFECTING HUMAN BEHAVIOUR

Socialization begins from birth and ceases only when a person goes into isolation. During this process, one's behaviour is influenced by social factors also known as agents of socialization. As human beings are social and learn from observation, most of our behaviour is socially influenced.

Every aspect of socialization influences human behaviour.The important agents of socialization such as the family, the school, peer groups and mass media shall be discussed to understand their influence in a person's life.

11.4.1 FAMILY

The family is identified as the most important agent of socialization. Primary socialization takes place within the family context by creating an environment of intimate and nurturing relationship between the parents and the child. Though parents may adopt different parenting styles, the attention paid to their children is what actually strengthens the relationship and influences the child's behaviour. Parental support is found to be positively related to a child's cognitive development, moral behaviour, and conformity to adult standards, self-esteem, academic achievement, and social competence. On the other hand, lack of parental support is associated with negative socialization outcomes for children and adolescents: low self-esteem, delinquency, deviance, drug use, and various other problem behaviours.The extent of parental involvement, the extent to which religious beliefs and values are taught to the child and the characteristics and integrity of the parents, immensely influence the behaviour of the child.

11.4.2 ROLE OF SCHOOLS

Like the family, the school is an institution whose mandate is to socialize children. School's mission is concerned primarily with the formal instruction and the development of children's cognitive skills. School context is less involved in primary socialization (i.e., the development of basic values, beliefs, motivations, and conceptions of the self) and more involved in secondary socialization (i.e., the development of knowledge and skills).In the course of the socialization experienced in school, things such as norms, values, attitudes, and various aspects of a child's personality and self-concept are also learned.

11.4.3 PEER GROUPS

Another most important context for the socialization of children and

adolescents is the peer group. In terms of structure and function, the peer group is a very different context from family and school. Sex-role identity and also much of sexual socialization during childhood occur in the context of peer rather than parent-child associations, since parents are less interested in discussing sexual matters with their children than their peers. Peers provide an alternative reference group for children as well as an alternative source of self-esteem and identity. For these reasons, attachment to peers may be even stronger than attachment to family, especially for adolescents.

11.4.4 MASS MEDIA

The mass media are impersonal communications directed to a vast audience. This includes television, newspapers, and radio, but television has become the dominant medium such that children spend more hours watching television than they do in school or in interacting with their parents. Although television and other mass media can be magnificent sources for entertainment and learning, there has developed a concern over media violence and its impact upon behaviour, especially of children. Social media nowadays play a crucial role in influencing human behaviour.



CHECK YOUR PROGRESS

Q 1: How long does the socialization process last?

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Q 2: Name some of the agents of socialization?

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11.5. THEORIES OF DEVELOPMENT AND BEHAVIOUR

Developmental theories provide a set of guiding principles and concepts that describe and explain human development. Complexity of human

development invites the creation of multiple perspectives and theories, some of which are applicable to every domain of development while others are very specific. Some developmental theories focus on the formation of a specific quality, such as Kohlberg's theory of moral development. Other developmental theories focus on growth that happens throughout the lifespan, such as Erikson's theory of psychosocial development.Theories of development include psychoanalytic theory, learning theory and cognitive theory. Understanding these theories provides useful insight into individuals and what motivates their thinking and behaviour. In this unit, we shall discuss only on the Psychoanalytic theories of Sigmund Freud and Erikson.

11.5.1 PSYCHOANALYTIC THEORY

One of the most influential theories of human development is psychoanalytic theory. Many modern theories of counselling or psychotherapy are extensions, modifications, or reactions against psychoanalytic theory. Psychoanalytic theory examines the factors that motivate behaviour by focusing on the role of the unconscious. Psychoanalytic theory's strength lies in its awareness of unconscious motivation and the importance of early experiences on development. Sigmund Freud and Erik Erikson are examples of theorists who support this approach. Freud was a pioneer with his psychoanalytic theory of personality and his psychosexual development theory. Erikson expanded Freud's theories in many ways and developed his own theory of psychosocial development.

