

BSW-124

Human Growth, Behaviour and Counselling

Block

2

HUMAN GROWTH AND DEVELOPMENT

UNIT 1

Personality Development

UNIT 2

Determinants of Personality: Role of Heredity and Environment

UNIT 3

Different Stages of Human Development

Unit 4

Theories of Personality

Unit 5

Psychosexual Development: Freudian Concept

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BLOCK INTRODUCTION

Block 2 titled 'Human Growth and Development' deals with the concepts and theories of personality development. Social workers frequently work with people having personality disorders and other personality related problems. While this is particularly relevant to social workers working in correctional settings, schools, health care settings, family counselling centres and industries, it is also useful to social workers who work in community settings as well.

The first unit 'Personality Development' introduces you to the concepts and theories of personality development. The second unit 'Determinants of Personality: Role of Heredity and Environment' deals with the factors and agencies that contribute to personality development. The third unit 'Different Stages of Human Development' deals with physiological and psychological changes and development in an individual from conception to death. The fourth unit is on 'Theories of Personality'. It explains to you the different theories of personality by some of the prominent psychologists including Erickson, Maslow, Carl Rogers, Skinner and others. The fifth and the last unit 'Psychosexual Development: Freudian concepts' deals with Freud's contribution to the understanding of personality development. A detailed discussion of his theories is provided keeping in mind his contribution to the subject. These units will help you to acquire deeper knowledge of human personality which is of much importance in social work profession.

UNIT 1 PERSONALITY DEVELOPMENT

* A.S. Inam Shastri

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1.0 OBJECTIVES

This unit aims at providing you with an understanding of personality development. At the end of the unit, you should be able to:

- Explain the meaning of the term personality;
- Indicate the factors affecting development of personality;
- Describe the patterning of personality development; and
- Describe the importance of personality development for the practice of social work.

1.1 INTRODUCTION

This unit gives an idea about the concept of personality and importance of studying personality for social work practice. It also throws light on the determinants of personality and the pertinence of personality development. The external appearance of personality has also been described in this unit.

This unit provides a comprehensive idea about personality development of an individual.

1.2 DEFINITION OF PERSONALITY

Personality is a widely used word and a variety of meanings are attached to it. According to Allport (1937) there are at least fifty different meanings of the term. He indicates that “Personality” came originally from the Latin word “Persona”. Allport also reports that “personality” is used in at least four distinct senses in the writings of Cicero. First, personality is regarded as an assemblage of personal qualities. In this sense personality belongs to the actor. Second, personality is regarded as the way a person appears to others. In this sense personality pertains to the mask. Third, personality represents the role a person plays in life; a professional, social, or political role such as characters in drama. Finally, personality refers to qualities of distinction and dignity. It pertains to the star performer.

There are several definitions of personality. Allport (1937) classified these definitions in six categories. Out of these, three important and popular definitions are given below:

Personality as a Social Value

Allport (1924) defined “Personality is, individual’s characteristic reaction to social stimuli and the quality of his adaptation to the social features of his environment.”

According to Guthrie, “Personality is defined as those habits and habit systems of social importance that are stable and resistant to change.”

Stranger (1961) has indicated two meanings of personality related to social values:

- i) **Personality as Stimulus value** — This indicates that personality is the impact or impression of a person or personality over other person or persons, or how a person impresses others in society. If a person easily impresses other persons instantly then his personality is considered impressive. It is well observed in daily life that if a person who has higher stimulus value or who impresses and attracts us easily, we often say that he/she has a nice personality. But this idea regarding personality is not scientific, because the views of different persons are quite different.
- ii) **Personality as a Response** — Observing the limitation in the description of personality as a stimulus, personality was defined as a response. Personality as a response has two definitions as indicated by Guthrie and Allport. The benefit of defining personality in this way is that the study of personality becomes possible from an external stand point. This type of definition is also incomplete because personality represents not only a group of responses but it has stimulus value too.

Personality as an Intervening Variable

Allport (1937) defined personality as an intervening variable. According to him, “Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment”.

According to Munn, (1953), Personality may be defined as the most characteristic integration of individual’s structures, modes of behaviour, interest, attitudes, capacities, abilities and aptitudes.

Traits of Personality

Crutch and Cretchfied (1958) defined trait as a specific quality of a person by which he/she behaves evenly in all situations. The personality may be known by the act of comparison and by the act of observation. A person is observed to react promptly or vigorously or accurately or in all of these ways. These properties which are obstructions to behavior, when analysed, form totalities. These aspects or properties are “traits”. There are behaviour traits as well as somatic traits.

Allport defined personality traits on the following eight criteria:

- i) The existence of traits is more than negligible. (ii) Traits are more generalized as compared with habits. (iii) Traits are dynamic or at least determinative. (iv) Their existence can be established on the statistical and experiential basis. (v) The various traits of personality are independent of each other. (vi) Psychologically, moral qualities are not personality traits, (vii) The tasks and habits which are not according to or favourable to traits do not give proof of the existence of traits. (viii) Traits are unique and universal.

Allport, on the basis of a large scale analysis of human traits, proposed a trait theory of personality. Some of the conclusions regarding traits are as follows:

- 1) Personality traits can help selecting appropriate behaviour or obstruct behaviours.
- 2) Direct observation of traits is not possible but inference regarding them is possible.
- 3) Habits do not determine traits but traits determine the development of a new habit.
- 4) Traits guide and initiate behaviour.
- 5) According to Allport, some important traits are: punctuality, aggressiveness, cheerfulness, competitiveness, fancifulness, gregariousness and vigour.
- 6) The level of adjustment of normal persons can be compared with the help of common traits.
- 7) Allport named the group of traits as a syndrome.
- 8) Allport classified all traits in three major groups:
 - i) **Cardinal Traits:** These types of traits are more effective and perform the important functions of controlling the emotions. They are small in number.
 - ii) **Central Traits:** These traits contribute to the focus of a person's behaviour. They are often considered as building blocks of personality.
 - iii) **Secondary Traits:** These traits are individual traits and common traits. The individual traits are considered as true symptoms. The common traits are found in many persons. They provide basis for the measurement of many individual traits.

R.B. Cattell conducted a number of studies in the field of individual traits. Cattell observed that the study of a total of 171 traits is necessary for the study of personality.

Check Your Progress I

Note: a) Use the space provided for your answer.

b) Check your answers with those provided at the end of this unit.

1) Which are the key words in the definition of personality given by Allport?

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2) What do your understanding by traits?

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1.3 DETERMINANTS OF PERSONALITY

We find uniqueness in every person. Some persons are criminals and others law abiding, some alcoholics and others teetotalers, some maladjusted and others well adjusted. There are certain principles underlying personality development and functioning, which enable us to understand the variation in the pattern of behaviour. They involve the influences of heredity and environment.

A) **Biological Factors**

These factors include genetic factors and hormonal factors. Let us examine these factors in some details.

Genetic Factors: Each individual receives a genetic endowment from his/her parents which provides for physical structures—muscles, glands, sense organs, nerves and so on. All these parts are essential for one's development into an adult human being. Heredity not only provides potentialities for development, but it is also an important source of individual differences, as it influences the determination of certain traits more than other. The physical features and various constitutional factors such as sensitivity, vigour, susceptibility to diseases, and intelligence are most clearly influenced by heredity. Genetic factors may influence the overall functioning of the organism and lower the individual's resistance to physical disease. The most unique aspects of man's inheritance are reflected in the brain which is the most highly organized apparatus in the universe. The brain produces a fantastic communication network with tremendous capability for integrating the overall functioning of the human organism, for interpreting and 'storing' new experiences and for reasoning, imagining and problem solving.

Hormonal Factors: There are a number of hormonal factors which influence the development of personality. Some of the important ones are described below.

1) ***Endocrine Glands***

These glands secrete directly without any tube. The secretion of these glands is known as hormones which affect the personality.

- i) *Pancreas:* This gland is connected to a tube of the duodenum. This gland secretes digestive juices. Insulin is secreted in the body by these cells, which neutralizes blood sugar.
- ii) *Thyroid Gland:* The secretion of this gland is called thyroxin which influences the rate of physical growth.
- iii) *Parathyroid Gland:* The main function of this gland is to control the quantity of calcium which has a direct impact on the development of bones and teeth.
- iv) *Adrenal Gland:* This gland secretes 'Adrenalin' and "non adrenalin", which shapes personality. The secretion stimulates the blood supply and influences liver. As a result, fatigue is reduced and the wastes of the body are released.
- v) *Pituitary Gland:* The hormone secreted from the anterior part of this gland controls the secretions of various glands and the secretion from its posterior part stimulates the uterine muscle.
- vi) *Gonads:* The secretion from these glands is called gonadal hormones (progesterone, androgens, testosterone and estrogens). Due to these secretions, males have masculine traits and females have feminine qualities.

2) ***Physique and Health***

A person's worth increases with good physical structure. Also, if the physical structure is defective, the chances are high that he/she would suffer from a number of health problems.

3) **Body Chemistry**

The various chemical changes taking place in different centres of brain and body have an important effect on a person's personality. If the chemical changes are not in proper order the person suffers from various problems. For example, due to the deficiency of glycogen in the muscles, a person will exhaust soon and will appear lazy, depressed, frustrated and irritated.

4) **Maturation and Personality**

Maturation decides how and what a person will learn. The development of many personality traits depends upon learning. If the maturation is not smooth then his/her learning and consequently the personality get adversely affected.

5) **Genetic and Somatic Factors**

The characteristics of a child are often found to be like his/her parents. It is because of heredity of the child and the environment created by the guardians, in which the child is brought up. There are several studies of twins which show that personality development is affected by heredity. It is also observed that during pregnancy activeness of mother, her diet supplementing the fetus requirements, and emotional status of mother affect the personality of a new born child.

B) **Environmental Factors**

The psychological development of a person is constantly shaped by the forces in his or her environment. Even people with similar inheritance show different characteristics. The socio-cultural environment influences the development of individuals even more dramatically through the learning of the language he/she speaks, the customs he/she follows, the values he/she believes in, and the competencies which he/she develops to deal with life's problems. Such practices tend to make all members of the group somewhat alike, or as Linton (1945) has put it, to establish, "the basic personality types."

According to Mead (1949), people reared in societies which do not sanction violence will settle their differences in nonviolent ways. In New Guinea two tribes of similar social origin, living in the same general geographical area, were found to have developed diametrically opposed characteristics: the Arapesh were a kindly, peaceful, cooperative people; the Mundugumor were warlike, suspicious, competitive and vengeful. These differences emerge due the social conditioning.

Each individual belongs to a somewhat unique pattern of sub groups and experiences a unique pattern of interpersonal relationships. Participation in the socio-cultural environment may vary across individuals. It may be said that the socio cultural environment is the source of differences as well as commonalities in personality development. The environmental factors may be divided into two categories

- i) Geographical Factors
- ii) Social Factors

A brief description of social factors are as follows :

1) **Parental Factors**

- i) **Importance of Mother:** Certain studies conducted in this field point out that, out of all environmental factors, the person is affected most by his/her relation with his/her mother during early stages of development. Harlow (1966) conducted a study on baby monkeys and indicated that due to lonely early development the baby monkey fails to establish healthy social relations with its companions. Similar results were observed by Spitz (1949), and Yarrow (1963), in the studies conducted on human babies. Early maternal deprivation is found to be related to pathology in personality development.
- ii) **Importance of Father:** Like mother, the presence and absence of father affects the personality of a child. Mischel (1958) saw that the child's socialization and development was influenced by the absence of father. In particular, the father-child relationship influences the nature of future sexual relationship of the child.
- iii) **Other Family Members:** It is observed that if the members of the family are affectionate to the child and help her to fulfill the requirements, teach her/him good habits, then such things definitely help the child to develop positive aspects in personality.
- iv) **Size of the Family:** The size of the family also affects the development of personality. If there are more members in the family then language and other mental abilities of the child develop faster. Contrary to it, in the case of an only child in the family, due to more care, love and affection, the child becomes obstinate and pampered.
- v) **Economic status of the family:** The economic condition of the family directly affects the personality. The children of a poor family may develop a feeling of inferiority and insecurity. Similarly, due to lack of facilities and nutritious diet, their physical and mental development gets arrested.

2) **School and Peer Groups**

The neighbourhood is an important factor affecting personality development. Children learn certain habits and behaviours from children of neighbourhood with whom they interact. After a few years, the child goes to school and experiences patterns of adjustment within the school and community setting. The child in school is affected by teacher's behaviour and the school environment. Child's self perception is often found significantly related to the quality of school experiences. Child's social, intellectual and emotional development is shaped by the school atmosphere and peer group.

3) **Cultural Factors**

The culture to which one belongs influences the child's behavior and development. There are cultural variations in different societies and the pattern of personality of children is shaped by the various features of culture. The pattern of child rearing, values, norms and incentives vary from culture to culture. Consisting of shared meanings and practices, different cultures help development of different traits of personality.

Check Your Progress II

Note: a) Use the space provided for your answer.

b) Check your answers with those provided at the end of this unit.

1) Which are the main determinants of personality?

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1.4 PATTERNING OF DEVELOPMENT

There are three main levels of analysis to be taken into consideration for the study of development of an individual:

- i) **Biological System:** The closely coordinated physiological interactions within the body.
- ii) **The Psychological System or Personality:** It involves the organized interaction of motives, abilities, assumptions, and defenses integrated around the self, and
- iii) **Sociological or Group System:** It involves the interactions of the individual in his/her family or broader group contexts.

These three factors or levels of analysis are important to gain a complete view of the individual and his functioning. These factors play an important role in shaping the personality of an individual and affect the growth and development of personality.

Thus, it is important to keep in mind that development or change in a person is always a patterned change. All the interactive component systems are involved in shaping the pattern of these changes.

Developmental Schedule

Human development is found to follow a definite schedule not only in the domain of physical and motor development but also in the domain of emotional, intellectual, and social development. Thus, an infant crawls and sits up before she begins to walk; her early generalized emotional reactions become differentiated into love, humor, and grief. The language and behaviour also progresses from random vocalization to words which eventually become vehicles for thinking.

The process of development is regulated by the forces of maturation and learning. Maturation processes guide the development of our bodily structure and pave the way for learning, but what we can learn in any situation depends both on maturational readiness and on what we have learned in the past. It is also observed that each new phase of development is limited by previous development and, in turn, influences and remains a part of successive stages of development.

Development Tasks

The human development has been broadly divided into 6 major stages. At each stage maturational and social pressure impose certain specific tasks which the individual must master if he/she is to maintain normal course of development. When the various tasks are not mastered during the appropriate

developmental period, the individual suffers from immaturities and incompetencies which persist and handicap her adjustment during later developmental stages.

The developmental tasks of six life stages, as indicated by Erikson (1950), Havighurst (1952), Kagon and Moss (1962), and Witmer and Kotinsky (1952) are described below:

Personality Development and Adjustment:

Developmental Task of Different Life Stages

Infancy and Early Childhood (0-6 years)

Learning to walk and talk. Learning to take solid food and to control the elimination of body wastes. Achieving physiological stability. Developing a sense of trust in oneself and in others. Learning to relate oneself emotionally to parents, siblings, and other people. Forming an identification with one's own sex. Developing simple concepts of social and physical reality. Mastering simple safety rules. Learning to distinguish right from wrong and to respect rules and authority.

Middle Childhood (6-12 years)

Gaining wider knowledge and understanding of the physical and social world. Building wholesome attitudes toward oneself. Learning an appropriate masculine or feminine social role. Developing conscience, morality, and a scale of values. Learning to read, write, and calculate, and learning other fundamental intellectual skills. Learning physical skills. Developing attitudes toward social groups and other institutions. Learning to win and maintain a place among one's age-mates. Learning to give and take and to share responsibility. Achieving increasing personal independence.

Adolescence (12-18 years)

Developing self-confidence and a clear sense of identity. Accepting one's physique and adjusting to body changes. Achieving a masculine or feminine social role. Developing new and mature relations with age-mates. Achieving emotional independence from parents and other adults. Developing concern beyond oneself; and achieving matured values, and social responsibility. Selecting and preparing for an occupation. Preparing for marriage and family life. Learning to make choices and taking responsibility. Building a conscious value system in harmony with an adequate world picture.

Early adulthood (18-35 years)

Completing formal education. Getting started in

an occupation. Selecting and learning to live with a mate. Starting a family and providing for the material and psychological need of one's children. Finding a congenial social group. Taking on civic responsibility. Developing a satisfying philosophy of life.

Middle Age (35-60 years)

Accepting greater civic and social responsibility. Achieving personal growth with one's mate and relating to one's mate as a person. Establishing a standard of living and developing adequate financial security for remaining years. Developing adult leisure-time activities and extending interests. Helping teen-age children become responsible and happy adults. Adjusting to aging parents. Accepting and adjusting to the physiological changes of middle age.

Later Life

Adjusting to decreasing physical strength. Adjusting to retirement and reduced income, and establishing satisfactory living arrangements. Adjusting to the death of spouse or friends. Meeting social and civic obligations within one's ability. Establishing affiliation with one's own age group. Maintaining active interests and concern beyond oneself.

Task common to all Periods

Developing and using one's physical, social, and emotional competencies. Accepting oneself and developing basic self-confidence. Accepting reality and building valid attitudes and values. Participating creatively and responsibly in family and other groups. Building rich linkages with one's world.

The most important pathways towards maturity are:

- 1) ***Dependence to Self-Direction:*** One of the pathways towards maturity is from dependency of foetus, infant and child to the independence of adult-hood. Growth towards independence and self direction is the development of an integrated frame of reference of adult responsibilities.
- 2) ***Pleasure to Reality:*** Freud indicated that the pleasure principle is fundamental in governing early behaviour. This thought was subordinated to the reality principle, the realization that we must learn to perceive and face reality if we are to meet our needs.
- 3) ***Ignorance to Knowledge:*** The human baby is born in a stage of total ignorance and soon starts acquiring information about herself and the surroundings. In due course of time, this information is organized into coherent pattern assumptions concerning reality, value and possibility, which provides her with a stable frame of reference for guiding her behaviour.
- 4) ***Incompetence to Competence:*** The entire period from infancy through adolescence is directed toward the mastery of intellectual, emotional, social and other competencies essential for adulthood.

