UNIT 4: THEORIES OF DEVELOPMENT & BEHAVIOUR

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4.1 LEARNING OBJECTIVES

- To identify the different social demands and conflicts an individual encounters from birth to adulthood according to Erikson's psychosexual Theory
- To study the importance and the influencers of socialization processes
- To identify the different coping or defense mechanisms for handling anxiety or stress
- To learn about dysfunctional behaviours and adjustment process

4.2 INTRODUCTION

The last unit discussed how biological bases and social bases like learning and perception influence human behaviour. Much of an individual's behaviour, however, is personality driven, and one's personality gets formed from one's various childhood experiences and the inner conflicts he or she encounters while interacting with the outer world. In this unit we will discuss, through two psychological theories, the various personality development stages. This unit will also discuss the different coping mechanisms which one adopts to reduce the inner conflicts which are stressful. If these conflicts are not resolved they can give rise to different dysfunctional behaviours and other antisocial personality formations.

4.3 FREUD'S PSYCHOSEXUAL THEORY



Freud identified five childhood stages of development of personality through a theory which is popularly known as Freud's psychosexual theory.

According to the famous psychologist Sigmund Freud, the personality of an individual starts developing from his or her birth. Freud identified five childhood stages of development of personality through a theory which is popularly known as Freud's psychosexual theory. The psychosexual energy or the pleasure seeking behaviour of a child is the driving force behind his or her personality development. A child encounters particular conflicts in each of the stages and these conflicts must be resolved before the child can successfully advance to the next stage.

The stages as identified by Freud are as follows:

Oral stage (0-1): It is the first stage of personality development, where the baby's pleasure seeking is centred in the baby's mouth. In this stage the baby gets its satisfaction from the sucking activities. Freud said that too much oral stimulation could lead to an oral fixation in later life. People with oral personalities developed habits like smoking, nail-biting, finger-chewing, and thumb sucking. Such habits become more prominent at times of stress.

Anal stage (1-3): A child learns to control his or her bodily functions through toilet training. Too much flexibility or control by the parents in the toilet training can result in a child growing up to be either overly unorganized or overly obsessed with order.

Phallic stage (3-6): During this stage, a child unknowingly struggles with his or her sexual desires toward the opposite sex parent (boys to mothers and girls to fathers). A boy child is attracted towards his mother and sees the father as a competitor for the mother's attention. At the same time the boy is afraid of getting punished by his father for his feelings for the mother. This is called the Oedipus complex. A girl's desire for her father's attention and wish to take her mother's place is called the Electra complex, a term coined by Carl Jung.

Latency (6-12): During this stage, implicit sexual feelings subside, and the superego or conscience begins to develop in a child. Children begin to develop moral values by adopting some from their parents and other important adults.

Genital (12+ years of age): During this stage, explicit sexual urges reemerge. If other stages have been successfully met, adolescents engage in appropriate sexual behaviour, which leads to a happy marriage life.



4.4 ERIKSON'S PSYCHOSOCIAL THEORY

Erikson's (1959) theory of psychosocial development has eight distinct stages. Like Freud's psychosexual theory, Erikson assumes that a psychological conflict occurs at each stage of development when the psychological needs of an individual (i.e. psycho) conflict with the needs of society (i.e. social).

According to the theory, successful completion of each stage results in a healthy personality (basic virtue) while any disturbance, dissatisfaction or failure to succeed a stage creates a block in completing further stages. This may result in the development of a more unhealthy personality and sense of self. The impact of the different social roles like parents, school friends, teachers, office colleagues, husband, wife etc. plays a distinct role in the life stages which shapes one personality from childhood to adulthood.