11.6 FREUD'S STAGES OF PSYCHOSEXUAL DEVELOPMENT

Sigmund Freud proposed that psychological development in childhood takes place in a series of fixed stages. These are called psychosexual stages because each stage represents the fixation of libido (sexual drive) on a different area (erogenous zone)of the body. This psychosexual energy, or libido, was described as the driving force behind behaviour. Each stage contains conflict which requires resolution to enable the child to develop.

As a person grows physically certain areas of their body becomes important as sources of potential fixation (erogenous zones), pleasure or both. A fixation is a persistent focus on an earlier psychosexual stage. Until this conflict is resolved, the individual will remain "stuck" in this stage.

(i) The Oral Stage

Age Range: Birth to 1 Year

Erogenous Zone: Mouth

During the oral stage, the infant's primary source of interaction occurs through the mouth. The mouth is vital for eating, and the infant derives pleasure from oral stimulation through gratifying activities such as tasting and sucking. Because the infant is entirely dependent upon caretakers (who are responsible for feeding the child), the infant also develops a sense of trust and comfort through this oral stimulation. The primary conflict at this stage is the weaning process-the child must become less dependent upon caretakers. If fixation occurs at this stage, Freud believed the individual would have issues with dependency or aggression. Oral fixation can result in problems with drinking, eating, smoking or nail biting

(ii) The Anal Stage

Age Range: 1 to 3 years

Erogenous Zone: Bowel and Bladder Control

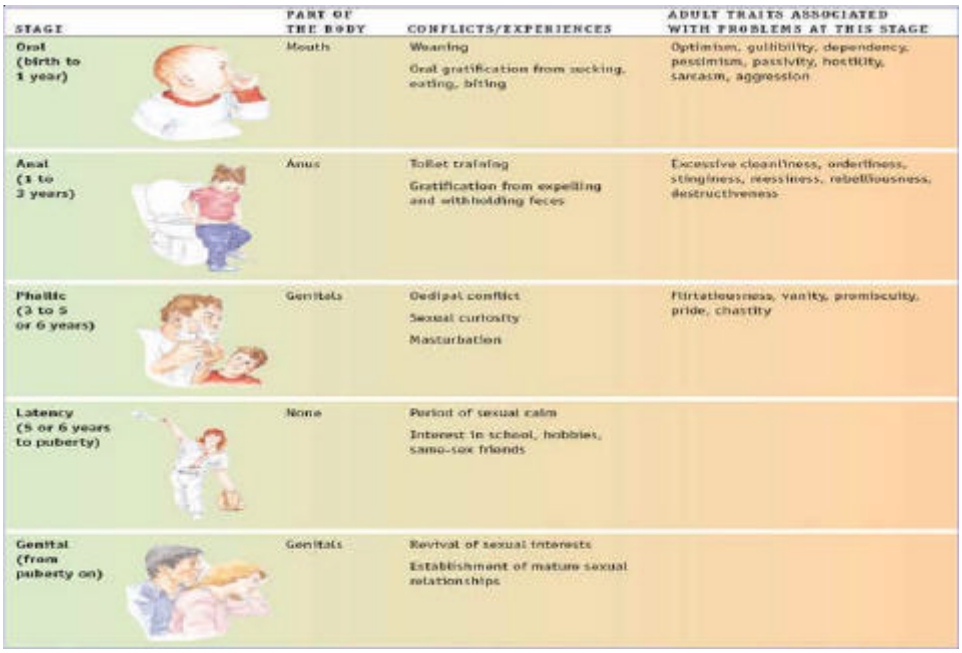
During the anal stage, Freud believed that the primary focus of the libido was on controlling bladder and bowel movements. The major conflict at this stage is toilet training,the child has to learn to control his or her bodily needs. Developing this control leads to a sense of accomplishment and independence.Success at this stage is dependent upon the way in which parents approach toilet training. Parents who utilize praise and rewards for using the toilet at the appropriate time encourage positive outcomes and help children feel capable and productive. Inappropriate parental responses can result in negative outcomes. If parents take an approach that is too lenient, an anal-expulsive personality could develop in which the individual has a messy, wasteful or destructive personality. If parents are too strict or

begin toilet training too early, an anal-retentive personality develops in which the individual is stringent, orderly, rigid and obsessive.