- 5) ***Diffuse Sexuality to Heterosexuality:*** The sexual development is an important development in a person's growth towards maturity. At an early age, diffused and generalized expressions of sexuality are found. During later childhood, interests and emotional feelings are directed towards other members of the same sex. With the advent of puberty, heterosexual differentiation progresses rapidly. However, maturity in sexual behaviour involves many other aspects besides directing one's desires towards a member of the opposite sex.
- 6) ***Amoral to Moral:*** The newborn baby has no concept of good or bad; right or wrong; gradually she learns a pattern of value assumptions which operate as inner guides or control her behaviour, we refer to as her conscience or super ego.
- 7) ***Self-centered to Other Centered:*** One of the most important pathways to maturity involves individual's gradual transition from exclusive preoccupation with himself and his needs to an understanding and acceptance of social responsibilities and an involvement in the human enterprise. This includes the ability to give love in one's family setting and to be concerned about and contribute to the welfare of one's group and of society in general.

Variation in Development

All human beings go through the same stages of growth but we observe variations in the traits that they develop. The term trait is used to refer to any distinguishable and relatively enduring characteristic of the individual. The variation in the traits may be illustrated as most people fall in the intermediate or average range of intelligence, while a few at one extreme are geniuses and a few at the other extreme are mentally retarded.

However, variation may occur from one individual to another in (a) the nature of a given physical trait, such as blood type and skin color, (b) the differentiation or extent to which a given trait is developed, (c) the integration of traits or harmony among them, and (d) the overall pattern of traits, which we call personality. Variation within a definite range is considered normal; it is abnormal only when it becomes extreme enough to impair one's adaptive capacities seriously.

A number of factors are significant which affect a particular trait. The traits play a very important role in the development of an individual, if his position is very much above or below the average. The significance of a given trait depends on the pattern of all the traits.

Check Your Progress III

- Note:** a) Use the space provided for your answer.
 b) Check your answers with those provided at the end of this unit.

- 1) Define the level of analysis taken into consideration for the study of development of an individual.

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- 2) Define the developmental tasks of different age groups.

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1.5 PERSONALITY AS THE EXTERNAL APPEARANCE AND BEHAVIOUR OF THE INDIVIDUAL

The external appearance of personality is related with the biological part of the human being. The bodily system is composed of fluids, bones, skin and muscles, connective and neural tissues. These components constitute the physiology of the organism.

There is plenty of evidence which shows the interdependence between ‘mind’ and ‘body’. When the brain is injured or when small portions of it are removed, there is some disturbance in personality though often less than what one might expect. In addition to external appearance there is also a desire to create a favourable first impression on others. The first impression of a person gives others a clue to the personality of the observed individual. In addition, the first impression determines what others will expect of the individual, and their expectations, in turn, influence his behaviour.

A person’s first impression may be based on physical appearance, facial features or expression, gestures, dress, name, nationality, race, what the person says and how he says it, what he does and how he does it, or some other physical or psychological characteristic which is identified in the mind of the observer with certain personality types.

Sheldon describes the types of personality on the basis of external appearance as under:

- i) **Endomorphic:** Identity to roundness, smoothness, softness, large trunk, delicate, tapering limbs.
- ii) **Mesomorphic:** Tendency to heavy bones and muscles, squareness, ruggedness.
- iii) **Ectomorphic:** Tendency to slenderness, straightness of limb, delicateness.

Each person is to be described with respect to his positions on each of the three scales. According to Sheldon, a specific type is thus a particular combination of the position on these dimensions. It takes three scores to express each person’s type and to describe him physically. Therefore, we can say that external appearance and behaviour of an individual is very important where the personality is concerned.

Check Your Progress IV

Note: a) Use the space provided for your answer.

b) Check your answers with those provided at the end of this unit.

1) Describe the types of personality given by Sheldon.

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1.6 NEED FOR STUDYING PERSONALITY DEVELOPMENT FOR SOCIAL WORK PRACTICE

Social work practice is a professional approach towards the solution of psychosocial and behavioural problems of human beings. It deals with all the aspects of human life including growth and development of personality. Some social scientists consider social work as a behavioural science. It is also accepted that services rendered by social workers will be fruitful only when the basic information about the problems, nature and level of psycho-sexual development is known to the worker. The personality assessment tasks of the different stages of development must be known to the social worker for the diagnosis and treatment of psychosocial problems. Studying personality development is helpful for social work practitioners to develop their competence.

Check Your Progress V

Note: a) Use the space provided for your answer.

b) Check your answers with those provided at the end of this unit.

1) Explain the need of social workers to study personality development.

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1.7 LET US SUM UP

The word 'personality' used by a common man is different from its meaning as a technical term. The common man uses the term 'personality' only to refer to the physical structure of the individual. The term 'personality' originated from the Latin word 'persona' which means 'mask'. In psychological literature, personality is defined from different angles. The most appropriate definition has been given by Allport. People also use the term character, temperament and self, similar to personality, but they have different meanings. The development of personality begins from early infancy stage.

Every person is unique, therefore, there is a requirement to understand the factors which affect personality. Heredity and environment are some of the important determinants of the personality.

Three levels of analysis are involved in the study of development of an individuals' personality. They include biological system, psychological system and sociological or group system. There are different developmental tasks for the different stages of life. All human beings go through similar stages of growth but variations are also found.

The external appearance of personality is related to the biological part of a human being. Since social work deals with all the aspects of human life studying personality development for social work practitioners is very relevant.

1.8 KEY WORDS

Personality	:	“Personality is individual’s characteristic reaction to social stimuli and the quality of his adaptation to the social features of his environment.”
Temperament	:	A person’s typical way of responding to his or her environment.
Self	:	An individual’s conception of the kind of person he/she is.
Task	:	A function to be performed.

1.9 SUGGESTED READINGS

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1.10 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress I

1) Following are the key words in the definition of personality given by Allport:

- a) Dynamic organization
- b) Mind
- c) Body
- d) Sentiment
- e) Traits
- f) Characteristic
- g) Thought

2) Behaviour and thoughts are unique characteristics of an individual. These two terms are important aspects which make the way for what an individual may do, mainly what he does to adjust to his environment.

Check Your Progress II

1) Heredity and environment are the two main determinants of personality.

Check Your Progress III

- 1) There are three levels of analysis to be taken into consideration for the study of development of an individual:
 - a) Biological system,
 - b) Psychological system or personality,
 - c) Sociological or group system.

- 2) The human development is broadly divided into 6 major stages. At each stage, maturational and social pressures demand a person to master certain specific tasks he or she is expected to maintain in the normal course of development.

Check Your Progress IV

- 1) There are three types of personality described by Sheldon:
 - a) Endomorphic,
 - b) Mesomorphic,
 - c) Ectomorphic.

Check Your progress V

- 1) Social worker helps the individual in solving emotional, social, psychological and behavioural problems. It is possible only when the worker has a comprehensive understanding of problems, particularly the aspects, systems, traits and types of personality, and the course of its development.

UNIT 2 DETERMINANTS OF PERSONALITY: ROLE OF HEREDITY AND ENVIRONMENT

Contents

2.0	Objectives
2.1	Introduction
2.2	Role of Heredity in Personality Development
2.3	Role of Environment in Personality Development
2.4	Role of Learning in Personality Development
2.5	Process of Socialization and Its Role in Personality Development
2.6	Relative Importance of Heredity and Environment
2.7	Moulding of Personality
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2.9	Key Words
2.10	Suggested Readings
2.11	Answers to Check Your Progress

2.0 OBJECTIVES

The purpose of this unit is to provide an understanding about the determinants of personality. After reading this unit you should be able to:

- Explain the role of heredity, learning and environment in personality development;
- Describe the process of socialization and its role in personality development;
- Discuss the relative importance of heredity and environment in personality development; and
- Describe the moulding pattern of personality.

2.1 INTRODUCTION

The importance of personality increases as social life becomes more complex. A “pleasing” personality has a “marketable value” in a complex society and is highly prized and sought after. The term “personality” is derived from the Latin word ‘persona’, which means “mask”. Among the Greeks, actors used masks to hide their identity on the stage. This dramatic technique was later adopted by the Romans to whom persona denoted “as one appears to others”, not as one actually is.

Various definitions of personality have been given by different psychologists. They define personality in such a way as to include motivational aspects as well as other outstanding characteristics. Of these, the most widely accepted is the short but all-inclusive definition proposed by Gordon W. Allport. According to him “personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment.”

2.2 ROLE OF HEREDITY IN PERSONALITY DEVELOPMENT

The personality pattern is founded on the individual’s hereditary endowment, but it is not inherited. It is the product of learning during the course of prolonged social relationships with people both within and outside the home. As Anderson has pointed out, personality is organized around nodal points or experiences which have received specific emphasis.

At the moment of conception, each new human being receives a genetic inheritance which provides all the potentialities for his behaviour and development throughout his life time. This endowment includes potentialities for an individual's bodily equipment, for the development of specific skills, abilities and kinds of behaviour and for patterns of growth and change throughout a predictable life cycle.

The Mechanics of Heredity

At fertilization, the male and female germ cells unite to form a fertilized ovum containing about 46 chromosomes, 23 chromosomes from each parent. The chromosomes are minute, threadlike structures containing many hundreds of ultramicroscopic particles called 'genes', which are the real carriers of a person's heredity. Together, the chromosomes probably contain from thousands of genes, which are a complex molecule consisting of thousands of atoms in special arrangements. The genes carry the blueprint for an individual's development and direct his growth from a one-celled unit to an adult. Within this inherited structure, lies the potentialities for behaviour.

Role of Heredity

The personality pattern is inwardly determined by and closely associated with the maturation of physical and mental characteristics which constitute the individual's hereditary endowment. Although social and other environmental factors affect the form a personality pattern takes, it is not instilled or controlled from without but evolves from the potentials within the individual. The principal raw materials of personality-physique, intelligence and temperament are the results of heredity. How a person will develop depends on the environmental influences within which a person grows.

The significance of hereditary endowment in determining the personality pattern has been stressed by many researchers. It is generally held that personality is formed from the interaction of significant figures (first the mother, later the father and siblings and subsequently the extra familial figures) with the child. The child brings to this interaction biological constitution, a set of needs and intellectual capacities which determine the way in which a person is acted upon by the significant figures in her environment.

In the course of interaction of hereditary and environmental factors, the individual selects from his environment what fits his needs and rejects what does not. Thus, personality pattern develops through interactions with the environment which an individual himself has initiated.

One reason for stressing the role of heredity in the development of personality is to recognize the fact that personality pattern is subject to limitations. A person who inherits a low level of intelligence, for example, cannot, even under the most favourable environmental conditions, develop a personality pattern that will lead to adequate personal and social adjustment, than a person with high level of intelligence. Thus, heredity sets limits to a person's development.

Furthermore, recognition of the limitations imposed by heredity underlines the fact that people are not totally free to choose and develop the kind of personality pattern they want. Using intelligence again as an illustration it may be said that a person with a low-grade intelligence cannot develop the personality pattern of a leader even though he wants to do so and even though he has a strong motivation to try to develop the personality traits essential for leadership.

Check Your Progress I

Note: a) Use the space provided for your answer.

b) Check your answer with those provided at the end of this unit.

1) Justify, in your words, the importance of heredity in personality development.

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2.3 ROLE OF ENVIRONMENT IN PERSONALITY DEVELOPMENT

No trait is so dependent on heredity that it would not require certain minimal environmental conditions for its development. This is true even of physical traits and certainly much more so of intellectual, social and emotional ones. At any given moment an individual is the product of countless interactions between his genetic endowment and physical and sociocultural environment. By physical environment, we refer to the natural world surrounding the individual: Climate, terrain, food supplies, disease, germs and so on. By sociocultural environment, we mean the world of people, customs, values and man-made objects.

Physical Environment

People of the earth live under diverse conditions of climate, terrain and natural resources. Some live in dense jungles and others on barren deserts, some live on high mountains and others on flat prairie lands. Some live where it is extremely cold and others where it is oppressively hot, some live where it rains most of the time and others where there is chronic drought. In some places food and other resources are plentiful, in others they are so scarce that most of the individual's life must be spent in eking out a bare subsistence. Some areas are infested with disease and other hazards to physical safety, others are relatively free of disease and danger.

Climate and Terrain

People inhabiting areas where conditions of climate or terrain are unfavourable tend to undergo adaptive physiological changes. For example, the circulatory system of the Eskimo tends to lie deep within a protective fatty layer which conserves his body heat.

Scarcity, Disease and Other Unfavourable Conditions

Even today millions of people live in areas where disease is rife and food supplies are inadequate. Such conditions take a tremendous toll in terms of reduced physical vigor, bodily damage and loss of life. Because adverse physical conditions influence the way a group lives, we may assume that they also exert some effect, at least indirectly, on the personality development of individual members. However, the precise effect is difficult to assess, for again we typically find cultural factors complicating the total situation.

It becomes very difficult to evaluate the effect of physical environment on individual and group differences in development. Except in cases where unfavourable conditions lead to actual bodily

damage, as in case of malnutrition and disease, the role of the physical environment seems less important as compared to that of the sociocultural environment.

Socio-cultural Environment

In much the same sense that man receives a genetic heritage which is the end product of countless million years of evolutionary history, so he receives a sociocultural heritage which is the end product of many thousands of years of social evolution. This heritage varies dramatically from one social group to another, but the various cultures of the world have enough in common to enable us to speak meaningfully of “human culture”. Every group, for example, has its language, family and social structure, customs, values, music and art. These “institutions” are characteristically human and tend to be transmitted by similar means in every society. Sometimes the instruction is deliberate, but just as often it is not. Following are the chief means by which the sociocultural environment exerts its influence on individual development.

i) *Group Membership and Instruction*

Both deliberately and unconsciously, each society teaches its concepts, values and accepted behaviours to its children. This instruction is largely accomplished by the social institutions such as home, school and temple or their equivalents. Thus, systematic instruction, together with the examples set by adults or other “models” tend to make for some degree of uniformity and to establish what may be called the basic personality type of the particular society.

The individual’s basic personality structure is affected not only by the larger social group but also by the various subgroups to which one belongs – groups based upon his family membership, religion, occupation, social class, age and sex. Each subgroup tends to foster certain values, beliefs and approved behaviour patterns which may in turn be subject to the restrictions imposed by society as a whole. The fact that each individual belongs to somewhat different type of subgroup tends to produce individual differences, just as common membership in the larger cultural group makes everyone somewhat alike.

The groups with which an individual identifies, or with which he/she would like to be identified, are called ‘reference groups’—for it is in reference to the norms and values of that group that he/she sets his/her goals, models his/her behaviour and evaluates his/her worth. Sometimes reference groups from which the individual is excluded have greater influence on the person.

ii) *Status and Role*

In every social structure there are a variety of distinguishable positions - doctor, teacher, carpenter, parent, student, child and so forth - each of which contributes in some way to the total group functioning and is accorded a certain ‘social status’. Status brings with it both privileges and responsibilities. For example, the medical doctor has the privilege of practicing medicine and is held in high regard by other members of society. In return, he is expected to follow the ethical code of the profession. If he/she fails to do so, he may have his/her medical license revoked and be relegated to an inferior social standing.

To clarify what is expected of a person with a given position and status, society establishes various roles for its members to play, each associated with a certain pattern of expected behaviour. Thus, the role of an army officer calls for loyalty, decisiveness, courage and resourcefulness. Each person of the society, young or old, tends to develop the skills, behaviour and values that his role seems to demand. If he deviates too far from what is expected of him, he is likely to run into difficulties in his social relationships.

The extent to which role expectations can influence personality development is well illustrated by Margaret Mead's study (1949) of the Tchambuli, a New Guinea tribe in which the sex roles are practically the reverse of ours. Women are supposed to earn the living, handle business transactions, take the initiative in courtship, and in general, act as head of the family. Men on the other hand, are expected to be coquettish, graceful, prone to gossip, good homemakers and interested in dancing and theatricals. The established roles for men and women among the Tchambuli, obviously tend to channel personality development along lines very different from those in our culture.

iii) ***Interpersonal Relationships***

Man is a social animal and much of his personality development reflects his experiences with other people. In many societies a certain pattern of interpersonal relationships may predominate over others – for example, the norm may be for competition or cooperation, hostility or friendliness. In general, however, interpersonal relationships contribute to individuality rather than similarity of development, for no two of us have exactly the same acquaintances nor do we have an identical relationship with the people we do know in common. Even parents relate to each of their children in somewhat different ways. The experiences of love and hate, of friendship and distrust, of shared experience and misunderstanding that characterize our associations with other people are in each case unique.

Although we have many kinds of interpersonal relationships in the course of our lives, those that have the greatest influence in shaping our development are those with our parents and with members of our peer groups. Apart from these, many other types of interpersonal relationships – with brothers and sisters, grandparents, teachers, neighbours – may play a significant part in shaping personality. Even a chance meeting with someone may change the direction of our lives.

Check Your Progress II

Note: a) Use the space provided for your answer.

b) Check your answers with those provided at the end of this unit.

1) Explain the role of physical environment in personality development.

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2) What are the chief means by which the sociocultural environment exerts its influence on personality development of an individual?

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2.4 ROLE OF LEARNING IN PERSONALITY DEVELOPMENT

Learning, in its various forms, especially conditioning, imitation and training, or learning under the guidance and direction of another, plays a prime role in the development of personality pattern. Attitude towards self, characteristic modes of responding to people and situations, attitudes towards the assumption of socially approved roles and methods of personal and social adjustment, including the use of defence mechanism, are learned through repetition and are reinforced by the satisfaction they bring. Gradually, the self concept develops, the learned responses become habitual, constituting the “traits” in the individual’s personality pattern.

Social pressures within and outside the home determine what traits will be incorporated into the pattern. If a boy is encouraged to be aggressive for example, because aggressiveness is considered a sex-appropriate trait for males, he will learn to react to people and situations in an aggressive way. If on the other hand, aggressiveness wins social disapproval or does not bring satisfaction; the person will try out other methods of adjustment until he finds one that meets his needs. He will then repeat it until it becomes a habitual form of behaviour.

There are two important reasons for which it is significant to know that learning plays a role in the development of personality pattern. First, it tells us that control can be exercised to ensure that the individual will develop the kind of personality pattern that will lead to good personal and social adjustment.

Second, it tells us that unhealthy self-concepts and socially unacceptable patterns of adjustment can be changed and modified. As in all learning, the sooner a change or modification is attempted, the easier it will be.

Check Your Progress III

Note: a) Use the space provided for your answer.

b) Check your answers with those provided at the end of this unit.

1) Explain the role of learning in personality development.

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2.5 PROCESS OF SOCIALIZATION AND ITS ROLE IN PERSONALITY DEVELOPMENT

The role of socialization in the development of human personality may be shown by citing the two cases of Anna and Isabelle. Anna, an illegitimate child, was caused to be kept all alone in an upstairs room. When removed from the room at the age of nearly six years, Anna could not talk, walk or do anything, that showed intelligence. She was expressionless and indifferent to everything. She could not make any move on her own behalf. This shows that in the absence of socialization, the purely biological resources are too poor to contribute to the development of a complete personality. Communicative contact is the core of socialization.