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Stage	Basic Conflict	Important Events	Outcome
Infancy (birth to 18 months)	Trust vs. Mistrust	Feeding	Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust.
Early Childhood (2 to 3 years)	Autonomy vs. Shame and Doubt	Toilet Training	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.
Preschool (3 to 5 years)	Initiative vs. Guilt	Exploration	Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (6 to 11 years)	Industry vs. Inferiority	School	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.
Adolescence (12 to 18 years)	Identity vs. Role Confusion	Social Relationships	Teens needs to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.
Yound Adulthood (19 to 40 years)	Intimacy vs. Isolation	Relationships	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood (40 to 65 years)	Generativity vs. Stagnation	Work and Parenthood	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
Maturity(65 to death)	Ego Integrity vs. Despair	Reflection on Life	Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair.

Source:https://theoriesinpsychologyf10.wikispaces.com/Erikson'sPsychosocialStagesofDevelopment

4.5 SOCIALIZATION PROCESS

Psychosexual and Psychosocial theories imply that there is a struggle within an individual from his or her birth onwards, to resolve certain inner conflicts and accept the realities of life. Erikson's theory is primarily concerned with the social development of an individual. He believed that each stage of life is marked by specific crises or conflicts between competing tendencies. Only

if individuals can negotiate with each of these conflicts successfully can they live a happy and healthy life. This is further helped by the socialization process which is basically an educational process through which an individual learns values, goals, beliefs, attitudes, and sex-roles which helps him or her to fight with the conflicts as and when they occur.

The sources of our socialization processes are:

National-culture: Each nation has its own unique characteristics based on geography, history, and changes. The cumulative historical, political, religious, social beliefs form the national values which influence the socialization process of citizens.

Regional-culture: The regional level assumptions, beliefs and values influence us by giving us more specific choices for "appropriate" acting and thinking. The attitudes and behaviours of individuals vary from state to state. Example: A number of differences between a North Indian and a South Indian can be observed regarding rituals, beliefs etc. but on a national level they nurture Indian values and sentiments.



Community: The community influences one's conduct and behaviour through associations, school systems, club membership, or community projects. A child gathers social role perceptions for his or her future behaviour through community role models like teacher, banker, farmer, mechanic, welder, clerk, dentist, entertainer, stockbroker, manager, etc.

Family: The socialization process begins with the influence of family where an individual spends most of his or her early development periods. The family provides ethnic and racial identity, and is the primary basis for developing personal values and attitudes. For example, food habits, choice of cars, books read, political affiliations, leisure activities, etc. are "taught" through family role models.

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Media: In modern times, print and especially electronic media influence our socialization process by providing news on current events and happenings across the globe. They act as channels of influence to shape peoples' perception on culture, values and stereotypes, etc. The proper usage of this medium is an absolute necessary as it can influence the perceptions of many in a wrong way.

Peers and Friends: Social consciousness becomes the heaviest influence when children reach puberty. Friends and peers at this age begin to determine how individuals establish "norms".

Socialization is a continuous process where individual's interaction with others and sharing experiences help them to develop meanings. The meanings found in particular experiences may be expanded as the years pass. When a person moves out of that environment into another, the socialization process continues, and adaptive behaviours occur as one learns another culture (similar or different).This in turn builds an individual's attitude and personality.

4.6 STRESS/ANXIETY

In trying to cope with the demands of society, people often feel "stressed". The feeling of being "stressed" can happen when one feels frustrated or nervous. In other words an individual is stressed when anxiety develops within him or her. Anxiety is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure.

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People with anxiety disorders usually have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry. They may also have physical symptoms such as sweating, trembling, dizziness or a rapid heartbeat. In order to cope with stress or anxiety, individuals develop certain psychological defense mechanisms which are described in the next section.

4.7 COPING/DEFENSE MECHANISMS

In order to survive and cope in society, individuals have implicitly developed "ego defensive mechanisms." In order to understand this we need to know the concepts of Id, Ego and Super-ego: the theoretical concepts proposed by Freud for the structural elements of personality.

Id is the core of personality as it is believed to be present and fully functional at birth. It remains in the unconscious mind and plays a role in the development of unacceptable urges, desires and memories that may not be possible to implement in real life. The expression of these urges and desires is based on hedonistic or pleasurable principles. For example, Jatin loves to wear all the expensive clothes in the shop without spending a single rupee.