(iii). The Phallic Stage

Age Range: 3 to 6 Years

Erogenous Zone: Genitals



STAGE	PART OF THE BODY	CONFLICTS/EXPERIENCES	ADULT TRAITS ASSOCIATED WITH PROBLEMS AT THIS STAGE
Oral (birth to 1 year)	Mouth	Weaning Oral gratification from sucking, eating, biting	Optimism, gullibility, dependency, pessimism, passivity, hostility, sarcasm, aggression
Anal (1 to 3 years)	Anus	Toilet training Gratification from expelling and withholding feces	Excessive cleanliness, orderliness, stinginess, messiness, rebelliousness, destructiveness
Phallic (3 to 5 or 6 years)	Genitals	Oedipal conflict Sexual curiosity Masturbation	Flirtatiousness, vanity, promiscuity, pride, chastity
Latency (5 or 6 years to puberty)	None	Period of sexual calm Interest in school, hobbies, same-sex friends	
Genital (from puberty on)	Genitals	Revival of sexual interests Establishment of mature sexual relationships	

During the phallic stage, the primary focus of the libido is on the genitals. At this age, children also begin to discover the differences between males and females. Freud also believed that boys begin to view their fathers as a rival for the mother's affections. The Oedipus complex describes these feelings of wanting to possess the mother and the desire to replace the father. However, the child also fears that he will be punished by the father for these feelings, a fear Freud termed castration anxiety. The term Electra complex has been used to describe a similar set of feelings experienced by young girls. Freud, however, believed that girls instead experience penis envy. Eventually, the child begins to identify with the same-sex parent as a means of possessing the other parent. For girls, however, Freud believed that penis envy was never fully resolved and that all women remain somewhat fixated on this stage.

(iv) The Latent Period

Age Range: 6 to Puberty

Erogenous Zone: Sexual Feelings are Inactive

During the latent period, the libido interests are suppressed. The development of the ego and superego contribute to this period of calm. The stage begins around the time that children enter into school and become more concerned with peer relationships, hobbies and other interests. The latent period is a time of exploration in which the sexual energy is still present, but it is directed into other areas such as intellectual pursuits and social interactions. This stage is important in the development of social and communication skills and self-confidence.

(v) The Genital Stage

Age Range: Puberty to Death

Erogenous Zone: Maturing Sexual Interests

During the final stage of psychosexual development, the individual develops a strong sexual interest in the opposite sex. This stage begins during puberty but last throughout the person's life. In earlier stages, the focus was solely on individual needs but during this stage, interest in the welfare of others develops. If the other stages have been completed successfully, the individual should now be well-balanced, warm and caring. The goal of this stage is to establish a balance between the various life areas.

However, this theory has certain limitations. It is difficult to measure libido and hence cannot be tested. The theory is based on case studies of adults about their childhood and not actual observations or study of children.

11.7. ERIKSON'S THEORY OF PSYCHOSOCIAL DEVELOPMENT

Erik Erikson's theory of psychosocial development is one of the best-known theories of personality in psychology. Unlike Freud's theory of psychosexual stages, Erikson's theory describes the impact of social experience across the whole lifespan. One of the main elements of this

theory is the development of ego identity which is the conscious sense of self that we develop through social interaction and can constantly change due to new experiences we acquire in our daily interactions with others.

In addition to ego identity, Erikson also believed that a sense of competence motivates behaviours and actions. Each stage in Erikson's theory is concerned with becoming competent in an area of life. If the stage is handled well, the person will feel a sense of mastery, which is sometimes referred to as ego strength or ego quality. If the stage is managed poorly, the person will emerge with a sense of inadequacy. In each stage, Erikson believed people experience a conflict that serves as a turning point in development. These stages are marked by the tasks and challenges for people. Successful task completion means better adjustment psychologically and socially and failure to do so leads to maladaptive behaviors.

(i) Trust vs. Mistrust

The first stage occurs between birth and one year of age and is the most fundamental stage in life. Because an infant is utterly dependent, the development of trust is based on the dependability and quality of the child's caregivers. If a child successfully develops trust, he or she will feel safe and secure in the world. Caregivers who are inconsistent, emotionally unavailable, or rejecting contribute to feelings of mistrust in the children they care for. Failure to develop trust will result in fear and a belief that the world is inconsistent and unpredictable. Successful development was all about striking a balance between the two opposing sides.