Isabelle was found at the age of six and half years. Like Anna she was an illegitimate child and had been kept in isolation for that reason. When found she was apparently utterly unaware of relationship of any kind. Her behaviour was comparable to that of a child of six months. Later attempts were made to teach her to speak. At first, she seemed hopeless but later she responded, and ultimately reached the normal level of development by the time she was eight and a half years old.

Isabel's case shows that isolation up to the age of six with failure to acquire any form of speech does not preclude the subsequent acquisition of it. But what would be the maximum age up to which a person could remain isolated and still retain the capacity for full cultural acquisition is hard to say. Both these cases, however, show the role of socialization in personality development.

Meaning of Socialization

Human society is not an external phenomenon but exists solely in the minds of its members. The human infant comes into the world as a biological organism with animal needs. He is gradually moulded into a social being and he learns social ways of acting and feeling. Without this process of moulding, the society cannot continue itself, nor can culture exist, nor can the individual become a person. This process of moulding is called 'socialization'. It is through the process of socialization that an individual becomes a social person and attains personality.

Socialization involves inducting the individual into the social and cultural world, making him a particular member in society and its various groups and initiating him to accept the norms and values of that society. Socialization is a matter of learning that enables the learner to perform social roles.

Agencies of Socialization

Socialization turns a child into a useful member of society and gives him social maturity. Therefore, it is of paramount importance to know as to who socializes with the child. There are two sources of child's socialization. The first includes those who have authority over her, the second are those who are similar to the child. The first category may include parents, teachers, elderly persons and the state. The second one includes peer groups, friends and fellows in the club. Briefly the main agencies of socialization are the following.

Primary Agencies of Socialization:

i) ***The Family***

The parents or family constitute the first agency for the socialization of the child. They are not only closely related to the child but also, they are physically nearer to him than others. From the parents children learn language. They are taught societal morality. They start respecting persons in authority. In the family a child learns a number of civic virtues. The family therefore, is rightly called "**the cradle of social virtues**". A child gets her first lesson in cooperation, tolerance, self-sacrifice, love and affection in the family. The environment of a family influences almost all aspects of growth of a child.

ii) ***Neighbourhood***

The neighbourhood is the second important agency of socialization. Good neighbourhood can make a child to grow as a positive person and responsible citizen.

iii) ***Peer Group or the Play Mates***

The peer group and friends also constitute an important agency of socialization. The relationship between the child and her playmates is one of equality. As stated above, the child acquires co-operative morality and some of the informal aspects of culture like fashion, fads,

crazes, modes of gratification and forbidden knowledge from the peers. The knowledge of these things is necessary from the social point of view.

iv) ***The School***

The school is also a very important agency of socialization. In the school, the child gets education which moulds the ideas and attitudes. Proper or adequate education can make the child a good citizen, while a bad education can turn him into a criminal. Education is of great importance for the process of socialization. A well planned system of education can produce competent people.

Secondary Agencies of Socialization

All the above mentioned agencies are known as primary agencies of socialization. There are few other agencies of socialization which are known as secondary agencies of socialization. They include

i) ***Religion***

Religion has been an important factor in society. In the early history of societies, religion provided a bond of unity. Though in modern society the importance of religion has diminished, yet it continues to mould our beliefs and ways of life. The child sees his parents going to the temple, performing religious ceremonies, and listening to religious sermons which may determine the course of life and shape his ideas.

i) ***The State***

The state is an authoritarian agency of socialization. It makes law for the people and lays down the modes of conduct expected of them. The people are bound to obey these laws. If they fail to adjust their behaviour in accordance with the law of the state, they may be punished for such failures. Thus, the state also moulds a person's behaviour and personality.

Check Your Progress IV

Note: a) Use the space provided for your answer.

b) Check your answers with those provided at the end of this unit.

1) Which agencies of socialization are important in personality development?

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2.6 RELATIVE IMPORTANCE OF HEREDITY AND ENVIRONMENT

Today, there is ample evidence that the form a child's personality pattern will take depends not solely on the training methods used or the kind of environment in which the person grows, but also on the hereditary potentials a person brings into the world with him.

Conditions Affecting Interaction of Heredity and Environment

An individual's potential at the time of birth affects other people and the potentials themselves are affected by the relationships the individual has with significant people during early years of this life. The moulding of the personality pattern is thus a far more complex process than was previously believed and many more elements are involved.

The development is a function of interaction of the significant others with the biological constitution and others potentials. In this interaction, significant people try to mould the child's personality into a culturally approved pattern. How they handle the child's basic drives determine what sort of a person the child will be.

The attitudes and behaviours of parents, siblings, peers, relatives and other people towards the child will also affect the interaction pattern and thus influence the moulding of personality. A child who has learned to be aggressive at home will instigate relationships with people outside the home which are characterized by aggressive behaviour. By contrast, the child who comes from a home where aggression is kept to a minimum will have friendly, cooperative interactions with outsiders.

Relative Importance of Heredity and Environment

The relative importance of heredity and environment in the moulding of personality pattern depends on at least three variables — the trait that is affected, the feature of the environment that is brought to bear on the developing trait and the scope and intensity of environmental forces. Some traits are relatively stable. They vary little, regardless of environmental influences. Others are unstable and easily influenced by environmental conditions. Even the same trait may in some people, be primarily the result of hereditary conditions, while in others, it is the product of environmental conditions. One person may be retiring and reclusive because of inborn qualities, while another may become so because of conflict with environment.

Thus, it is apparent that, in some traits, training outweighs the influence of heredity, while in others, the reverse is true. In general, however, the more directly a trait is bound to structural inheritance, the less it can be modified and changed by environmental influences.

The kind and intensity of environmental influences likewise affect the degree to which different traits will change. Whether the environmental influences are physiological, intellectual or emotional will determine how much they can change different traits. Structural characteristics are usually more stable than traits that are more functional in nature.

Value of Knowing Relative Importance of Heredity and Environment

Which plays a more important role in personality development, heredity or environment? The question cannot be answered in one word. For certain aspects of personality pattern, heredity is more important and for others environment. Also, it is the point influence of the two that is crucial rather than their separate effects.

For practical as well as theoretical reasons it would be extremely useful to be able to determine which influence is more powerful. One practical application of such knowledge which has been suggested by Jersild is "If children differ, by reason of their innate characteristics, in their tendency to be sensitive, to become hurt, to be yielding or to be defiant, to acquire attitudes of shame, to tolerate much or little pain and frustration, then we might assume that they differ in their innate tendencies to grow up as neurotic or healthy - minded individuals".

The relative importance of the two influences on personality cannot be determined once and for all because they may reinforce one another in their effect or they may conflict. The influence of the environment depends not on the environment alone but also on the person's hereditary endowment.

Check Your Progress V

Note: a) Use the space provided for your answer.

b) Check Your answers with those provided at the end of this unit.

1) Discuss the relative importance of heredity and environment in personality development.

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2.7 MOULDING OF PERSONALITY

The belief that personality pattern is moulded early in life is not new. In the early part of 20th century, Freud emphasized the importance of the early years of life in determining the form the personality pattern would take during adult life. His theory was based on evidence that many of his patients who suffered from personality disturbances had unhappy childhood experiences. These unhappy experiences, Freud postulated, came from the frustration of some of their natural impulses.

Bartemeier has pointed out that unfavourable early experiences have a profound effect on personality because the personality pattern is less fully organized than it will be later. It may be noted that the damage from early experiences need not be permanent.

Why Moulding Begins Early

Moulding of personality pattern begins early in postnatal life because the capacity to learn develops early and is ready to function before the baby reaches his/her first birthday. What happens in the early years of life, what kind of people the growing child is associated with, what they expect of him/her and how they try to enforce their expectations – all influence the developing personality and determine what sort of a person she will grow up to be.

How the Personality Pattern is Moulded

The cultural group sets the pattern for the approved basic personality and expects every member of the group to conform to it. Personality is shaped and changed by the interactions with the culture in which the individual lives.

In the cultures where values are relatively static, the approved basic personality pattern likewise remains relatively static. Where values change frequently and radically, there will also be changes in the approved basic personality pattern. This, of course, does not mean changes in the total pattern but rather in certain aspects of it.

Sources of Moulding

In the moulding of the personality, the attitudes, feelings and behaviour patterns of the young are shaped first in the home and later reinforced or changed in the school, the peer group, and the community at large.

The 'family', as the child's first social environment and as the social group with which she has the most frequent and closest contacts, is the most important source of personality moulding. Some other important sources are the home, school, teachers, peer group, media, religion, occupation, etc.

Moulding Techniques

Two methods of learning are dominant in moulding the personality pattern to conform to the culturally approved standards: first, learning through guidance and control of the behaviour by another, and second, learning through limitation of the beliefs, attitudes and behaviour patterns of another. The first is outer-directed method of learning and is commonly referred to as 'child-training'. The second is self-initiated or inner-directed and is known as 'identification'.

It is impossible to say which plays the more important role in the moulding of personality pattern – child training or identification. The relative effectiveness of the two learning methods varies from one person to another and from one age to another. Furthermore, as has been pointed out, no two people react the same way.

Check Your Progress VI

Note: a) Use the space provided for your answer.

b) Check Your answers with those provided at the end of this unit.

1) What are the main sources of moulding of personality?

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2.8 LET US SUM UP

In this unit we explained the determinants of personality. A brief idea has also been given regarding moulding of personality.

The development of personality depends upon a lot of factors. The factors of heredity, environment, learning and process of socialization are the important determinants of personality. Heredity of the genetic basis is a very important determinant of personality because the principal raw material of personality such as physique, intelligence and temperament are to a large extent dependent on the genetic endowment of a person. Environment is also a very important determinant of personality development. Physical environment, climate and terrain are important among the factors which affect one's personality development.

Learning plays a very important role in the development of personality. It is important for two reasons. First, it tells us that control can be exercised to ensure that the individual will develop the kind of personality pattern that may lead to good personal and social adjustment. Second it tells us that unhealthy and socially unacceptable patterns of adjustment can be changed and modified.

Socialization of an individual is very important for the development of personality. The agencies of socialization i.e., family, neighbourhood, peer group, school, religion, state and others help individuals to develop healthy personality.

The question, which plays a more important role in personality development – heredity or environment has, to date, remained unanswered. There is evidence that heredity is more important in some areas of personality pattern while environment is more important in others. In reality the two jointly shape one's personality.

Studies show that personality moulding begins early in life and that the early years are critical ones – once the foundations are laid, environmental influences become less important with each passing year.

Environmental sources of personality moulding include the family, school, peer group, mass media, religion and occupation. The relative importance of these moulding sources varies from one age group to another and from one person to another.

Two kinds of learning are responsible for personality moulding. The first is outer directed learning and is known as child training. The second is inner-directed and is called identification.

2.9 KEY WORDS

Heredity	:	Heredity covers all the factors that were present in the individuals when he/she began life, not at birth but at the time of conception about nine months before birth.
Socialization	:	Socialization is a process by which the new born individual is moulded into a social being and the individual finds fulfillment within society.
Physical Environment	:	By physical environment we refer to the natural world surrounding the individual: climate, terrain, food supplies, disease, germs and so on.
Sociocultural Environment	:	By sociocultural environment we mean the world of people, customs, values, and manmade objects.

2.10 SUGGESTED READINGS

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Hall C. and Calvin S. Lindzey (1985), *Theories of Personality*, Wiley Eastern Ltd, New Delhi.

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2.11 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress I

- 1) Heredity is a very important factor for personality development. We can justify it by an example, a person who inherits a low-grade intelligence, cannot, even under the most favourable environmental conditions, develop a personality pattern that will lead to as good a personal and social adjustment as person who inherits a higher level of intellectual ability.

Check Your Progress II

- 1) The role of physical environment in personality development is important. But it is more important in the cases where unfavourable conditions lead to actual bodily damage, as in malnutrition and disease.
- 2) The chief means by which the sociocultural environment exerts its influence on personality development of an individual are:
 - Group membership and instruction
 - Status and role
 - Interpersonal relationships

Check Your Progress III

Learning plays an important role in personality development due to two reasons:

- 1) It tells us that control can be exercised to ensure that the individual will develop the kind of personality pattern that will lead to good personal and social adjustment.
- 2) It tells us that unhealthy self concept and socially unacceptable patterns of adjustment can be changed and modified.

Check Your Progress IV

- 1) The agencies of socialization which are important in personality development are:
 - i) Family
 - ii) Neighbourhood
 - iii) Peer-group
 - iv) School
 - v) Religion
 - vi) The state

Check Your Progress V

- 1) The relative importance of the two influences on personality cannot be determined once and for all because they may reinforce one another in their effect or they may conflict. The influence of the environment depends not on the environment alone but also on the person's hereditary endowment.

Check Your Progress VI

- 1) The main sources of personality moulding are:
 - family
 - school
 - teachers
 - peer group
 - media
 - religion

- occupation
- 2) There are two important moulding techniques which are the following:
- a) Child training
 - b) Identification



UNIT 3 DIFFERENT STAGES OF HUMAN DEVELOPMENT

* Hannah Anandaraj

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- 3.0 Objectives
- 3.1 Introduction
- 3.2 Prenatal Development
- 3.3 Infancy
- 3.4 Babyhood
- 3.5 Early Childhood
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- 3.7 Adolescence
- 3.8 Adulthood
- 3.9 Middle Age
- 3.10 Old Age
- 3.11 Let Us Sum Up
- 3.12 Key Words
- 3.13 Suggested Readings
- 3.14 Answers to Check Your Progress

3.0 OBJECTIVES

This unit aims at enabling you to understand and appreciate the life-long process of personality development. The different stages of human development are outlined so as to familiarize you with each stage and its characteristic mechanism of development.

After reading this unit you should be able:

- Know the different stages of human development;
- Explain the characteristics of each stage;
- Know the normal development process and differentiate it from abnormal situations;
- Specify the difficulties and hazards in each stage;
- Be familiar with the milestones/developmental tasks at each stage; and
- Be aware of the various sources of happiness at all stages of development.

3.1 INTRODUCTION

Human development characteristically passes through different stages. These stages are orderly and sequentially linked with the preceding and succeeding stages. Features unique to each stage change from stage to stage. They also vary from person to person thus making us unique in our own way. For some of us, these factors may move on smoothly while others may experience ups and downs. These factors and the way they are established in each person mark the foundation of the human personality. Let us familiarize ourselves with some important concepts which are used in analyzing the journey of life.

- 1) **Growth:** It refers to the increase in size, number of cells and it is quantitative improvement. It is based not on what the person or organism learns, but only on maturation.

- 2) **Maturation:** It refers to those changes which primarily reveal the unfolding of genetically endowed physical capacities of the organism. Like a bud opens and blossoms into a flower, maturation brings out the full potential. It is not dependent on any special training or environment.
- 3) **Development:** It can be defined as a progressive series of orderly, coherent changes leading towards the goal of maturity (Hurlock, 1964). It means qualitative changes which are directed towards maturation. Development is considered as a function of or a product of maturation and learning. Development follows an observable pattern which can be predicted. Researchers have identified two principles of development. They are:

Cephalocaudal principle: This states that development spreads over the body from head to foot. Changes in structure and function can first be observed in the head, then trunk and finally, the legs.

Proximodistal principle: According to this principle, development proceeds from near to far, from the midpoint of the body to the extremities.

Stages of development

Very broadly the stages of development may be categorized in two main types:

- A) Prenatal development
- B) Postnatal development.

Prenatal development includes all the changes that take place within the womb of the mother. Therefore, it is also called “intra-uterine development” where the uterus is the environment. Postnatal development on the other hand, refers to all the stages that follow after the birth till the very end of life.

Check Your Progress I

Note: a) Use the space provided for your answers.

b) Check your answers with those provided at the end of this unit.

1) How do growth, maturation and development differ? Mention any one feature.

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2) Explain Cephalocaudal and Proximodistal principles.

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3.2 PRENATAL DEVELOPMENT

The development of a person begins much before his/ her birth and the stage of development before birth is prenatal development stage. The sperm or spermatozoan from father unites with a cell called egg or ovum in the mother. The sperm enters into the layers of walls surrounding the egg and unites with it. This process is called **fertilization** or conception. As a result, a single cell is produced which is called zygote and this is how life begins – as a single cell which cannot even be seen with eyes takes up the journey of development finally to become a complete person! Don't you think it is wonderfully intricate and a beautiful marvel of creation?

Prenatal development covers the period from fertilization to birth. It comprises three stages:

- 1) The period of the zygote: from fertilization to end of two weeks.
- 2) Period of the embryo: 2 weeks to 2 lunar months.
- 3) Period of the fetus: beginning of the third month till birth.
 - i) **The period of zygote:** It continues to move down the ovarian tube or oviduct to the uterus. For 4-5 days it floats freely in the uterine cavity. Around the 10th day after fertilization, the zygote digs into the wall of the uterus and attaches itself firmly, a process called implantation. The wall of the uterus envelops it. Rapid mitotic cell division takes place and the single cell zygote after repeated divisions resembles a ball with two layers of cells.
 - ii) **The period of the embryo:** It extends from the second weeks till 2 months. During this time, the embryo is like a miniature human being. Cell differentiation takes place, that is, from one cell, different types of cells arise. External features such as head, face, hands, fingers, legs can be clearly seen and interior organs such as heart, lungs and brain are formed. The embryo turns within the uterus and the heart beat can be heard. The first twelve weeks are very crucial because, it is during this period that the important organs are formed.
 - iii) **The third stage is the period of the fetus:** It extends from the beginning of the third month till birth. The body proportions increase as growth continues. Activity of the fetus can be felt. All the internal organs are formed and by 5th month they assume actual proportions. Between 2-4th month the nervous system develops. On completion of 9 months or 270 days, the fetus is ready for birth.

Influences during Prenatal stage: There are several factors which affect the development during the prenatal stage.

- 1) **Maternal Nutrition:** In order to grow, the fetus needs nutrients which in turn come from the mother. Mother's dietary intake must be balanced. Care must be given to include vitamins and minerals (such as calcium, phosphate, iron) water, proteins, fats and not carbohydrates alone. Vegetables, green leaves, seasonal fruits, pulses and cereals in addition to milk, eggs and meat or fish provide a diet adequate for the baby and the mother.
- 2) **Maternal age:** The ideal age of a woman to bear a child is the period between 21 to 29 years. Below this bracket the mother is too immature physiologically and psychologically with a high risk of infant death. Beyond 30, risk of incidence of mental retardation and other genetic abnormalities is very high.