Ego acts a reality checker for Id. Ego helps to meet the needs and wishes of Id by creating a connection between Id and reality. Ego is guided by the principle of reality and mostly resides in the conscious level. For example, Jatin knows that he has a limited amount of cash and cannot buy the expensive clothes.



Super-ego is conceptualised as the centre of moral standards. It checks whether the various ways of satisfying id impulses are right or wrong. For example, Jatin restrains himself from buying clothes with the money for his mother's medicine.

When some type of anxiety occurs, the ego defensive mechanisms get triggered which are basically tactics which the ego develops to deal with id and super-ego. All these mechanisms operate unconsciously.



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CHECK YOUR PROGRESS -1

1. What are the different stages of psycho-sexual personality development ? How does the psycho-social theory of personality development differ from the psycho-sexual theory ?
2. What are the influencers of socialization process ?
3. What are Id-Ego-Superego ?

4.7.1 TYPES OF DEFENSE MECHANISMS

The various types of defense mechanisms are:

Repression- This technique is used unconsciously to keep away disturbing or threatening thoughts occurring in the mind. This is not a very successful defense in the long term, as forcing some thoughts to go away, either the whole or traces of the memory, can make them remain in the unconscious and create anxiety. Here the ego dominates the id.

Projection- This is a technique through which individuals make others responsible for their own thoughts, feelings and motives. Thoughts which are most commonly projected onto others, are the ones that would cause guilt to that individual. For instance, you might hate someone, but your superego tells you that such hatred is unacceptable. You can 'solve' the problem by believing that they hate you.

Displacement is the redirection of an impulse (usually aggression) on to a powerless substitute target which serves as a symbolic substitute for the person or object causing the actual aggression.

Displacement- Displacement is the redirection of an impulse (usually aggression) on to a powerless substitute target which serves as a symbolic substitute for the person or object causing the actual aggression. For example, someone who is frustrated by his or her abusive supervisor may shout at friends, go home and kick the dog, beat up a family member etc.
Sublimation- This is similar to displacement, but the emotional outburst is directed towards a constructive rather than destructive activity. For example, many great artists and musicians who have problems with social adjustment use the medium of art of music to express themselves. Sport is another example of putting our emotions (e.g. aggression) into something constructive.

Denial-Denial involves blocking of external events, facts or knowledge from awareness by refusing to experience them, as encountering these causes anxiety. For example, alcoholics may refuse to acknowledge the fact that drinking is bad for their health.

Regression-This is a movement back in psychological time when one is faced with stress. Individuals respond to a threatening situation in a way which is appropriate at their earlier age or level of development. For example, a college student asks his professor to increase his grades. When the professor refuses, he starts crying like a child.

Rationalization-Rationalization is the cognitive distortion of "the facts" to make an event or an impulse less threatening. We sometimes come up with socially acceptable excuses for those behaviours or motives that are unacceptable to many. For example, a diabetic patient ate a whole cake and explained that she did it so that the cake would not spoil in the summer heat.

Reaction Formation-This is where a person behaves or reacts in the opposite way of his actual intentions in order to convince himself/herself or others about his or her action. By using the reaction formation an individual unconsciously satisfies his or her id while keeping the ego ignorant about his or her true motives. For example, Freud claimed that men who are prejudiced against homosexuals are making a defense against their own homosexual feelings by adopting a harsh anti-homosexual attitude which helps convince them of their heterosexuality.

4.8 DYSFUNCTIONAL BEHAVIOUR AND ANTISOCIAL PERSONALITY

The importance of developmental perspective of mental disorders lies in the fact that it views the problems and difficulties experienced during childhood or adolescence as an important factor in the emergence of many disorders in adulthood. To explain dysfunctional behaviour, we will confine our discussion to the dimensional approach considering problems or dysfunctions face during childhood.

Many childhood problems can be categorized into two basic dimensions -1) externalizing problems and 2) internalizing problems.