(ii) Autonomy vs. Shame and Doubt

The second stage takes place during early childhood and is focused on children developing a greater sense of personal control.Erikson believed that toilet training was a vital part of this process. Learningto control one's bodily functions leads to a feeling of control and a sense of independence. Children who successfully complete this stage feel secure and confident, while those who do not are left with a sense of inadequacy and self-doubt. Achievinga balance between autonomy and shame and doubt would lead

to a belief that children can act with intention, within reason and limits.

(iii) Initiative vs. Guilt

During the preschool years, children begin to assert their power and control over the world through directing play and other social interactions. Children who are successful at this stage feel capable and able to lead others. Those who fail to acquire these skills are left with a sense of guilt, self-doubt, and lack of initiative. When an ideal balance of individual initiative and a willingness to work with others is achieved, the ego quality known as purpose emerges.

(iv) Industry vs. Inferiority

This stage covers the early school years from approximately age 5 to 11. Through social interactions, children begin to develop a sense of pride in their accomplishments and abilities. Children who are encouraged and commended by parents and teachers develop a feeling of competence and belief in their skills. Those who receive little or no encouragement from parents, teachers, or peers will doubt their abilities to be successful. Successfully finding a balance at this stage of psychosocial development leads to competence and a belief in our abilities.

(v) Identity vs. Confusion

During adolescence, children explore their independence and develop a sense of self. Those who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and a feeling of independence and control. Those who remain unsure of their beliefs and desires will feel insecure and confused about themselves and the future. Completing this stage successfully leads to fidelity, described as an ability to live by society's standards and expectations.

(vi) Intimacy vs. Isolation

This stage covers the period of early adulthood when people are exploring personal relationships. Erikson believed it was vital that people

develop close, committed relationships with other people. Those who are successful at this step will form relationships that are committed and secure.As each step builds on skills learned in previous steps, a strong sense of personal identity was important for developing intimate relationships. Successful resolution of this stage results in the virtue known as love. It is marked by the ability to form lasting, meaningful relationships with other people.