3) **Rest and exercise of the mother:** These are essential specially during pregnancy. When the mother is tired and over worked the fetal activity increases and beyond limits it can cause still birth or irritability of the child. At the same time mother must have adequate exercise.

4) **Rh blood group:** Majority of us are Rh+ while some have Rh- blood group. If the mother is Rh-and the fetus is Rh+ then it is an incompatible condition. The mother must be aware of it and at the time of delivery, if adequate precautions are not taken then complications may arise, e.g., the infant may develop jaundice and it may result in infant death.

5) **Addictions:** If the mother is addicted to alcohol, cigarettes or drugs, the waste material is passed onto the fetus. Risk of irritability, low birth weight or prematurity, even still birth or child being born with addictions are very high.

6) **Maternal diseases:** The diseases of the mother can significantly affect the fetus. Especially during the initial critical stage after conception. German measles or Rubella can cause deafness, mental retardation or even heart trouble. AIDS, Syphilis or other sexually transmitted diseases can cause miscarriage.

7) **Maternal stress:** When the mother has emotional problems, tensions and anxieties, blood supply to the fetus is not adequate, but is diverted. Therefore, growth is hindered. This also can result in prematurity, still birth or the child being irritable.

Prenatal development comes to an end with the onset of the birth process. Birth can be normal and spontaneous or assisted. The fetus may suffer difficulties and complication, especially lack of oxygen or anoxia. In case of complications, assistance is required as in assisted birth such as instrumental birth or caesarian section. In such assisted birth, care must be ensured for the health of the new born.

Check Your Progress II

Note: a) Use the space provided for your answers.
b) Check your answers with those provided at the end of this unit.

1) Briefly trace the three stages of prenatal development.
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3.3 INFANCY

The steady prenatal development comes to an end with a shock at the time of birth. The foetus is now in a drastically different environment and further development depends on how well he/she can adjust. Normal new born lets out a lusty cry which signals that the newborn now breaths on its own. The lungs that have been inactive get filled and that makes the baby cry. However, if there is any delay in the birth cry, it means that the baby is not breathing. This delay can affect the oxygen supply to the brain and if not restarted, the child may be retarded or even die. The weight of the new born

must be noted. Average birth weight is around 2.5 kg below which, it is called low birth weight. Consequently the newborn has to struggle much more to reach normalcy and face life.

During this stage, adjusting to the new non-uterine environment becomes the major goal or focus in the life of the neonate. Adjusting to room temperature, breathing independently, sucking and swallowing the milk, elimination of body waste are prime areas which the new born needs to master. The newborn goes through a wake-sleep cycle. It consists of wakefulness and activity for about 50 to 60 minutes followed by sleep for three to four hours.

Characteristics of Infancy

Infancy is the shortest of all developmental stages. Since the environmental changes are drastic, the infant needs to make radical adjustment. There is a slight weight loss during infancy which is also considered as a plateau in development or stagnation. Infants' adjustment is also an indication or a preview to future development. There are several hazards or dangers facing the infant. These hazards are physical and psychological in nature. While adjusting to the new environmental conditions, maintaining the basic physiological systems such as respiratory, digestive and vascular functions themselves become a threat for the infant.

Check Your Progress III

Note: a) Use the space provided for your answers.

b) Check your answers with those provided at the end of this unit.

1) Explain why birth cry is important.

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2) How does the infant adjust to the postnatal environment?

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3.4 BABYHOOD

Babyhood is the stage that follows infancy and extends between two weeks to two years. The characteristics of babyhood are as follows.

- 1) Development during babyhood is the foundation for the development during the entire life span.
- 2) During babyhood rapid physical and intellectual development takes place as evidenced by increase in height, weight and body proportions.
- 3) Increased independence and individuality mark babyhood.

- 4) Socialization begins during babyhood as the baby shows increasing desire to be a part of the social group of the family and extend the basic relationship with the mother or mother substitute to others as well.
- 5) Sex-role typing begins during babyhood. Boys and girls are dressed sex appropriately and are treated in subtly different ways. Culturally relevant sex-appropriate clothes, games, behaviour or even interactions are gradually brought in.
- 6) There are hazards faced by a baby which may be physical or psychological. Physical hazards such as in illness, accidents and psychological hazards can interfere with positive development of the baby.

During babyhood, the baby is expected to learn to walk by two years, to take solid foods, to gain partial control over elimination, learn the foundation of receptive and expressive speech and to emotionally relate to parents and others.

Physical Development: Rapid growth takes place during babyhood. Height and weight increase. The birth weight is doubled by the fourth month and tripled by the end of the first year. On an average the height of the baby at four months is 23 to 24 inches and at one year 28 to 30 inches and by two years 32 to 34 inches. Social smile which is a response to recognizing a face is the first clear milestone and which happens around the second month. Also, the baby can roll over from side to back at 2 months and from back to side at 4 months. At 6 months, it can roll over completely. The baby begins to pull the body to a sitting position and sits up without support by around 8 months. Hands and palm scoop up an object which is called palmer's scoop, by the time the baby is 5 months old. By around 9 months it can use the fingers in a pincer-grip to pick up even fine objects.

The baby hitches or moves in a sitting position when she is around six months, crawls and creeps when she is around 8 months. Walks on all fours, pulls up and stands by the time she is 10 months old. He/ she learns to stand with support by 11 months and without support, for longer time within a year. He/she learns to walk with support initially and without support by the 14th month. These milestones, which indicate movement, are also called as motor development.

Speech Development: As the baby develops, the important bridge into the world of others is also developed in the form of speech which aids communication. It has two aspects: receptive speech to understand what others are communicating and expressive speech to make oneself understood. The baby begins to babble or produces several sounds. Then she moves on to the stage of monosyllables (e.g.: Ma, Ma, Da, Da, Na, Na, etc.) which gives way to two-syllables stage. Before two years, the baby speaks with words made of two syllables formed in a sentence which typically has no grammar.

Emotional and Social Development: Babyhood emotions such as joy, affection, curiosity, fear and anger are often expressed explosively and are out of proportion to the stimuli. They are also short lived. These emotions get conditioned or established in later years.

Beginning with a social smile babies learn to respond to the social environment and these responses are the foundations of the social skills valued greatly in later years.

Play Development: Play activities may be classified on the basis of the content of play, what the child does. In terms of content, the play activity may be categorized into pleasure play, skill play, dramatic play, ritual and competitive games. The second classification of play is in terms of the social character of play, that is, who is the child playing with and the nature of their relationship. Under this category, the variations could be - playing with an adult, solitary play, parallel play, associative play and cooperative play.

Personality Development: The personality of the individual already begins to take shape. The core of the personality, namely the self concept is formed. Other personality traits are strengthened or weakened depending on interactions with environment which are called as quantitative changes. The roots of these can be observed during babyhood.

Hazards in Babyhood: There are several hazards the baby needs to overcome. Physical hazards range from mortality as in cot or crib death, due to various illnesses, accidents or malnutrition.

Psychological hazards include delay in motor or speech development and their subsequent disadvantages. Delay in development hinders social relation and in turn becomes a threat to emotional development.

Social hazards are lack of opportunities and experiences to learn to become social. Hazards in personality development result because self concept is largely a mirror image of what babies believe significant people in their lives think of them. Unfavourable attitudes reflected in resentfulness, negativism or withdrawal behaviour from parents and others, therefore, can cause damage to the developing personality.

Check Your Progress IV

Note: a) Use the space provided for your answers.

b) Check your answers with those provided at the end of this unit.

1) Mention the major characteristics of babyhood.

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2) Why are developmental tasks so important?

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3.5 EARLY CHILDHOOD

Childhood extends from 2 to 12 years and is generally divided as early and late childhood. Early childhood is the period from the completion of 2 years to 6 years. The following passage outlines the skills acquired by the child during this period, mainly speech development, play development and personality development. Further the hazards during early childhood in various developmental areas are discussed. Happiness during childhood is derived from parental acceptance.

Early childhood is also called as preschool stage. The young child is eager to gain control over knowledge about the environment. He/she tries to explore the environment and hence this stage is

called the exploratory stage. Every object or situation holds such wonder for the young child that he/she is full of questions about what, why and how—giving rise to the name ‘questioning age’. They tend to imitate others, usually the adults around them. Thus, this age is called the ‘imitative age’. Their play activity includes a great deal of creativity and imagination, so this stage also earns the additional name ‘creative age’.

Physical Development

Compared to the rapid physical development in babyhood, there is a slow down. Body proportions are evened out and the head heavy look is lost. Weight gain of about 2 Kg per year and an additional 3 inches of height are gained on an average. Milk teeth are lost and the chubbiness of babyhood is replaced by a gaunt look. Because of all these developments the child looks rather unattractive.

Skills of Early Childhood

The young children learn and master a variety of skills because their immense curiosity gets them to manipulate and learn; they feel no inhibition or fear of ridicule as older children would; in addition, their bodies are pliable and fingers dexterous. Moreover, they are ‘teachable’—an essential quality for learning skills. Depending on the environmental opportunities and the family background, children learn a variety of skills.

The hand skills of self feeding and dressing become perfect during childhood. Bathing, dressing, combing hair or even finer motor skills required for tying shoe laces are all learnt. Catching and throwing a ball, use of scissors, painting, colouring, use of crayons, drawing, all become a part of early childhood years.

With the foundational skill of walking firmly established, young children move onto additional skills. Hopping, skipping, jumping, running, climbing up and down the stairs, show the progress made by the child. Cycling, swimming, skating, are all activities enjoyed greatly by children at this stage. Handedness is established and the child now shows a clear left or right hand preference by the end of early childhood.

Speech Development

Both receptive and expressive communications improve as babbling of babyhood and crying are largely reduced. Normal speech development gains significant strides where they learn proper pronunciation, making of sentences (even though with poor grammar) and building of vocabulary. Also, the content of speech takes a turn. From talking about self, self interests and self needs, the child moves on to socialized speech around six years wherein others and their concerns are spoken of.

Emotional Development

Emotions during early childhood are intense with frequent emotional outbursts. These may include temper tantrums, intense fears or jealousies and when traced, long and tiring play and too little food intake have been found to be the cause.

Play

The beginning of early childhood finds children playing extensively with toys, but slowly they grow out of it towards the completion of this stage. The number of toys or play equipment, the opportunities for manipulation, well developed motor skills, creativity, higher IQ—all these factors or their lack influence the pattern of playing. Play includes a great deal of imitation and dramatizing. For

example, young children behave like mothers, teachers and others. The imaginative play often merges reality and fantasy and is enjoyed by young children.

Relationship with Significant Others

Parental relationship: Children experience it with their father and mother or parent-substitute. Poor relationships lead to devastating effects since young children depend on parents to a great extent. Besides the security of the child is centered around the parents. Therefore, poor relationship with parents, or their absence or death can severely traumatize the young child and affect the developing personality.

Sibling relationship: The child progressively moves on to independence and is no longer the 'baby'. Siblings often start frictions when a young child wants his/ her way. This is called sibling rivalry. However, siblings may also enjoy a good relationship, especially when the older children serve as role models for the young children to learn socially approved and sex appropriate behaviour through imitation.

Personality Development

Shaping of the self concept which is the core of personality takes place within the family. Since the social world of the child is the parents, siblings and relatives who stay with the child, what they feel about the child is mirrored and the child accepts that as the self. Peer members too have an effect on the self concept which stems from their attitude towards the child. This later self concept may reinforce and establish or contradict and damage the influence the family has on the child.

Hazards of Early Childhood

Unlike earlier stages, physical hazards such as illness, accidents or awkwardness have physical as well as psychological repercussions. Mortality rate reduces steeply as compared to earlier phases. Young children are highly susceptible to infections and illnesses. With improved health care facilities, generally illnesses are taken care of. Accidents of everyday such as cuts, bruises, falls or burns are common and are more common among boys than girls. Serious or prolonged illness restricts the child and deprives him/her of opportunities and hence affects him/her psychologically by affecting adjustments made by the child.

A preschooler who frequently experiences negative or unpleasant emotions such as anger with few pleasant emotions, faces major emotional hazards of developing a negative disposition. Early in childhood, children must learn to establish an emotional linkage between themselves and significant others in their environment called as 'empathic complex'. Failure to establish empathic complex becomes yet another emotional hazard. Children need to establish a warm and stable relationship with the mother, which is then extended to other relationships.

There are also several situations, which threaten the degree of social adjustment of the child. Such situations arise from:

- a) If the speech or behaviour of the child is unpopular, then he/she is isolated and lacks the opportunity to learn in the peer group situation.
- b) Children placed under strong pressure to play in a sex appropriate way, may over do and become rejected.
- c) Young children, who face unpleasant social situations because of their age, sex or race, shun all social relations in order to protect themselves.

- d) Those children, who play extensively with imaginary playmates or pets, tend to be dominating. This may result in social maladjustment.
- e) Children, who have too many playmates all the time, do not learn how to handle the situation when they are alone and hence become lonely.

Moral Development

Around early childhood, the young ones learn approved and unapproved behaviour. They must be trained appropriately thus aiding moral development. It is based on:

- 1) Parents who teach children right from wrong must be consistent, otherwise the child gets confused.
- 2) A mistake must not be appreciated, approved or smiled upon – it reinforces learning of wrong behaviour.
- 3) Too much punishment wrecks havoc with the child. Praise, awards and rewards for good behaviour and rare and consistent punishment develops moral fiber.
- 4) The system must not be authoritarian but based on love and acceptance of the child.

Parents who teach the children right from wrong must be consistent. Children get confused when adults teach them that what was wrong yesterday is considered right today, and hence over looked. Inconsistencies between two adults also confuse children. If the mistake of the child is punished by parents but approved and appreciated by others, especially peers, then the child has a positive attitude towards wrong behaviour. Often delinquency arises out of such behaviour. Therefore, not only the mistake, but also the attitude towards it needs to be checked.

Happiness

A child who is happy develops to be a well adjusted person. To a great extent, parents must take responsibility for accepting the child, a key factor in happiness. They need to ensure that acceptance is perceived by the child. It is done through the following ways:

- 1) Parents must accept the child, regardless of the looks, timing of birth, sex, or his/her strengths and weaknesses. They must warmly welcome the child in their midst and make him/her feel wanted.
- 2) Parents must provide the basic needs of the child. Proper food and nutrition help the child to feel accepted and wanted. Keeping him/her clean and away from dangers such as electric shock, fire, accidents, etc., by providing a safe environment translate as acceptance in the mind of a young child.
- 3) Parents must take time out and spend with the child. Involving in the child's activities and enhancing the opportunities provided to grow and develop are important ways of extending acceptance to the child.
- 4) Parents must talk to the child making eye contact. When talked to, the child not only learns the language but feels psychologically secure and accepted.
- 5) Encouragement, especially when the child is fast picking up motor and speech skills makes the child feel happy and accepted.

- 6) Age appropriate, interest based responsibilities must be shared with the child. A child's help when taken to water a plant or clean the house; the child gains acceptance and feels part of the social group of family.
- 7) Demonstrating affection by a hug or a kiss or picking up the child in addition to feeling accepted, helps the child to feel connected.
- 8) Parents must take time to teach the child right from wrong, acceptable from unacceptable behaviour. This entire process is called disciplining the child. In order to discipline, parents must explain and show the correct behaviour. Also they must be consistent – between themselves and between two points of time. Frequent punishment would take away the effect and desensitize the child. This should only be a last resort.

Punishment should always be proportionate to the mistake and must be just. The child must know why he/she is being punished.

Check Your Progress V

Note: a) Use the space provided for your answers.

b) Check your answers with those provided at the end of this unit.

1) What other terms are used to describe early childhood?

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2) Describe the developmental tasks of early childhood.

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3.6 LATE CHILDHOOD

The period of late childhood ranges from 6 years to the attainment of sexual maturity, around 12-13 years. During this stage, children develop marked negativism and because of their desire for independence, seldom obey the parents. The child begins going to school and learns the rudiments of knowledge essential for successful adult life. The peer group assumes great significance and children of this age 'crowd together or 'gang up', thus earning the name 'gang age'.

Developmental Tasks

The peer members accepting the child is an important aspect. Within the peer relationship, the child learns several social skills, which as developmental tasks, provide happiness when successful or frustration in case of failure.

The child's accomplishments during this stage include the followings:

- Learns to get along with age mates.
- Develops the basic skills of reading, writing and arithmetic.
- Develops concepts necessary for everyday living.
- Develops a conscience, a sense of morality and values.
- Develops attitude towards social groups and institutions.
- Learns physical skills necessary for ordinary games.
- Begins to develop appropriate masculine or feminine social roles.

Physical Development

There is relatively uniform but slow physical development. The weight gain is almost even throughout late childhood and the child gains 2-3 inches height every year. Body proportions are more elongated with long arms and legs giving an awkward appearance. Face also becomes angular with the loss of fat. Teeth that begin to fall during the sixth year are all replaced with permanent teeth except for the wisdom teeth.

Skills of Late Childhood

Children develop a number of skills during this stage.

- These skills also differ from boys to girls. The skills developed during this stage include-
- In self help skills of eating, dressing, bathing and grooming, even with very little concentration the child becomes almost as adept as an adult.
- Social skills include helping others. Cleaning and helping in daily activities at home and helping teacher at school, sharing responsibilities with age mates at play are important achievements of the child.
- In school skills of writing, reading, drawing, painting, clay modeling, crayoning, the child becomes more proficient.
- Play skills such as throwing and catching the ball, bicycling, skating and swimming are developed. Fine motor skills of painting and needlework are well developed among girls while boys achieve gross motor skills of throwing a ball, kicking football or jumping.

Speech Improvement

Children at this stage are increasingly aware of speech as a tool for being accepted by their peer group members.

Therefore, speech is consciously improved from immature, unacceptable ways of communication such as crying and gesturing which are avoided. Proper pronunciation and grammar are learnt. Children take interest in telling jokes or narrating events or riddles. Parents and teachers also contribute to speech improvement by encouraging them. Radio and television serve as models for speech. There is marked improvement in vocabulary as names of colours, numbers, money concepts, time concepts are included. Secret codes used by the gang often become part of the child's communication pattern.

Emotions During Late Childhood

Children learn to control emotional outbursts as these are looked down upon by peer members, as immature and inappropriate behaviour. Happy and pleasant expressions on the other hand are expressed freely as seen in laughing, giggling or jumping. While the child tends to curtail expressions of negative emotions, he/she may show moodiness or resort to sulking. In expressing emotions, sex appropriateness can be noticed. Boys tend to show anger or curiosity while girls experience fears, worries and feelings of affection.