Externalizing problems are disruptive behaviours such as aggression, hyperactivity, impulsivity and inattention exerted by a child which are often a nuisance to adults. In case of internalizing problems, a child fails to show desired behaviours, exhibiting behaviours like having difficulty in interacting with friends, expressing their wishes and needs to others. These problems occur mainly due to poor control of emotions or having repeated conflicts with parents, teachers and adults. If proper adjustments are not done, these behaviours go beyond throwing tantrums and disobeying rules to behaviours that are potentially harmful to the child and society.

Antisocial personality disorder is one of the most important and disturbing types of personality disorders. Individuals with this disorder are insensitive and manipulative towards others, ignore social rules and laws, behave impulsively and irrationally, fail to learn from punishment and have no feeling of guilt or remorse. Research indicates that such individuals cannot control their urges and feel the need to satisfy their needs or desires without any delay. The reasons for this can be attributed to the disturbances in brain functioning including abnormalities in the neurotransmitter serotonin.

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4.9 ADJUSTMENT

Adjustment is a psychological process of adapting to, coping with, and managing the problems, challenges, and demands of life which an individual faces on a day to day basis. This process is omnipresent, i.e. an individual executes this process implicitly or explicitly when he or she wants to maintain harmony with oneself, others or the environment with a purpose of maintaining equilibrium with himself or herself and the environment.

Adjustment can be looked as an achievement oriented or a process oriented phenomenon in psychology. In achievement oriented adjustment, one adjusts with himself or herself or with the circumstances for the purpose of delivering effective performances in the tasks assigned to him. However, psychologists have been interested in examining adjustment as a process. This entails examining the interaction of the individual with the external world. Processes like sensation, perception and conception help us in the process of adjustment. For example, when a child is born, he or she cannot

differentiate between objects but gradually learns to articulate the details of the environment and knows exactly how to interact with them.

Adjustment mechanisms are mainly used by everyone as tools to protect them from the fears of their own motives, threats from others and the environment. All mechanisms are used to protect or enhance the person's self-esteem against dangers. If they are used in a right way and in a limited scope, they increase satisfaction and help in the process of adjustment. The next section describes the personality adjustment process in brief.

4.9.1 Personality Adjustment

Horney, a psychoanalyst, emphasized that an individual's need for security acts as a primary motivational force in shaping his or her personality. She said that each person develops a particular personality style in coping with the challenges the world throws upon him or her. Horney assumed that early parent-child relationship is important in determining personality maladjustment in adulthood.



The degree of conflict between the real self and the idealised self determines the nature of personality adjustment of an individual. The real self is what a person believes is true and unique about himself or herself. It involves personal likes and dislikes, strengths and weaknesses, needs and desires. On the other hand, the idealised self depicts the individual's desire to achieve or to be perceived in a certain way by others. In an idealised self an individual may want to be more independent, powerful or get emotionally involved with someone.

The degree of conflict between the real self and the idealised self determines the nature of personality adjustment of an individual.

According to Horney, successful personality adjustment occurs when there is a considerable similarity between the real self and the idealised self. A considerable lack of similarity leads to unsuccessful personality adjustment. Severe personality maladjustment occurs when there is a complete separation of the real-self and idealised-self creating a state of hostility within an individual.

CHECK YOUR PROGRESS -2

1. What are the different types of defense mechanisms?
2. What are dysfunctional behaviour and anti-social personality?
3. What is adjustment process and how does personality adjustment take place?



ACTIVITY

1. List ten points each on your real self and idealised self. Assess the similarities and dissimilarities



4.10 LET US SUM UP

- Freud's psychosexual theory mainly focuses on the psychosexual energy or the pleasure seeking behaviour of a child which is the basis of his or her personality development.
- The stages as identified by Freud are Oral stage (0-1), Anal stage (1-3), Phallic stage (3-6), Latency (6-12) and Genital stage.
- Erikson's (1959) theory of psychosocial development has eight distinct stages. Erikson assumes that a psychological conflict occurs at each stage of development when the psychological needs of an individual (i.e. psycho) comes into conflict with the needs of society (i.e. social).
- The sources of our socialization processes are: National-culture, Regional-culture, Community, Family, Media, Peers and Friends
- An individual is stressed when anxiety develops within him or her. Anxiety is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure.