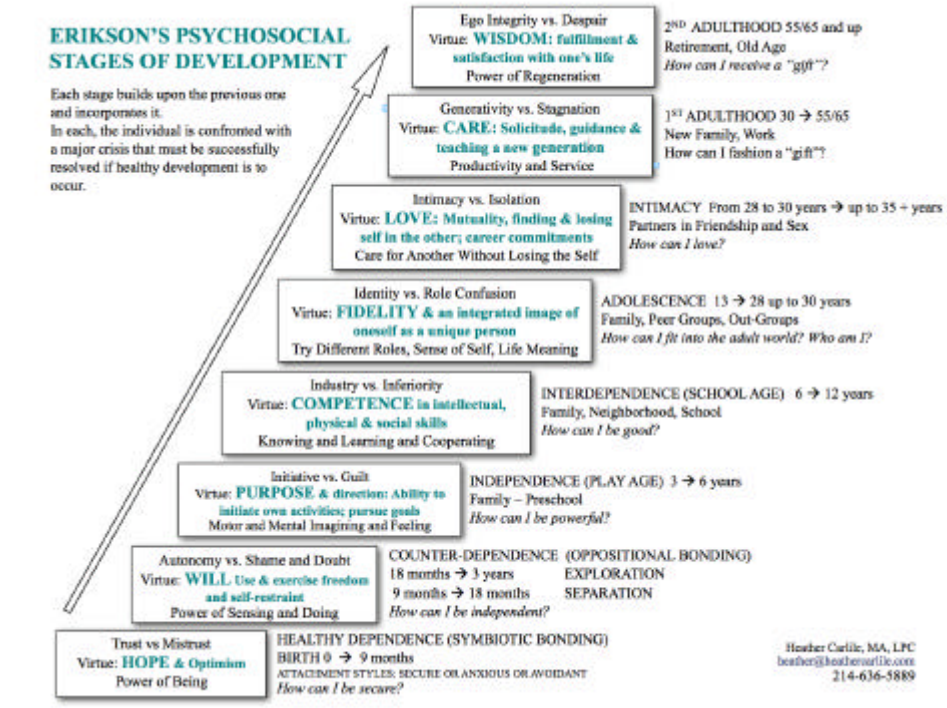
(vii) Generativity vs. Stagnation

During adulthood, we continue to build our lives, focusing on our career and family. Those who are successful during this phase will feel that they are contributing to the world by being active in their home and community. Those who fail to attain this skill will feel unproductive and uninvolved in the world. Care is the virtue achieved when this stage.

(viii) Integrity vs. Despair

This phase occurs during old age and is focused on reflecting back on life. Those who are unsuccessful during this stage will feel that their life has been wasted and will experience many regrets. The individual will be left with feelings of bitterness and despair. Those who feel proud of their accomplishments will feel a sense of integrity. Successfully completing this phase means looking back with few regrets and a general feeling of satisfaction. These individuals will attain wisdom, even when confronting death.

Positive aspects of this theory are that it provides a broad framework from which to view development throughout the entire lifespan. It also emphasizes on the social nature of human beings and the important influence that social relationships have on development. The limitation is that it does not provide strategies for resolving conflicts and the mechanism to progress from one stage to another.



11.8. DEFENCE MECHANISMS

Defence mechanisms are unconscious psychological strategies brought into play by various entities to cope with reality and to maintain self-image. They are one way of looking at how people distance themselves from a full awareness of unpleasant thoughts, feelings, and behaviours. Healthy persons normally use different defences throughout life that form the basis to deal with anxiety. An ego defence mechanism becomes pathological only when its persistent use leads to maladaptive behaviour such that the physical or mental health of the individual is adversely affected. One way to assist individuals who have excessive use of these defence mechanisms is therapy.

Purpose of defence mechanisms

o To protect the mind/self/ego from anxiety, social sanctions or to provide a refuge from a situation with which one cannot currently cope.

Some of the defence mechanisms are:

Denial

Denial is the refusal to accept reality, acting as if a painful event, thought

or feeling did not exist.E.g. a smoker refuses to admit that cigarettes cause cancer. Or terminally ill patients may initially alleviate their anxiety by refusing to accept that they have a fatal illness.

Displacement

The expression of feelings toward a person who is less threatening than the true target of those feelings. E.g. if a man has feeling of hatred towards his boss but fears to express them he might beat his wife or children.

Intellectualization

Intellectualization is the overemphasis on thinking when confronted with an unacceptable impulse, situation or behaviour without employing any emotions whatsoever to help mediate and place the thoughts into an emotional, human context.

Projection

Projection is the misattribution of a person's undesired thoughts, feelings or impulses onto another person who does not have those thoughts, feelings or impulses. It is the attribution of one's undesirable feelings to others. Most rapists generally say that the victim was sexually provocative.

Rationalization

The providing of socially acceptable reasons for one's inappropriate behaviour is known as rationalization. E.g. a student who gets a D and three F's may rationalize and say that this was due to the fact that he put too much effort in studying for the D and thus the final result.

Regression

This is the adoption of previous adaptive behaviour (regression) that has relieved anxiety in the past. For example, an adult may relieve the frustration of job seeking by crying or throwing temper tantrums.

Repression

Repression is the unconscious blocking of unacceptable thoughts,

feelings and impulses."Repressed memories" are unconsciously blocked from access or view. For example, a person who almost drowned as a child may not remember the event but may suffer from fear of open water.

Sublimation

Sublimation is simply the channelling of unacceptable impulses, thoughts and emotions into more acceptable ones. For instance, when a person has sexual impulses they would like not to act upon, they may instead focus on rigorous exercise.Sublimation can also be done with humour or fantasy.

Humour, when used as a defence mechanism, is the channelling of unacceptable impulses or thoughts into a light-hearted story or joke.Humour reduces the intensity of a situation, and places a cushion of laughter between the person and the impulses.

Suppression

Deliberately (consciously) pushing anxiety-provoking or personally unacceptable material out of conscious awareness.