Social Development

The child shows strong desire to be an accepted member of the peer group. Staying at home or playing with siblings are disliked by them. The gangs are not delinquent groups but play groups. Their main activity is to play games, sports or simply chatting. The gangs are also strictly segregated, that is, members of a gang often come from the same sex. Those who are accepted by the gang members gain social status and feel self confident while the opposite is true for those who are rejected.

Play activities

Play for the child at this stage is not a mere amusement, it is the chief instrument of socializing which provides opportunities for social skills. Various games, sports or activities such as collecting items (shells, stamps and pictures) are enjoyed. While these activities may be used, acceptance and popularity are the social goals of play.

Improvement of understanding

The child is now in a stage where concepts become specific and concrete. They reflect a stage of cognitive development termed as 'concrete operations'. The school plays an important role in building, improving and clarifying concepts. The child begins to understand social dimensions in concepts – types of groups, differences, similarities, etc., are perceived by the child.

Moral Behaviour

The code of conduct and morality learnt at home is now extended to the social group. The child makes a conscious choice to be part of the peer group. Moral code is developed on the basis of general rather than specific situations. Discipline also helps in this process. Use of rewards, punishment and consistent application of rules enable the child to develop moral behaviour.

Personality Development

As the child enters the school, the social horizon is broadened beyond family members. Now the child views himself/herself not only through the eyes of parents but also of teachers, classmates and peers. Thus, the child's self-concept, mirrored by people around is revised: child's personality traits also undergo changes.

Hazards in Late Childhood

The child is susceptible to many physical and psychological hazards. They include illness and accidents which are the physical hazards encountered by children at this stage. Improved medicare takes care of several illnesses but accidents are a major cause of death among older children. Children who experience lack of peer acceptance are dissatisfied leading to personality maladjustments in later life.

Happiness in Late Childhood

At this stage the child experiences happiness from several sources. Play time is eagerly awaited. But for occasional difficulties, if the home atmosphere is relaxed, then the child loves the family and

derives satisfaction from them, an added source of happiness. Social acceptance becomes a major factor in establishing happiness in late childhood.

Check Your Progress VI

Note: a) Use the space provided for your answers.

b) Check your answers with those provided at the end of this unit.

1) Describe the skills of late childhood.

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2) Mention a few characteristics of the 'gang age'.

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3.7 ADOLESCENCE

Adolescence literally means 'to grow to maturity'. It is an intermediary stage between childhood and adulthood characteristically possessing qualities of both stages, although not fully in either of them. The age range is from 12-19 years. It is the threshold to adulthood. There are rapid physical changes taking place including sexual maturity which is attained during adolescence. Consequently, there are psychological and social changes as well. Adolescence is a crucial stage for the person. In addition, it usually encounters problems of different kinds. Adolescents are very sensitive. This must be understood and handled with utmost responsibility. The developmental tasks for adolescents are as follows.

- Coming to terms with one's own body and accepting the changes.
- Achieving new and more mature relations with age mates of both sexes.
- Selecting and training for a career.
- Desiring, accepting and achieving socially responsible behaviour.
- Achieving emotional and economic independence. Gaining self identity.

Physical Changes

The most important change that takes place during adolescence is sexual maturity which occurs at *puberty*. The body prepares for it for about two years (prepubescence or prepuberty) followed by adjusting and becoming fully functional over another two years (post pubescence/post puberty). Changes in height, weight are rapid referred to as 'growth spurt'. Puberty marks 'menarche' or beginning of the menstrual cycle among the girls and nocturnal emissions among the boys. The changes during puberty are both internal and external. Internally, the endocrine system produces hormones which trigger the reproductive cycle. Chief among them are Estrogen and Progesterone among females and Androgens and Testosterone among males. External changes include secondary sexual characteristics such as facial hair (growth of beard and moustache) among the males and development of breasts among the females. Consequently, the body form assumes the adult figure and the voice changes.

Emotionality and Social Behaviour

Stanley Hall had termed adolescence as the stage full of 'storm and stress'. The hormones, the growth spurt and the reproductive maturity, all these are not merely physical for they also have an emotional impact. The emotional pattern of the adolescent is called 'heightened emotionality' wherein the person is irritable, moody, and irrational or feels intensely. However, maturity sets in as adolescence makes way for adulthood and the person learns to adjust appropriately.

The peer group influence increases. The adolescent begins to notice and take interest in the opposite sex. Making friends and adjusting to new social situations in school, search for career is learnt during this time. Great deal of interest is shown in personal grooming, looks and clothes. Adolescents also ponder over several philosophical issues and try to find answers to questions such as "Who am I? What is the purpose of life?", etc. When the search for identity takes a meaningful turn, it enables the adolescent to adjust well and in contrast, identity crisis leads to confusion and diffidence in future.

Moral Development

By adolescence, the mechanism of moral code should be developed. Morality must be rooted in internal control and not external agencies such as fear, punishment and social consequences. While these factors deter the adolescent, he/she learns to decide on his/her own.

Hazards in Adolescence

While illness rates may be low, accidents and conflicts leading to suicide are high. Psychological hazards arise out of inability to make the transition into maturity. Social disapproval is still a major source of hazard, especially with the opposite sex.

Happiness

Adolescents are happy based on their social and family adjustments. Choosing and training for a career contributes to a happy state of mind. If the career aspirations are realistic and achievable, then the adolescents have reasons to be well adjusted and happy.

Check Your Progress VII

Note: a) Use the space provided for your answers.
b) Check your answers with those provided at the end of this unit.

1) Why is adolescence and intermediary stage?

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2) Explain the concept of 'storm and stress' during adolescence.

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3.8 ADULTHOOD

Adulthood is the stage where growth is complete and the person assumes various responsibilities. Starting at 18 years, it extends till middle age which is around 45 years. The developmental tasks for this stage of life are as follows:

Like all earlier stages, adulthood too has certain developmental tasks, except for the fact that they are referred to as 'Vital roles'. All of us occupy a 'status', a position, socially recognized and regularized. For example, the status of being a son, an officer or/and a captain. According to the status one occupies, one needs to perform certain duties or fulfill certain responsibilities, which are termed as 'roles'. A role is the dynamic side of the status. Taking the example further, the son takes care of the parents or the captain leads the team. The roles of the adult are so important that they are called as vital roles and each adult performs these roles. These roles include the role of a worker, a spouse and a parent.

Role of Worker

Having selected and trained for a career during adolescence, the adult takes up the important task of getting a job and settling in it. As one settles, one experiences job satisfaction or dissatisfaction. Proportionate to the job satisfaction (also called as vocational adjustment) one will find adjustment in life. The vocational adjustment depends on the following factors.

- Reasons why the job was selected
- Preparation for working
- Training and qualification
- Experience and expertise, skill in performance
- Personal interest

- Willingness to learn and adjust the ‘attitude’
- Money

If these factors are more or less balanced, then the adult is vocationally adjusted. Not only for the person, but also for the family, adjustment is required. For example, if he is a travelling executive away on long tours, the family must find a way of adjusting to the circumstances. It is found that one who balances the financial demands, is often well adjusted as an adult.

Marriage Partner

Taking up the responsibility of a spouse and fulfilling this role greatly contributes to a person’s life, happiness and adjustment. Marital adjustment depends mainly on the following factors:

- Age at marriage
- Type of marriage—arranged or love marriage
- Courtship or prior knowledge about the partner
- Similarities/differences in backgrounds
- Sharing of interests
- Willingness to make the marriage work and having a positive attitude

Marriages are made in heaven says the proverb. But the couple must work at keeping it healthy on earth! Success in marriage must be achieved in several aspects or areas. Basically, both partners need to be satisfied in marriage. Marital faithfulness and trust establish the foundation in marriage. Communication between the partners is a key area. Further, a loving respect for each other and mutual desire for harmony between husband and wife become crucial. Besides, the couple needs to adapt to each other’s interests, work demands and personality. Another area is sexual satisfaction. Handling of money, spending and saving, if not done in a mature manner can cause havoc in marriage. Adjustment in these areas can truly make marriage a source of happiness.

Parental Role

As the family grows and children are born, one must realize that it involves great responsibility. Adjustment to parenthood depends on several factors including the desire for children, number of children, time when they are born, sex of children, spacing between children, ability to support them, child rearing practices used by parents, acceptance of children, etc.

Children can contribute greatly to the emotional well being of parents if brought up with loving care provided with overall acceptance. The parental role must be played with commitment and creativity. Adjustment to parenthood may become elusive if children are rebellious, sick or uncaring. Those who are childless by choice, although enjoy greater freedom, forfeit the joys of child’s affection and companionship.

Check Your Progress VIII

Note: a) Use the space provided for your answers.

b) Check your answers with those provided at the end of this unit.

1) Briefly explain the vital roles of an adult.

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3.9 MIDDLE AGE

Middle age is an intermediary stage between adulthood and old age. Beginning at around 45 years it ends when old age begins. It is a period of transition from adulthood to old age. It is characterized by achievements, professional and otherwise. It is a time when life is evaluated by introspection. It is called Empty nest period, as children leave home. Many observers view it as a time of stress, often termed as 'Middle age' crises.

The developmental tasks of the middle-aged adult are centered around success in career, adjusting well in marriage and finding satisfaction in children. At work, the person attains great achievements and experiences a climax. Depending on the foundations, the marriage may be shaken up or strengthened. The relationship with children assumes a new dimension as they too start early adult life.

Physical Changes

With active reproductive stage behind them, men and women undergo the experience of a physical decline. Women go through menopause, the end of menstrual cycle. As a result, she cannot have children any more. With the decline in hormones leading to *menopause* in women several other features appear, like weight gain around the abdomen, joint pains, changes in appearance with grey hairs and sagging muscles, problems with teeth and vision and a slowdown in the pace of life. Men too experience reduced sexual drive and motivation, hence they may question their own virility. As the youthfulness begins to fade away refocusing on the relationship between husband and wife become essential.

Emotional Changes

The drastic physical changes brought in by reduced hormones, lead to emotional ups and downs. Periods of moodiness, loneliness or blues affect the middle age adult. The feelings of reduced function, unattractiveness and the like cause negative feelings and stress which if left uncared for, can escalate to full blown crisis situation. Emotional stability can be achieved in meaningful work, interests and relationships. Frequently people turn to religion and God for peace, strength and meaning.

Social Changes

During middle age social activities and responsibilities assume increased significance. Children and their families are a source of satisfaction. Friends and peer group members are very important in helping one realize he/she is not alone.

Happiness comes from accepting the journey of life with its many twists and turns. Developing and experiencing career goals and achieving them, renewed family intimacy and social contributions provide added value to the person.

Check Your Progress IX

Note: a) Use the space provided for your answers.

b) Check your answers with those provided at the end of this unit.

Explain the concept of:

1) Middle age crises

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2) Empty nest syndrome

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3.10 OLD AGE

While it is true that a person can feel and behave very old at the age of 45, another one at the age of 85 may lead an active life enjoying good health. Old age, often referred to as the evening of life, begins at around 65 years. The old person is called as senior citizen. Old age is a period of decline in physical strength and social participation. It is not welcomed unlike other phases of life. The adjustment of older people is often poor. The problems of old age stem from disability, diseases, dependence and death.

Physical Changes

As strength declines, the various organs and organ systems slow down. Diabetes, heart conditions, osteoporosis and such diseases are common during old age. Disabilities in walking, seeing, hearing, etc., restrict the person in several ways. These disabilities make the person dependent on others.

Psychological Changes

An old person is often isolated. The disease and disabilities produce a strong feeling of inadequacy and the dependence makes the person feel worse. They are given to depression and moodiness. Death of the spouse plunges the person into despair making him/ her feel totally at a loss. Memory fails the old person which creates further problems. Fear of death can be a dominant emotion. Worries about whether he/she would be invalid, a burden to others is very common.

Social Changes

Older people retire often from work. Their busy life suddenly comes to a halt. Re-employment possibilities may not be bright enough. Thus, the old person finds too much time at hand, with too little work and reduced mobility very frustrating. Redirecting and remodeling the entire life style with meaningful activities become necessary. The peer group members are no longer accessible due to various reasons. The social status of a widow or widower is not a pleasant one either. Dependent on others even for small things, mobility, money and day to day basic minimum necessities, the social life of the old person shrinks drastically.

As an individual he/she needs to take personal responsibility for self which in itself is a milestone. The developmental tasks become the individual life and existence, rather than the others in the social circle.

Happiness in old age is centered around children and their welfare. Simple events and memories, shared love and concern, and the company, love and care received from the children provide feelings of satisfaction to the old person.

Check Your Progress X

Note: a) Use the space provided for your answers.

b) Check your answers with those provided at the end of this unit.

1) Show how disability, disease, dependence and death affect the old person.

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3.11 CONCLUSION

In this unit we have outlined the stages of human development, prenatal stage, infancy, babyhood, early and late childhood, adolescence, adulthood, middle age and old age. In each stage, we have examined the characteristics, the milestones, the physical and psychosocial development. Sources of happiness are also mentioned.

3.12 KEY WORDS

Growth : Growth refers to increase in size, number of body cells and a quantitative improvement, based on maturation.

- Maturation** : Maturation refers to those changes which primarily reveal an unfolding of potential, genetically provided physical capabilities of a person.
- Developmental tasks** : Developmental tasks are demands on the person placed by the society. Successful completion leads to happiness while failure leads to frustration. These are milestones which the journey of personality development crosses.
- Prenatal development** : Development that takes place before the birth of a person, which occurs within the womb of the mother. While the hereditary factors predominate prenatal development, environmental factors also have an important role to play.
- Fertilization** : It is also called conception. It is the union of the two cells, the sperm from the father and the ovum of the mother to produce a single cell, namely zygote. Life of a person begins with this single cell, called zygote.
- Peer group** : It refers to a person's age mates from school and neighbourhood with whom he/she interacts closely. Such relationships when positive, build up and develop the personality, while negative peer group influence often leads to deviant behaviour and maladjustment.
- Parenting** : It includes the various responsibilities carried out by the parents or parent substitutes. Accepting the child enables one to have better parenting skills.
- Puberty** : It is the attainment of sexual maturity when the person becomes capable of reproducing. The age range is 12 years to 14 years and it is associated with growth spurt.
- Self concept** : It is what a person thinks, feels and assumes what he/she is, often reflected from comments and behaviour of those around. Hence, the development of self concept is mirrored by the people around. It is considered to be the central element of personality.
- Vital roles of an adult** : The person needs to fulfill various roles or responsibilities in keeping with his/her social position. These responsibilities during adulthood become very important. Therefore, they are termed as adult vital roles.

3.13 SUGGESTED READINGS

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3.14 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress I

- 1) How do growth, maturation and development differ? Mention any one feature.
 - a) Growth is an increase in the number of cells. It is quantitative.
 - b) Maturation is the unfolding of genetically given capacities at the right time-not based on learning.
 - c) Development is qualitative change, often based on learning and interaction with environment.
- 2) Explain Cephalocaudal and Proximodistal laws.
 - a) Cephalocaudal principle is a law of development according to which the development starts from head and moves tail ward.
 - b) Proximodistal principle states that development starts from a central axis or midline of the body and progresses towards extremities.

Check Your Progress II

- 1) The three stages of Prenatal development are;
Period of Zygote, period of the embryo and period of the foetus.
During the period of the zygote, implantation take place and rapid cell division occurs.
During the period of the embryo which is till the end of 2nd month, all internal organs such as brain, heart, etc., are formed and it is a very crucial stage. The heart beat can be heard. From the start of the period of foetus, the baby starts growing all external and internal organs until it is developed enough to take birth.
- 2) Mother's nutrition during pregnancy must be balanced. Her sleep, rest and exercise must be adequate. Infections such as Rubella, syphilis can interfere with the baby's development and so, she should be careful. If she is Rh-and her baby is Rh+, then she must be aware of it and be ready for immediate medical attention for the baby after delivery. She must not expose herself to X-rays till the 2nd month. Drugs, alcohol and tobacco can cause serious damage to the baby. Therefore, she should avoid these. She must consult the doctor at least once in 3 months.

Check Your Progress III

- 1) Birth cry is important because it is the initial sign that the baby is alive and is capable of breathing independently through the lungs. Delay in birth cry means that the infant is not getting enough oxygen and so the brain cells can get damaged if not cared for immediately.

The infant needs to adjust to the postnatal environment where he/she is independent. He/she needs to feed, breathe and eliminate on his/her own. Unlike the uterus, the room temperature is now not the same as the body temperature and the baby must adjust to it. The infant must also adjust to sleep-wake cycle. There is a greater risk of infection and the infant needs to overcome all these in order to develop.

Check Your Progress IV

- 1) The major characteristics of babyhood are;
 - Babyhood is the foundational period.
 - Rapid growth and change marks babyhood. The baby shows decreasing dependency.
 - There is increased individuality and creativity.
 - Babyhood is an appealing age, play activity and speech proceed beyond the rudimentary stage.
- 2) Developmental tasks are very important because they are the expectations and demands placed by the society on the individual. A standard is set by the society and accordingly, every person must perform. When these standards are reached, the person is happy. If not, there is frustration and difficulty with future stages.

Check Your Progress V

The other terms used to refer to early childhood are:

- 1) Questioning age, Preschool age, Troublesome age, Exploring age and Imitative age.
- 2) By the end of early childhood, the normal child can walk and can take solid food, with reasonable stability of physiological functioning. Control over elimination of waste products becomes a focus, requiring training. A useful vocabulary is built up for speaking and understanding speech.

Check Your Progress VI

- 1) Skills of late childhood are:

Self-help skills, social skills, school skills and play skills. The child becomes adept in self-help skills (eating, dressing, etc.), which by now become second nature. Social skills such as helping others at home, school and play, and sharing of responsibilities can be observed. School skills of writing, reading, arithmetic, drawing, painting, are all well developed.

Play skills such as throwing and catching the ball, bicycling, etc., are groomed. Among the girls, fine motor skills of painting, needlework are areas where proficiency is gained. Gross motor skills of throwing back, kicking a ball, etc., are better developed among the boys.

- 2) **Gang age:** Children of this age group form into smaller groups called gangs. These are play groups and not delinquent gangs. The gang members as a rule are either boys or girls only. This demarcation is maintained. Acceptance by gang members is of utmost value for every child. Within the gang there are code languages, jokes and riddles, which are enjoyed by the members.