- Id remains in the unconscious mind and plays a role in the development of unacceptable urges, desires and memories that one may possess.
- Ego acts a reality checker for Id. It helps to meet the needs and wishes of Id by creating a connection between Id and reality
- Super-ego is conceptualised as the centre of moral standards. It checks whether the various ways of satisfying id impulses are right or wrong
- The various types of defense mechanisms are: Repression, Projection, Displacement, Sublimation, Denial, Regression, Rationalization and Reaction Formation
- Many childhood problems can be categorized into two basic dimensions -1) externalizing problems and 2) internalizing problems.
- Externalizing problems are disruptive behaviours exerted by a child which are often a nuisance to adults such as aggression, hyperactivity, impulsivity and inattention. In case of internalizing problems, a child fails to show desired behaviours like having a difficulty in interacting with friends, or expressing their wishes and needs to others.
- Individuals with an anti-social personality disorder are insensitive and manipulative towards others, ignore social rules and laws, behave impulsively and irrationally, fail to learn from punishment and have no feeling of guilt or remorse.
- Adjustment is a psychological process of adapting to, coping with, and managing the problems, challenges, and demands of life which an individual faces on a day to day basis.
- According to Horney, successful personality adjustment occurs when there is a considerable similarity between the real-self and the idealised self. A considerable lack of similarity leads to unsuccessful personality adjustment.



4.11 FURTHER READING

- Baron, R. A. (2001). Psychology (5th Edition). Allyn & Bacon.
- Developmental Psychology. Erik Erikson. Retrieved from http://www.simplypsychology.org/Erik-Erikson.html
- Saul Mcleod. Defense Mechanisms. Retrieved from http://www.simplypsychology.org/defense-mechanisms.html

4.12 ANSWERS TO CHECK YOUR PROGRESS

Answers to Check Your Progress 1

1. The stages as identified by Freud are Oral stage (0-1), Anal stage (1-3), Phallic stage (3-6), Latency (6-12) and Genital stage. Psycho-sexual theory deals with personality development through pleasure seeking activities, mainly sexual, across the stages of development. Psycho-social theory, on the other hand, is based on the conflicts one faces due to the social demands across the development stages.
2. The influencers of socialization processes are: National-culture, Regional-culture, Community, Family, Media, Peers and Friends
3. Id remains in the unconscious mind and plays a role in the development of unacceptable urges, desires and memories that one may possess. Ego acts a reality checker for Id. It helps to meet the needs and wishes of Id by creating a connection between Id and reality. Super-ego is conceptualized as the centre of moral standard. It checks whether the various ways of satisfying id impulses are right or wrong.

Answers to Check Your Progress 2

1. The various types of defense mechanisms are: Repression, Projection, Displacement, Sublimation, Denial, Regression,

Rationalization and Reaction Formation.

2. Dysfunctional behaviours are disruptive behaviours shown by a child or an adult which are not acceptable according to the norms of the situation or society at large.

   Antisocial personality disorder is one of the most important and disturbing types of personality disorders. Individuals with this disorder are insensitive and manipulative towards others, ignore social rules and laws, behave impulsively and irrationally, fail to learn from punishment and have no feeling of guilt or remorse.

3. Adjustment is a psychological process of adapting to, coping with, and managing the problems, challenges, and demands of life which an individual faces on a day to day basis.

   The degree of conflict between the real-self and the idealised-self determines the nature of personality adjustment of an individual.



4.13 MODEL QUESTIONS

1. Describe Freud's psychosexual theory and Erikson's psychosocial theory. Which theory do you think is more applicable in today's context and why?
2. Describe the various coping mechanisms one adopts to get rid of stressful or anxious thoughts and feelings?
3. Describe the adjustment process. What is personality adjustment?

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