Compensation

The development of a talent as a response to a personal deficiency. E.g. a blind person may compensate for their lack of vision by becoming a great composer of musician.



ACTIVITY

Identify some of the commonly used defences in your life and the situations in which you frequently used them.

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CHECK YOUR PROGRESS

Q 3: What is the use of developmental theories?

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Q 4: What is Ego identity?

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11.9 LET US SUM UP

- Socializationrefers to the process of interaction through which an individual acquires the norms, values, beliefs, attitudes, and language characteristic of his or her group.
- One has to be part of a social group for the socialization process to be complete. During this process, one's behaviour is influenced by social factors also known as agents of socialization.
- The family is identified as the most important agent of socialization. Parental support is found to be positively related to a child's cognitive development, moral behaviour, and conformity to adult standards, self-esteem, academic achievement, and social competence.
- In the school, things such as norms, values, attitudes, and various aspects of a child's personality and self-concept are also learned.
- Peers provide an alternative reference group for children as well as an alternative source of self-esteem and identity.
- Developmental theories provide a set of guiding principles and concepts that describe and explain human development. Theories of development include psychoanalytic theory, learning theory and cognitive theory. One of the most influential theories of human development is psychoanalytic theory.

- Sigmund Freud proposed that psychological development in childhood takes place in a series of fixed stages called psychosexual stages.Each stage represents the fixation of libido (sexual drive) on a different area (erogenous zone)of the body.
- Oral stage - the infant's primary source of interaction occurs through the mouth. Theprimary conflict at this stage is the weaning process. If fixation occurs at this stage, the individual would have issues with dependency or aggression.
- Anal stage -primary focus of the libido isin controlling bladder and bowel movements. The major conflict at this stage is toilet training. Success at this stage is dependent upon the way in which parents approach toilet training.
- Phallic stage - the primary focus of the libido is on the genitals. Development of Oedipus complex and Electra complex (feelings for the opposite gender parent)
- Latent period - the libido interests are suppressed.Sexualenergy is directed into other areas such as intellectual pursuits and social interactions. This stage is important in the development of social and communication skills and self-confidence.
- Genital stage- the individual develops a strong sexual interest in the opposite sex. This stage begins during puberty but last throughout the person's life.
- Each stage in Erikson's psychosocial theory is concerned with becoming competent in an area of life. If the stage is handled well, the person will feel a sense of mastery. If the stage is managed poorly, the person will emerge with a sense of inadequacy.
- Trust vs. Mistrust- if a child successfully develops trust, he or she will feel safe and secure in the world.Failure to develop trust will result in fear.
- Autonomy vs. Shame and Doubt - toilet training is a vital part of this process. Learningto control one's bodily functions leads to a feeling of control and a sense of independence.

- Initiative vs. Guilt -children who are successful at this stage feel capable and able to lead others. Those who fail to acquire these skills are left with a sense of guilt, self-doubt, and lack of initiative.
- Industry vs. Inferiority- children who are encouraged and commended by parents and teachers develop a feeling of competence and belief in their skills.
- Identity vs. Confusion - children explore their independence and develop a sense of self.
- Intimacy vs. Isolation - period of early adulthood when people explore personal relationships.
- Generativity vs. Stagnation - adulthood, focusingon career and family.
- Integrity vs. Despair - old age is focused on reflecting back on life. Successfully completing this phase means looking back with few regrets and a general feeling of satisfaction.
- Defence mechanisms provide a refuge from a situation with which one cannot currently cope.



11.10 FURTHER READING

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11.11 ANSWERS TO 'CHECK YOUR PROGRESS'

Ans to Q No. 1: From birth until isolation.

Ans to Q No. 2: Family, school, peer group, mass media.

Ans to Q No. 3: Thearies of Development provide a set of guiding principles and concepts that describe and explain human development.

Ans to Q No. 4: Ego identity is a sense of competence that motivate behaviour and action.

11.12 MODEL QUESTIONS

Q1: Why is socialization of individuals important?

Q2: Explain Freud's psycho-sexual theory.

Q3: Discuss Erikson's psycho-social Theory.

Q4: What is the positive and negative aspect of defence/coping mechanism?