Check Your Progress VII

- 1) Adolescence is a stage between childhood and adulthood, therefore it is an intermediary stage. We can see the characteristics of a child as well as the adult features. The adolescents themselves go through a period of 'neither here, nor there' situation which adds to their confusion. Giving up childhood behaviour and mastering the tasks of the stage helps the adolescent to move on to adulthood.
- 2) Adolescence, according to Stanley Hall is a period considered to be full of 'storm and stress'.
This is mainly because of the sea changes taking place in the body. Puberty and growth spurt trigger several changes in the body. The primary and secondary sexual characteristics are well developed. Hormones, both male and female, are intensely affecting both physical growth and psychological changes. The adolescent experiences heightened emotionality which includes mood swings, periods of elation, loneliness and withdrawal. Adjusting to all these changes and emerging with adult characteristics are important in adolescence.

Check Your Progress VIII

- 1) **Adult vital roles:**
The roles are the developmental tasks of the adult. They are mainly in the areas of work, marriage and parenthood. One must attain adjustment in all three areas.
Vocational adjustment depends on training, appropriateness of work, interest for work, prior experience, work skills and work values that one possesses.
Marital adjustment needs to be worked at by both the partners in all areas. While fidelity and friendship can form the foundation, there needs to be open communication, trust, respect and love for each other.
Adjustment to parenthood must be achieved in accepting the children and taking care of their development. Willingness to have children, their gender, number, spacing, parental age at which children arrive, and parents' attitude towards children, financial position, are all factors leading to adjustment in parenthood.

Check Your Progress IX

- 1) **Middle age crisis:**
A person passing through middle age experiences a reversal of changes that took place in adolescence, namely, there is a decline in hormonal level. Among females the occurrence of menopause brings to a close, the ability to bear children. Among males too there is a decline. As a result, the person feels unattractive, moody and has to realign priorities and re-evaluate life. Since these changes often throw people out of control, the term middle age crisis is used.
- 2) **Empty Nest syndrome** occurs when parents, during middle age, face a situation where the children who are now adults themselves, leave home for studies, jobs or as a result of marriage. Consequently, the home is empty leaving only the nuclear couple. Depending upon

the strength of their relationship and finding and engaging themselves in meaningful activities, the couple can adjust to this stage.

Check Your Progress X

- 1) As a result of the decline in functioning of the organs and organ systems, an old person faces certain diseases and disabilities. The disabilities could be visual impairment or blindness, loss of hearing, orthopedic disabilities arising from broken bones, joint pains, etc. The freedom and mobility of the person is, consequently, curtailed. Sometimes he/she may be dependent on others for even basic daily life needs of eating, bathing and self care. In addition, he/she needs to handle the death of the spouse or children as well as resolve the area of one's own death. Fear of death can be a dominant emotion and the person often requires counseling.



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UNIT 4 THEORIES OF PERSONALITY

* *D.P. Singh*

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- 4.0 Objectives
- 4.1 Introduction
- 4.2 Erik Erikson: A Psychosocial theory of Personality
- 4.3 Carl Rogers: A Phenomenological theory of Personality
- 4.4 Abraham Maslow: A Humanistic Theory of Personality
- 4.5 B.F. Skinner: A Behaviouristic Theory of Personality
- 4.6 Let Us Sum Up
- 4.7 Key Words
- 4.8 Suggested Readings
- 4.9 Answers to Check Your Progress

4.0 OBJECTIVES

The purpose of this unit is to provide a quick overview of some of the important personality theories developed by psychologists. Though the psychologists have developed several theories of personality to study its structure and growth, the present unit shall deal with a limited number of theories which may be helpful in the practice of professional social work.

After reading this unit, you should be able to:

- Become aware of various concepts used in these theories for explaining the behaviour of the individuals;
- Apply the knowledge in your field work settings; and
- Develop interest in acquiring more knowledge about the personality of individuals.

4.1 INTRODUCTION

As mentioned earlier, the present unit will briefly describe only a few of the theories of personality which are relevant to the practice of professional social work. After having gone through the preceding units, you must have realized by now that the term personality has many meanings. It is a reasonably distinct sub field of psychology that comprises theory, research and assessment about personality. However, even within psychology there is disagreement about the meaning of the term. In fact, there are as many different meanings of the term personality as there are psychologists who have tried to define it.

In this unit, we would try to gain understanding of the views offered by Carl Rogers who looks at personality in terms of self – an organized, permanent, subjectively perceived entity, which is at the very heart of all our experiences.

We would also study Erik Erikson who is of the view that life proceeds in terms of a series of psychosocial crises, which he termed as developmental milestones or stages. A person's personality is a function of the outcome of the way such crises are resolved.

Abraham Maslow's humanistic theory would also be touched upon, which explains human behaviour in terms of individual's tendency to seek personal goals. In this system, as one's desire is satisfied, another surfaces to take its place. When a person satisfies this one, still another clamours for satisfaction.

B.F. Skinner is yet another prolific psychologist who has provided the foundation for a science of behaviour based on the premise that nearly all our behaviour is directly governed by environmental contingencies of reinforcement. That is, much of our behaviour is either learned or modified by the process of learning.

But none the less, the most fundamental conception of human personality has been that of Sigmund Freud. He is considered as the father of psychoanalytic theory. He described the structure of personality as composed of three elements the id, ego and super ego. You would study his theory in detail in another unit.

4.2 ERIK ERIKSON: A PSYCHOSOCIAL THEORY OF PERSONALITY

In order to understand how Erik Erikson has worked to elaborate and extend the structure of psychoanalysis and how he has reformulated its principles for understanding the modern world, one has to first understand the concept of psychoanalysis as given by Sigmund Freud. It is because Erikson himself persistently maintained that his contributions to the understanding of human development are nothing more than a systematic extension of Freud's conception of psychosexual development.

Erikson actually has attempted to bridge the gap between Freudian theory of psychosexual development and present day knowledge about the role of social factors in personality development.

Though he is committed to the biological and sexual foundations of personality like Freud, yet he expanded or socialized Freud's schedule of development by introducing eight stages of development. He emphasizes the importance of interaction between biological and social factors in the development of personality. The stages are shown in Fig.1.

Let us now learn about Erikson's theoretical formulations by considering the various stages in human life.

1) **Infancy: Basic Trust Versus Mistrust-Hope**

The first psychosocial stage in the Eriksonian scheme corresponds to Freud's Oral stage and it extends through approximately the first year of life. The earliest basic trust is established during this stage and it is demonstrated by the infant in the capacity to sleep peacefully, to take nourishment comfortably and to excrete without getting tensed. Each day as his wakeful hours increase, the infant becomes more familiar with sensual experiences. Situations of comfort and people responsible for these comforts become familiar and identifiable to him.

Through the continuity, consistency and sameness of these experiences with others, the infant learns to rely on them and to trust them. Simultaneously, if the parents display a divergent pattern of these experiences, may be in the ways of caring for the infant or in their role as the parents or demonstrate a conflicting value system, it creates an atmosphere of ambiguity for the infant, resulting in feelings of

mistrust. *Hope* is the first psychosocial strength or virtue, which is gained by the infant from successful resolution of the Trust-verses-Mistrust conflict, during this stage.

2) Early Childhood: Autonomy Versus Shame and Doubt

This period coincides with Freud’s Anal stage and roughly spans the second and third years of life. During this stage, the child learns what is expected of her, what the child’s obligations and privileges are and what limitations are placed upon her. The child’s striving for new and activity-oriented experiences places a demand for self-control as well as a demand for the acceptance of control from others. A sense of self-control provides the child with a lasting feeling of autonomy, good will and pride; however, a sense of loss of self control can cause a lasting feeling of shame and self doubt.

The virtue of *will* emerges during this stage. Will is the ever-increasing psychosocial strength to make free-choices, to decide and to exercise self-restraint. The child learns from itself and from others what is expected and what is not. Will is responsible for the child’s gradual acceptance of lawfulness and necessity.

3) Play Age: Initiative Versus Guilt

This period corresponds to Freud’s Phallic stage extending roughly from age four to entry into formal school. This is when the child’s social world challenges her to be active, to master new skills, and to win approval by being productive. This is the age when child’s facility for language and motor skills make possible associations with the peers and older children and thus allow participation in a variety of social games. During this stage a child begins to feel that he or she is counted as a person and that life has a purpose for him. It is an age of initiative, an age of expanding mastery and responsibility. Autonomy combines with initiative to give the child a quality of pursuing, planning and determination of achieving tasks and goals. However, a feeling of guilt may haunt him if his goals and tasks are not accomplished.

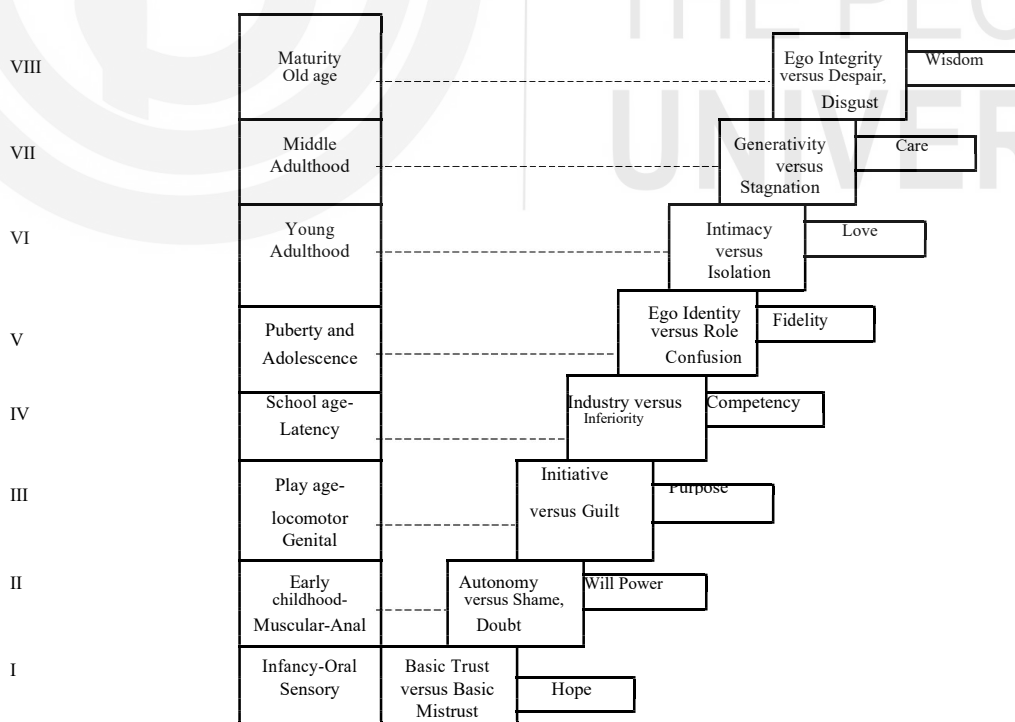


Fig. 1: Erikson's chart of the eight stages of psychosocial development. (Adapted from *Childhood and Society*, by Erik H. Erikson, 1963 a.p. 273)

Purpose is the virtue or the main psychosocial strength that emerges during this stage. The child's major activity during this stage is playing. The virtue of purpose results from play, explorations, attempts, failures, and experimentation with toys. The child learns the purpose of things and begins to understand, the connection between the inner and outer world. Thus, an imaginative and uninhibited play is vital for the child's development.

4) **School Age: Industry Versus Inferiority**

This period corresponds to the Latency Period in Freudian theory and extends from about 6 to 11 years of age. Here for the first time the child is expected to learn the rudimentary skills of culture like reading, writing, cooperating with others, etc., via formal education. This period is associated with the child's increased power of reasoning and self discipline, as well as the ability to relate to peers according to prescribed rules. During this period, the child develops a sense of industry when it begins to understand the technology of his culture through attending school. That is to say that his work includes many and varied forms such as attending school, doing chores at home, assuming responsibility, studying music, learning manual skills as well as participating in skillful games and sports. The hazard of this stage is that the child may develop a sense of inferiority or incompetence if she is unable to master the tasks that are undertaken or that are set for by his/her teachers and parents.

The virtue of *competence* emerges during this stage as one applies oneself to work and to completing tasks.

5) **Adolescence: Identity Versus Role Confusion**

This period is regarded as highly significant in the individual's psychosocial development. Now he is not a child and not yet an adult. This period extends roughly from 12 or 13 years to about 20 years of age. During this age, the adolescent is confronted with various social demands and role changes that are essential for meeting the challenges of adulthood. It is the time for making vocational plans. He becomes aware of his inherent characteristics such as his likes and dislikes, anticipated goals of future and the strength and purpose to control one's own destiny. It is during this period that one defines what one is at present and what one wants to be in future. Because of the transition from childhood to adulthood, the adolescent during this stage of identity formation is likely to suffer more deeply than ever before or ever again from a confusion of roles or identity confusion. This state can cause one to feel isolated, empty, anxious or indecisive. The adolescents may feel that society is pushing them to make decisions, thus they may become even more resistant. The adolescent's behaviour is inconsistent and unpredictable during this chaotic state. During this period, one may also develop a negative identity, a sense of possessing a set of potentially bad or unworthy characteristics.

During this stage the virtue of *fidelity* develops. Although now sexually mature and in many ways responsible, he or she is not yet adequately prepared to become a parent. On one hand, one is expected to assimilate oneself into an adult pattern of life while on the other hand one is denied the sexual freedom of an adult. The behaviour shuttles back and forth. During this difficult period, the youth seeks inner knowledge and understanding of himself or herself and attempts to formulate a set of values. The particular set of values that emerges is what Erikson called fidelity. Fidelity is the foundation upon which a continuous sense of identity is formed.

6) **Young Adulthood: Intimacy Versus Isolation**

This stage marks the formal beginning of adult life. This is generally the period when a person becomes involved in courtship, marriage and early family life.

It extends from late adolescence until adulthood, i.e., from 20 years to roughly 24 years. Now the person is ready for social as well as sexual intimacy with another person. Now he orients himself or herself toward, “settling down” in life. This is the time when one requires someone to love and to have sexual relations and with whom one can share a trusting relationship.

The hazard of this stage is isolation, which is the avoidance of relationships because one is unwilling to commit to intimacy. The virtue of *love* comes into being during this stage. In addition to the romantic and erotic qualities, Erikson regards love as the ability to commit oneself to others, showing an attitude of care, respect and responsibility.

7) Middle Adulthood: Generativity Versus Stagnation

This period corresponds to the middle years of life, i.e., from 25 years to 65 years of age. Generativity occurs when a person begins to show concern not only for the welfare of the upcoming generation but also for the nature of the society in which that generation will live and work. Main concerns are the procreation of progeny, generating products, ideas and so forth. When generativity is weak or not given expression, the personality takes on a sense of stagnation. The virtue of *care* develops during this stage which is expressed in one’s concern for others.

8) Maturity: Integrity Versus Despair

This stage can best be described as a state which is reached by one after having taken care of things and people, products and ideas, and having adapted to the experiences of successes and failures of life. There is a definite shift in a person’s attention from future to past life. This is a time often beset with numerous demands such as adjustment to deteriorating physical strength and health, to retirement and reduced income, to the death of spouse and close friends, and the need to establish new affiliations with one’s age group. This stage is marked by the summation, integration and evaluation of all the preceding stages of human development. The essential counterpart of integrity is despair over a series of unfulfilled opportunities and missed directions of individual’s life cycle. He or she may realize that it is far too late to start all over again. He or she has a hidden fear of death, a feeling of irrevocable failure and an incessant preoccupation with what might have been.

Wisdom is the virtue that develops out of the encounter of integrity and despair. Erikson believes that only during old age does true maturity and a practical sense of “the wisdom of the ages” come into being.

Check Your Progress I

Note: a) Use the space provided for your answer.

b) Check your answers with those provided at the end of this unit.

1) Why is so much significance attached to adolescence stage in Eriksonian scheme?

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4.3 CARL ROGERS: A PHENOMENOLOGICAL THEORY OF PERSONALITY

Carl Rogers' self-theory of personality is primarily based on his approach known as *client-centred therapy*. He stresses the importance of individual who determines his own fate. There are two basic concepts that are regarded as the basis upon which his whole theory rests. These are (a) the organism and (b) the self.

The organism is the centre of all experiences that keeps taking place within the individual at a particular moment. These experiences include everything potentially available to one's awareness that is going on within the organism at that moment. The totality of these experiences constitutes the *phenomenal field*. The phenomenal field is not identical with the field of consciousness. At a given moment, it is made up of conscious or symbolized and unconscious or unsymbolized experiences. The phenomenal field is individual's frame of reference that can only be known to the person only. According to Rogers behaviour of a person depends upon the phenomenal field (which is the subjective reality) and not upon the external conditions. An individual's perceptions and experiences constitute not only his or her own reality but also form the basis of his or her actions. One responds to events in accordance with how one perceives and interprets them.

For example, a thirsty person lost in the desert will run as eagerly to a pool of water that is a mirage as to a real pool. Similarly, two persons observing an identical set of events may later recall two very different outcomes, which is often the case with eye witness accounts of the unidentified flying objects and traffic accidents, etc. Thus, a person tends to check his or her symbolized experiences against that of the world outside in his own way. This testing of reality provides one with dependable knowledge of the world so that one is able to behave realistically. However, some experiences may remain untested or are inadequately tested, which may cause one to behave unrealistically. Apparently, the person, therefore, must have some conception of an external reality, otherwise he or she cannot perform the act of testing an inner picture of reality against an outer one.

Let us explain this a little further with the help of another example. Suppose a person wishes to put salt in his food and in front of him are two identical jars, one that contains salt and the other containing pepper. The person believes that the jar with larger holes in its lid contains salt but not being quite sure of it, he keeps the contents in the jar on his hand. If the particles are white rather than black, he becomes sure that it is salt. A cautious person may, even after that, put a little on his tongue, believing that it may not be white pepper, instead of salt. Thus, the point to be noted here is that one is testing his or her ideas against a variety of sensory data. The test consists of checking less certain information against more direct knowledge. In this case the final test is taste that defines it to be salt. Out of the process of perceiving experiences, attaching meanings to them and testing them with the outside reality, there emerges a portion of the phenomenal field which gradually becomes differentiated and is called *self*. The self can best be thought of as the concept of I, me and myself. In addition to this concept of self (also called real self) there is an *ideal self* which represents what one thinks one ought to be and would like to be. The ideal self represents the self-concept that the individual would like to possess. It is quite close to the notion of superego in Freudian theory.

The significance of these concepts of organism and self becomes more lucid in Rogers' discussion of congruence and incongruence between the self as perceived and the actual experiences of the organism. When the symbolized or conscious experiences that constitute the self faithfully mirror the experiences of the organism, the person is said to be adjusted, mature, and fully functioning. While on the other hand, if there is no congruence with the experiences of self and organism, the individual feels threatened and anxious. Such a person behaves defensively and is rigid.

Thus, we see that Roger’s theory puts emphasis on the continuity of growth. The person continuously strives to develop a self. He/she incorporates only those experiences into his/her frame of reference which he/she thinks are appropriate for him/her and rejects those which are not appropriate. Therefore, in personality development, as per the Rogerian scheme, there is a reciprocal relationship between the ways a person views his experiences and his actual social and inter-personal experiences.

Check Your Progress II

Note: a) Use the space provided for your answer.

b) Check your answers with those provided at the end of this unit.

1) What do you understand by the term “Phenomenal Field” as is given by Carl Rogers?

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Abraham Maslow: A Humanistic Theory of Personality

Maslow was a humanist who believed that man can work out a better world for mankind as well as for himself. His approach to understand human personality is different from behaviourism as given by B.F. Skinner (discussed later) and psychoanalysis. He depicted human being as a “wanting animal” who rarely reaches a state of complete satisfaction. It is characteristic of human life that people almost always desire something. If one desire is satisfied, another surfaces and so on. Maslow consistently argued that lower order needs must at least be satisfied before an individual can become aware of the higher order needs. He proposed that in general, human desires/needs are innate and they are arranged in a hierarchy. He developed his own system of needs and categorized them into two categories.

- a) Deficit Needs and
- b) Growth Needs

The deficit needs include sex, sleep, protection from extreme temperature and sensory stimulation. These needs are most basic, powerful and obvious of all human beings for their physical survival. In the second category come the needs for safety, needs of belongingness and love, the esteem needs and the need for self-actualization.

Now let’s examine each of Maslow’s need categories in a little detail, in accordance of their order, i.e., from lower to higher.

- 1) **Physiological Needs:** As pointed out earlier these are directly concerned with the biological maintenance of the organism and must be gratified at some minimal level. An individual who fails to satisfy this set of basic needs won’t be able to move upwards to satisfy the higher level needs. For instance, a chronically hungry person will never strive to compose music or join politics or construct theories to build a new world order. Without a doubt, the physiological needs are crucial to the understanding of human behaviour. Many autobiographies and experiments chronicled in the history show the devastating effects on behaviour produced by lack of food or water. For example, in the Nazi concentration camps of World War II, it was common for prisoners subjected to prolonged deprivation and torture, to relinquish their moral standards and steal food from each other.

- 2) **Safety Needs:** When the physiological needs are successfully fulfilled, the need for safety becomes the dominant force in the personality of the individual. Safety needs are many and are mainly concerned with maintaining order and security. The primary motivating force here is to ensure a reasonable degree of certainty, order, structure and predictability in one's environment. Maslow suggested that these needs are most readily observed in infants and young children because of their relative helplessness and dependence on adults. For example, children, respond fearfully if they are suddenly dropped or startled by a loud noise or flashing lights. Eventually education and experience neutralize such dangers.

Nonetheless, the safety needs also exert active influence beyond the stage of childhood. The preference for a job with security and financial protection, having a bank account, purchasing a building/house and investment in insurance or medical facilities or unemployment or old age may be regarded as motivated by the need to ensure a safe future.

- 3) **Belongingness and Love Needs:** These needs constitute the third ladder in the Maslow's scheme of human needs and emerge only when the first ladder and second ladder needs are satisfied. These needs emphasize the basic psychological nature of human beings to identify with group life. These are the needs of making intimate relationships with other members of society, being an accepted member of an organization and to have a family. In the absence of group membership, a person will have a feeling of loneliness, social ostracism, friendlessness and rejection. Maslow rejected the Freudian notion that love and affection are derived from sexual instincts. He was of the view that love is not synonymous to sex but a mature love involves healthy loving relationship between two persons. Being loved and accepted is instrumental to healthy feelings of worth. Not being loved generates futility, emptiness and hostility.

- 4) **Self-Esteem Needs:** When one's needs for being loved and loving others have been reasonably satisfied, the need for self-esteem emerges. These needs are divided into two groups: (a) Self-respect, self-regard and self-evaluation (b) Esteem and respect from others. The first group includes desire for competence, confidence, personal strength, adequacy, achievement, independence and freedom. An individual needs to discern that he or she is worthwhile – capable of mastering tasks and challenges in life. The second group includes prestige, recognition, acceptance, attention, status, fame, reputation and appreciation. In this case, people need to be appreciated for what they can do, i.e., they must experience feelings of worth because their competence is recognized and valued by significant others.

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Self
Actualization
Needs

Esteem Needs

Belonginess and Love needs

Safety needs

Physiological needs

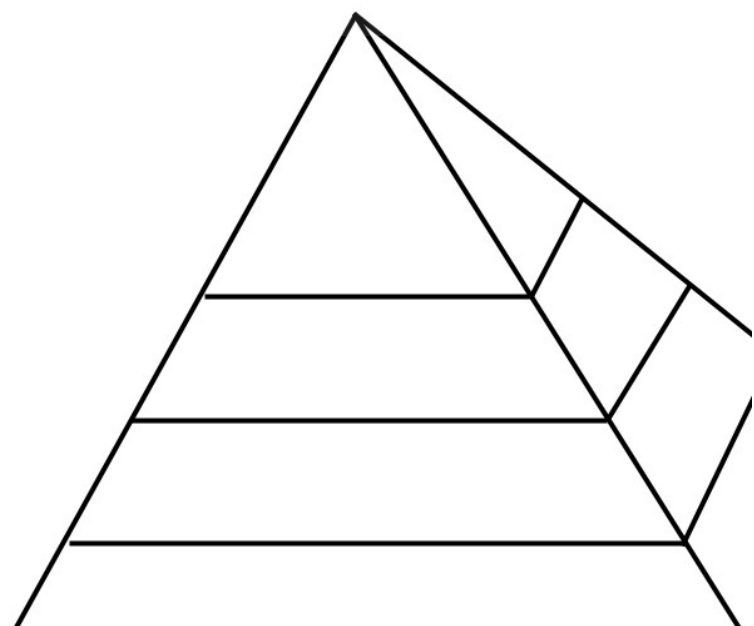


Fig. : Maslow's Need-Hierarchy

- 5) **Self-Actualization Needs:** Finally, if all the foregoing needs are sufficiently satisfied, the need for self-actualization comes to the fore. Maslow characterized self-actualization as the desire to become everything that one is capable of becoming. One wants to attain perfection. It is to reach the peak of one's potential. Self actualization is only possible if the basic needs at lower levels are met to the degree that they neither distract nor consume all the available energy. The person should not be worried about his or her survival needs. He or she should feel satisfied with his/ her social relations in family, society and job.

Thus, we need to keep in mind that Maslow's needs occur in an order. One seeks self-esteem only after one's love and belongingness needs are satisfied. And one seeks love only when he or she feels secure and safe. On the opposite side of it, one quickly goes back to a lower level from the upper level, if the needs of lower level are suddenly jeopardized. For example, let us consider a lady who, thinking her love needs are in good order, busies herself with becoming a business tycoon. Suddenly and unexpectedly, her husband leaves her. In such a situation, what she does is that she casts aside all aspects of self-esteem (in this case business) and becomes consumed in an effort to regain her husband, i.e., to satisfy her love needs. Once this relationship is restored or a suitable alternative developed, she is free to concern herself with the business world.

Check Your Progress III

Note: a) Use the space provided for your answer.

b) Check your answers with those provided at the end of this unit.

1) What is the system of needs in Maslow's scheme?

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4.5 B.F. SKINNER: A BEHAVIOURISTIC-LEARNING THEORETICAL APPROACH TO PERSONALITY

Before turning to Skinner's theory, it may be useful to contrast its general qualities with those of the theories considered earlier. Each of the theory covered earlier has placed considerable emphasis on structural concepts. Sigmund Freud (You would study in another unit) used structural concepts such as id, ego, and super ego; Erikson used concepts like the developmental milestones; Roger used concepts such as self and ideal self and Maslow's emphasis is on the basic needs of human beings for explaining their behaviour.

Skinner's approach famously called behavioural approach to personality places considerable emphasis on the concepts of process and situational specificity. In summary, because the theory is based on assumptions that are different from other theories, the formal properties of this theory are different from those already studied.

The basis of Skinner's operant conditioning process is that behaviour is controlled through the manipulations of rewards and punishments in the environment. The key structural unit for the behavioural approach is the *response*. The nature of a response may range from a simple reflex like salivation to food to a complex piece of behaviour like solution to an arithmetic sum. In Skinnerian scheme, the response represents an external, observable piece of behaviour that can be related to environmental events. There is a distinction between responses elicited by known stimuli and the response that cannot be associated with any stimuli. The responses in the latter category are emitted by the organism and they are in the biological nature. For example, the dog walks, runs; the bird flies; the monkey somersaults and swings from tree to tree; the human baby smiles, cries and babbles. Such responses are called *operants*. Skinner was of the view that stimuli in the environment do not force the organism to behave or incite into action but the initial cause of behaviourism lies in the organism itself. The operants are emitted by the organism himself and there are no environmental stimuli for the operant behaviour; it simply occurs.

The essence of operant conditioning relies on the fact that, all other things being equal, reinforced behaviour tends to be repeated. The concept of reinforcement occupies a key role in Skinner's theory. According to Skinner a *reinforcer* is an event (stimulus) that follows a response and increases the probability of its occurrence. If a dog is picking up a ball, which is a piece of operant behaviour, and the response is followed by a reinforcer such as a pat or any other reward, the probability of dog's picking the ball is increased. Thus, a reinforcer strengthens the behaviour it follows. According to Skinner, while some stimuli appears to be reinforcing the behaviour of all animals certain stimuli serve as reinforcers for some animals only. It is important to note here that a reinforcer is defined by its effect on behaviour, i.e., an increase in the probability of a response and is not defined just theoretically. Quite often, it is difficult to know precisely what will serve as a reinforcer for behaviour, as it may vary from individual to individual or from organism to organism.

So the focus of this approach is on the qualities of responses and their relationship to the rates and the time-intervals at which they are reinforced. The time and rate relationships of reinforcers are also referred to as *schedules of reinforcement*. To study these time-rate relationships, Skinner developed a simple apparatus, commonly known as Skinner's box. In this box, few stimuli and behaviours/responses (like a rat's pressing a bar or a pigeon pecking a disc) are observed in an objective way. It is here that one can best observe the elementary laws of behaviour. According to Skinner, behaviour can be best understood when it is controlled. Behaviour can be controlled through the choice of responses that are reinforced and the rate at which they are reinforced. The schedules of reinforcement can be used on a particular *time interval* or a particular *response interval*. In a time interval schedule, the reinforcement appears after a certain period, say one minute, regardless of the number of responses made by the organism. That is to say that after every one minute, the rat or the pigeon in the Box gets food. In response interval schedule, also referred to as response ratio schedule, reinforcement appears after a certain number of responses having been made. That is, the rat in the box gets food only after pressing the bar ten times.

Thus reinforcements need not be given after every response, but can instead be given only on certain occasions. The reinforcements can be given on a regular or a fixed basis – always after a certain number of responses, or they can be given on a variable basis– sometimes after a minute and sometimes after two minutes, or sometimes after a few responses and sometimes after many responses.

Like this, the complex behaviour is shaped through a process of successive approximations. That is, complex behaviours are developed by reinforcing pieces of behaviour that resemble the final form of behaviour one wants to practice. Let us explain it with the help of an example.

Suppose we wish to shape behaviour of an untrained pigeon in the Skinner Box to make him learn to peck at a particular disc. We may do the shaping of the behaviour of the bird through a process of

successive approximations. In other words, instead of waiting until the pigeon makes a full and correct pecking response, we would first reinforce some bit of the pigeon's behaviour that resembles the final form of pecking at the disc. Therefore, we would give the pigeon reinforcement when he merely turns slightly in the direction of the disc. Once a definite tendency to turn toward the disc establishes, we would hold further reinforcement until the pigeon makes a definite movement towards the disc. It is done by reinforcing those responses that make the pigeon come closer and closer to the disc and then those responses that bring his beak near the disc. Like this, we would finally be able to induce the pigeon to peck the disc.

In a similar way, complex behaviours in humans may be developed through the process of successive approximation. While most of the emphasis in such type of learning is on the use of positive reinforcement such as food, money or praise, Skinner also emphasizes the importance of negative reinforcers. A *positive* reinforcer serves to strengthen or maintain the response whereas *negative* reinforcers are those unpleasant stimuli which the learner will readily terminate if given the opportunity to do so. For example, criticism, disapproval and condemnation by the peer group are viewed as negative reinforcers. A negative reinforcer sometimes is confused with a *punisher* but the two are different. While a negative reinforcer precedes the response and forces its occurrence to terminate the unpleasant condition, the punishment follows the response and decreases the likelihood of the recurrence of the response. For example, if disapproval or condemnation follows immediately after the behaviour, punishment has taken place whereas if disapproval or scolding is directed at an individual in an effort to force a desired behaviour to occur, and the resultant behaviour terminates this condition of scolding and disapproval, then negative reinforcement is said to have been used.

Thus, we see that the Skinner's theory being the one which is most concerned with behavioural change, learning and modification, it is most relevant for application in the area of personality development.

Check Your Progress IV

Note: a) Use the space provided for your answer.

b) Check your answers with those provided at the end of this unit.

1) What do you understand by an operant as used by B.F. Skinner?

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4.6 LET US SUM UP

In this unit, you have been familiarized with the overview of four personality theories given by Erikson, Rogers, Maslow and Skinner.

Erikson has outlined a sequence of eight stages in the human life cycle. Each stage is accompanied by a crisis, that is, a turning point in the individual's life that arises from physiological maturation and social demands made upon the person at that stage. Each psychosocial crisis includes both a positive and a negative component. The successful resolution of each crisis is associated with a psychosocial strength or virtue.

The self is the most important construct in Roger's theory of personality. The self is a differentiated portion of individual's phenomenal or perceptual field—the totality of experiences. The self consists of the conscious perceptions and values of the "I" and "me". The ideal self represents the self-concept that the individual would most like to possess. A person is said to be adjusted, mature and fully functioning when the conscious experiences that constitutes the self, mirrors the experiences of the organism. That is to say that to be adjusted, there should be a match between the subjective reality (the phenomenal field) and the external reality (the world as it is). While the opposite of it (incongruence between self and organism) makes an individual feel threatened and anxious.

Abraham Maslow's theory of personality is based on a hierarchy of needs. The needs at lowest ladders of hierarchy which are most compelling are the physiological needs followed by needs for safety. The third set of needs is the belongingness and love needs. The esteem needs representing our needs for self-esteem and for esteem from others are at the fourth level of this hierarchy. The highest level needs in Maslow's scheme are the needs for self-actualization.

B. F. Skinner's view of the growth and development of human personality lays emphasis on the schedules of reinforcement. Reinforcements can be negative as well as positive. Through the judicious use of reinforcers, final form of behaviour can be produced, as is done by the animal trainers. The theory is based on the assumption that human behaviour can be manipulated through the environmental conditions.

4.7 KEY WORDS

Autonomy	:	The inner sense that one is a self governing person, able to exert some influence over those events that affect one's life.
Basic trust	:	The inner feeling that one's social world is a safe and stable place and that caring for others is nurturant and reliable.
Behaviourism	:	A school of psychology which believes that only scientifically valid subject matter for psychology is observable and measurable behaviour.
Care	:	The psychosocial virtue accruing from generativity that enables a person to feel that someone or something matters.
Congruence	:	A state of harmony that occurs when there is no discrepancy between a person's experiences and his or her self-concept.
Conscious	:	Those thoughts and feelings a person is aware of at any given moment.
Fidelity	:	The psychosocial virtue that enables a young person to perceive and act in terms of an ideology despite its contradictions and limitations.
Generativity	:	It reflects a concern for the welfare of the next generation and the type of society in which that generation will live and work.

Hierarchy of needs	:	Arrangement of needs from lower to higher in terms of their potency.
Humanistic Psychology	:	Type of psychology primarily focused on the study of healthy and creative individuals.
Ideal Self	:	It is what a person thinks what he or she could and should become. It includes aspirations, moral ideals and values.
Incongruence	:	State of disharmony that occurs when there is a discrepancy between a person's experience and his self concept.
Phenomenology	:	An approach which emphasizes the importance of understanding individual's subjective experiences, feelings and private concepts as well as his personal views of the world and the self.
Psychoanalysis	:	Theory of personality structure and development developed by Freud. It places high emphasis on the role of biological and unconscious factors in the determination of behaviour.
Reinforcement	:	An association that is formed when an operant response is followed by a reinforcing stimulus.
Self-actualization	:	The desire to become all that one is capable of becoming-to become the kind of person that one wants to become and thus live a meaningful and fulfilling life.
Self-esteem need	:	Basic need that motivates an individual to gain recognition and esteem from others.
Self Concept	:	An individual's conception of the kind of person he/she is.
Unconscious	:	That aspect of mind that contains one's unacceptable conflicts and desires. These can be brought to the conscious mind through some techniques like free association and dream interpretation.

4.8 REFERENCES

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4.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress I

- 1) At this stage, as the individual is no longer a child and not yet an adult, he is confronted with various social demands and role changes. On one hand, he is expected to assimilate himself into an adult pattern of life while on the other hand, one is denied the sexual freedom of an adult. It is during this period that one decides about his vocational plans and also what one wants to be in future. This is the stage of identity formation, however, one may also end up in identity confusion leading to the feelings of isolation, emptiness and indecisiveness.

Check Your Progress II

- 1) The individual perceives the world in a unique way. These perceptions make up the individual's phenomenal field. The phenomenal field of an individual includes both conscious and unconscious perceptions, those of which the individual is aware and those of which he is not aware. So, the phenomenal field essentially is a world private to the individual himself. That is, how he thinks, understands and feels about the reality as against his own internal frame of reference. It includes everything in his awareness at a moment of time.

Check Your Progress III

- 1) At the lowest level are the most basic needs of sex, sleep, hunger and thirst. In the second category come the needs for safety, certainly, order and security. The third category needs are the needs of belongingness and love. These are the needs of making intimate relationships. When these needs are satisfied, the need for self-esteem emerges. These include the needs for self respect, self regard, esteem and respect from others. At the top of Maslow's hierarchy are the needs of self-actualization, completeness or perfection.

Check Your Progress IV

- 1) Skinner distinguishes between responses elicited by known stimuli such as an eye blink reflex, and the responses that cannot be associated with any stimuli. The later responses are emitted by the organism and are called operants. So, the operants are the initial causes inherently of behaviour and for such behaviour there is no external cause, e.g., a dog walks, runs; the baby smiles, cries and babbles and the birds fly. So, the operants are present in the biological nature of the organism.

UNIT 5 PSYCHOSEXUAL DEVELOPMENT: FREUDIAN CONCEPT

* *Tomy Philip*

Contents

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Concept of Sexuality
- 5.3 Psychosexual Development
- 5.4 Fixation
- 5.5 Significance of Psychosexual Stages for the Development of Personality
- 5.6 Let Us Sum Up
- 5.7 Key Words
- 5.8 Suggested Readings
- 5.9 Answers to Check Your Progress

5.0 OBJECTIVES

This unit aims at helping the students understand the key concepts of the theory of psychosexual development proposed by a Viennese scholar called Sigmund Freud. It includes the concept of sexuality as understood as per the psychosexual development, fixation in different stages and the significance of psychosexual development for human personality.

After studying this unit, you should be able to:

- understand the concept of sexuality as understood by Freud;
- list out different stages of psychosexual development;
- describe the dynamics in each stage of development;
- explain the concept of fixation;
- understand the significance of each stage on development of human personality; and
- appropriate the psychodynamic theoretical framework in understanding human personality.

5.1 INTRODUCTION

The theory of psychosexual development, also known as theory of libidinal development, is one of the earliest theories explaining how personality develops in human beings. This theory owes its credence to the findings of Sigmund Freud's clinical research with emotionally disturbed people. The theory of psychosexual development, however, is an integral part of the psychodynamic personality theory proposed by Freud. Freud is often considered the first psychological theorist to have emphasized the developmental aspects of personality and the decisive role of the early experiences during infancy and childhood in laying down the basic character structure of an adult person.

According to Freud, the individual passes through a series of dynamically differentiated developmental stages during the life span, which are characterized by distinct modes of functioning. The theory proposes that mishaps during different stages, especially during the early childhood, play an important role in the etiology of psychological problems including mental disorders. Based on his early research with emotionally disturbed persons, Freud found that the symptoms of mental problems during adulthood are related to frustrations of the erotic instinct. Such frustrations often occur as early as the first year of life and continue through the entire childhood stage. Freud was thus led to believe

that children showed manifestations of sexual urges and that any theory of personality must take infantile sexuality into account.

5.2 CONCEPT OF SEXUALITY

According to Freud, sex is the most important life instinct in an individual. According to him sex instinct is centered around a number of bodily needs that give rise to erotic wishes. Each of these wishes has its source in a different body region referred to as erogenous zones. An erogenous zone is a part of the skin or mucous membrane that is extremely sensitive to irritation and which when manipulated in a certain way removes the irritation and produces pleasurable feelings and experiences. The lips and mouth, anal region, and the sex organs are examples of erogenous zones. Thus, sucking produces oral pleasure, elimination anal pleasure, and rubbing genital pleasure. In brief, Freud regarded the sexual instinct as a psychophysiological process, which has both mental and physical manifestations. He used the term libido to refer to the force by which the sexual instinct is represented in the mind.

In essence Freud used the term sexuality to refer to the erotic life of the individual. According to him, sexuality is not a matter for adults alone but also infantile. It is all-pervasive and covers all those activities and sensations that are pleasurable and afford sensual gratification. Freud noted that infants were capable of erotic activity from birth onward. The earliest manifestations of infantile sexuality arise in relation to bodily functions such as feeding and elimination of body wastes. Of all the concepts of Freud, the concepts he advanced with regard to the erotic life of infants and young children aroused severe criticism from different corners.

Check Your Progress I

Note: a) Use the space provided for your answers.

b) Check your answers with those provided at the end of the unit.

1) Explain the concept of sexuality as conceived by Sigmund Freud.

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2) What do you understand by erogenous zones? Name these zones as conceived in the theory of psychosexual developmental theory.

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5.3 PSYCHOSEXUAL DEVELOPMENTAL STAGES

Personality development takes place through constant activation of the life instinct. Sex being the most important life instinct in an individual, engagement in different erotic activities is a must to

activate the life instinct. Sex is a biological instinct, which needs to be gratified. When present it creates tension and when met with, it leads to satisfaction. The earliest manifestations of sexuality arise in relation to bodily functions, which are basically nonsexual, such as feeding and elimination of body wastes. Each individual passes through a series of stages during the first five years of life, following which for a period of five or six years the dynamics become more or less stabilized. With the advent of adolescence, the dynamics erupt again and then gradually settle down as an adolescent moves into the stage of adulthood. For Freud, the first five years of life are decisive for the formation of personality.

Each stage of psychosexual development is defined in terms of the mode of reaction of a particular zone of the body. During the first 18 months of life of a new born baby, the mouth works as the principal region of dynamic activity. Hence this stage is called *oral stage*. The oral stage is followed by deriving pleasure around the eliminative functions, it is therefore, called the *anal stage*. This last for another 18 months and is succeeded by the *phallic stage* in which the sex organs become the leading erogenous zones. During these stages, the mucous membrane of the mouth, anus and external genitalia become the focus of child's erotic life depending on the stage of development. At the close of the fifth year, the child goes into *latency period*, where the sexual urges are held in a state of repression. With the onset of adolescence, the pregenital impulses are reactivated and the person passes into the *genital stage* of development. Let us learn in detail about these stages.

Oral Stage

This stage lasts up to eighteen months from the birth of a child. The principal source of pleasure derived by the child during this stage is that of sucking. Sucking involves both tactual stimulation of mouth as well as swallowing. Later when the teeth erupt the mouth is used by the child for biting and chewing. Since the child is primarily concerned about seeking pleasure, she needs immediate gratification of the needs. The need of the infant in seeking pleasure is adequately met with by sucking the breast of the mother as the erotic drive is localized in the mouth. Since gratification of needs at this stage depends on mother, she becomes the first love object for the child. Feeding at the mother's breast is the most important activity, both physiologically and psychologically for the young child. For this reason, psychoanalysis refers to the period from birth to about eight months as the oral sucking period. With the development of teeth, the child enters a new stage of her development called oral biting stage. During the oral biting stage, the mode of deriving pleasure becomes modified. Its sources are biting as well as sucking and swallowing. It is held that the two modes of oral activity, i.e., sucking and swallowing and biting/chewing are the prototypes for many later personality traits that develop.

Anal Stage

This stage starts when the child is around one and a half years old and ends when she is three years of age. During the initial part of anal stage there is pleasurable sensation of excretion and later there is erotic stimulation of the anal mucosa through retention of feces. This stage is divided into two sub stages, i.e., the **anal expulsive period** and the **anal retention period**. The anal expulsive phase overlaps with the closing stages of oral period. Here the mode of deriving pleasure for the child is the expulsion of feces. The expulsion of the feces removes discomfort and produces a feeling of relief. When toilet training is initiated, the child has her first experience with the external regulation of an instinctual impulse. The child has to learn to postpone the pleasure that comes from relieving anal tensions. During the anal retention period, the child is expected to accede to the demands of toilet training. The child has to learn to derive pleasure from retention than expulsion. Depending upon the particular method of toilet training used by the mother and her feelings concerning defecation, the consequences of toilet training have far reaching effects upon the formation of specific personality traits and values.

Phallic Stage

This stage begins when the child becomes three years old and continues until the child is five years. During this stage rudiments of sex can be seen in the child. Child plays with its genitals and relieves tension and derives pleasure. Erotic activity is initially linked both psychologically and physically with the activities and sensations associated with urination. Urination is an important activity as it helps the child to consolidate its gender identity. A boy understands that he is a boy; similarly, a girl understands that she is a girl initially from the process of urination.

During the phallic stage development of sexual feelings associated with the functioning of genital organs come into focus. The pleasures of playing with the genitals and the fantasy life of the child set the stage for the appearance of Oedipus and Electra complexes in boys and girls, respectively. The Oedipus complex is named after the Greek king of Thebes who killed his father and married his mother. Oedipus complex consists of a sexual attachment for the parent of the opposite sex and a hostile feeling for the parent of the same sex. The boy wants to possess his mother and remove his father. According to Electra complex, girl wants to possess her father and displace the mother. These feelings express themselves in the child's fantasies during the act of masturbation. The emergence of the Oedipus and Electra complexes are considered to be the chief events of the phallic stage.

In Oedipus complex a boy has incestuous craving for the mother and a growing resentment towards the father. He imagines that his father is going to harm him. Threats from a resentful and punitive father may confirm this fear. His fears concerning what the father may do to him is centered on his genital organs as it is the source of his attachment to the mother. He fears that the father will remove it. This fear of castration helps a child to resolve his Oedipus complex, as he does not want to lose his genitals. Castration anxiety induces a repression of the sexual desire for the mother and hostility toward the father. It also helps to bring about identification with his father. By identifying with his father, the male child converts his erotic feelings for the mother into harmless affection for the mother. Oedipus complex seems to represent the climax of the development of infantile sexuality.

In Electra complex, a girl child exchanges her love object, the mother, for a new object, the father. This takes place in a girl when she discovers that she is less equipped than a boy, as she does not possess a protruding sex organ, the penis. She holds her mother responsible for this and starts hating her for having brought her into the world less equipped than a boy. She transfers her love to the father because he has the valued organ, which she aspires to share with him. However, her love for the father is mixed with a feeling of envy because he possesses what she lacks. Penis envy is the counterpart of castration anxiety in boys. A girl resolves her incestuous attachment for her father by recognizing the realistic barriers that prevent her from gratifying her sexual desire for the father. According to Freud, the differences in resolution of Oedipus and Electra complexes are the basis for many psychological differences between the sexes.

Latency Stage

According to Freud, at the close of fifth year infantile sexuality is gradually repressed both because of the fear of the social consequences and because of the realization that the love object is unattainable. During the period of about 5 or 6 years the child is not consciously concerned with sexual matters. As the literal meaning of the word 'latency' suggests, sexual urges are hidden during this stage. Child's active interest turns increasingly outward. During this period, the sexual urges are diverted into recreational, academic and social pursuits. The child learns to behave in society and acquires her ideals. Eroticism is overtly manifested in the form of attachment to parents and friends. Interest in the opposite sex is at the lowest ebb. The child spends all her energy to excel and prove herself. Child's energy is diverted towards developing a *sense of competence*. During this stage of development, a child's sexual urges are subordinate to the intellectual pursuits. Psychoanalysis has very little to say about personality development following the phallic stage. It, however, does analyzes the genital stage of development.

Genital Stage

This stage begins with the onset of adolescence. During genital stage sexual feelings reappear with new intensity and in more mature form. As a result, self-love of the child gets channelized into genuine heterosexual relationships. Sexual attraction, socialization, group activities, vocational planning and preparations for marrying and raising a family begin to manifest. By the end of adolescence these concerns become fairly well established. The person becomes transformed from a pleasure seeking, self-loving infant into a reality oriented, socialized adult. The principal biological function of the genital stage is that of reproduction.

5.4 FIXATION

Fixation can be defined as the persistent attachment of the sexual instinct to a particular phase of pregenital development. It can happen in any of the psychosexual developmental stages except the last one. In the course of development, it is expected that the child makes natural transition from one stage to the next at the end of a particular stage. Child's ability to forgo her attachment for the love object during a particular developmental stage for another promised but not guaranteed love object is a necessary condition for development of a healthy personality. Freud concluded that fixation adversely affects personality development. It may be noted that the behavioural manifestations of fixation vary according to the stage of psychosexual development in which fixation takes place. For example, a child's inability to forgo mother as a love object during the oral stage leads to development of such behavioural manifestations like thumb sucking, alcoholism, smoking, etc. These behavioural patterns help the individual to continue the erotic attachment with the love object of oral stage whereby he continues to derive pleasure from stimulation of the erogenous zone of lips and mouth. Similarly, fixation can happen during anal, phallic and latency stages as well.

Check Your Progress II

Note: a) Use the space provided for your answers.

b) Check your answers with those provided at the end of the unit.

1) Name the psychosexual developmental stages? Give the corresponding chronological age ranges of these stages.

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2) What do you understand by Oedipus and Electra complexes? How does the child resolve them?

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5.5 SIGNIFICANCE OF PSYCHOSEXUAL STAGES FOR THE DEVELOPMENT OF PERSONALITY

Many of our personality traits and behaviour patterns are rooted in the stages of psychosexual development. Psychoanalysis considers adult behaviour as the product of the infantile psychosexual stages. According to Freud, individuals subsume sex energy into their behaviour through the psychological processes of displacement, sublimation, and reaction formation. For example, the sexual fantasies of an adult are looked on as a continuation of phallic genitality. Similarly, over cleanliness or overemphasis on order and punctuality is considered as reaction formation against the anal stage of infantile psychosexuality. The process of psychosexual genesis is one of dialectical growth. It can lead to development of normal or abnormal behaviour depending upon the experiences of the individual during different psychosexual developmental stages.

Personality Traits Developed During Oral Stage

Oral stage activities of sucking and swallowing are the prototypes for many character traits that develop during subsequent years in one's life. Pleasure derived from oral incorporation may be displaced to other modes of incorporation such as the pleasure gained from acquiring knowledge or possessions. Biting or oral aggression may be displaced and may take the form of sarcasm and argumentativeness. By displacements and sublimations of various kinds, as well as by defenses against the primitive oral impulses, these prototypic modes of oral functioning provide the basis for the development of vast networks of interests, attitudes and character traits.

Since the oral stage occurs at a time when the infant is completely dependent on mother for sustenance, the feelings of dependency arise during this period. If she succeeds in fulfilling the needs of the child at this point, dependency leads to acquiring the virtue of hope. Feeling of hope is characterized by the belief that the needs will be taken care of properly by mother. This belief helps the child to enter into a trusting, warm relationship with mother, which ultimately leads to optimism in life. A nurturing and warm bond between mother and the child during this period sets the stage for trusting and affectionate relationship with others in later life. Rejection by mother or undue frustration experienced by the child resulting from non-fulfillment of his needs can lead to pessimism and mistrust in later life. It is in the oral phase that a child's attachment to crucial people in his environment and his feelings of love or hate towards these people develop. If a fundamentally warm relationship between mother and child has been established during this period, the stage will be set for the development of trusting and affectionate ties with others in later life.

If optimism is typical of individuals strongly fixated in the oral sucking period, pessimism is the trait of individuals who have never properly resolved the frustrations of the oral biting stage. In extreme cases, this pessimism may go completely out of normal bounds and become psychological depression. Thus, even within the first year some of the important characteristics of personality are established.

Personality Traits Developed During Anal Stage

According to psychoanalysis, ego development is complete during the anal stage. As a result, sense of reality overbears pleasure seeking in the child. Maternal care in combination with the conflicts surrounding toilet training alters the direction of pleasure seeking for the child. Compulsive neatness seen in some individuals is often seen as a form of regression to the anal stage. Depending upon the particular method of toilet training used by the mother and her feelings concerning defecation, the consequences of this training may have far reaching effects upon the formation of specific personality traits. If the mother is very strict and repressive in her methods of child rearing, the child may hold back its feces and become constipated. If this mode of reaction generalizes to other ways of behaving, the child will develop a retentive character. It will become obstinate and stingy in its character. Instead, if the child vents its rage by expelling feces at the most inappropriate times, expulsive traits

like cruelty, destructiveness, temper tantrums, disorderliness, etc., are developed. Thus, the basis for a large number of behaviour traits is laid down during the anal stage.

Toilet training is an important activity as it leads to development of values and traits in an individual. The child learns to bring the erotic gratification resulting from defecation to social control. Normal continuations of the anal expulsive period include an interest in the bowels, bowel habits, and daily bowel movements. Some people are so concerned with the bowels that this interest becomes central to their individual personalities. Failure at the resolution of anal conflicts leads to constellation of character traits, which are called *anal character*. Anal character is characterized by traits like excessive devotion to details, and unevenness of character leading to easy anger outbursts.

Personality Traits Developed During Phallic Stage

The behaviour of the child during phallic stage is marked to a great extent by the operation of the Oedipus complex. Although it is modified after the age of five, it remains a vital force in the personality throughout life. Attitudes towards the opposite sex and towards people in authority are largely conditioned by the Oedipus complex. Repression of Oedipus complex causes the superego to undergo its final development. According to Freud, the differences in the resolution of Oedipus and Electra complexes are the bases for differences in male and female personalities in later life. Freud considered females to be weak, dependent and inferior basically because of the development of penis envy and the associated psychodynamics. This view is criticized worldwide, and the criticism was led by Karen Horney, another influential psychoanalyst.

Of all the psychosexual developmental stages, phallic stage is the most eventful one. Developments in this stage influence the personality markedly. The transition from Oedipal strivings to adult sexuality is a prerequisite of normal development. Failure to resolve Oedipus complex is seen as the nucleus of adult neurosis. According to Freud, neuroses are characterized by an unconscious clinging to the Oedipal tendencies. How the child emerges from the Oedipus situation exerts a profound influence on the development of character and personality.

Personality Traits Developed During Latency and Genital Stages

Freud was much preoccupied with the forms of infantile sexuality and its influence on the psychological development of a person. As a result, Freud has not written much on how the courses of development during these two stages relate to personality. Psychoanalysis has not given much emphasis on these two stages in comparison to the first three stages of development.

Developments in latency stage help the child to acquire a *sense of competency and industry*. Competency feelings and industriousness develop as a result of the benefits reaped by the child from diverting its urges to various nonsexual activities like recreational, academic and social pursuits. With the diversion of a child's active interest to these activities, she gets an opportunity to excel, prove herself and be creative.

Genital stage, which begins roughly with the onset of adolescence, is a period when group activities, vocational planning and preparations for family life take prominence. By the end of adolescence, these socialized, altruistic feelings become fairly well established. The person becomes transformed from a pleasure seeking, narcissistic infant into a reality oriented, socialized adult.

5.6 LET US SUM UP

The theory of psychosexual development proposed by Sigmund Freud is one of the most prominent psychoanalytic theories of personality. This theory looks at psychological development of individuals

over five different stages. In this unit we have tried to understand the different psychosexual stages of development and how these stages influence the course of personality development. We have also learned about the concepts of sexuality and fixation.

As we have learned in this unit, the individual passes through a series of dynamically differentiated stages during the life span, which play a decisive role in the formation of personality. These stages are called oral, anal, phallic, latent and genital stages. During each of these stages the individual engages in a variety of erotic activities that stimulate and satisfy life instinct. We have seen in detail the erogenous zones in each stage of development and the nature of erotic activity in which the child is engaged in these different stages.

While discussing the significance of these stages for the development of personality we have noted that individuals subsume sex energy into their behaviour through the psychological processes of continuation, displacement, sublimation and reaction formation. We have also seen that the process of psychosexual genesis is one that involves dialectical growth. It can lead to development of normal or abnormal pattern of behaviour depending upon the experiences the individual had during the different psychosexual developmental stages. As explained with the help of examples, development of abnormal behaviour is considered to be shaped by the nature of mishap that happens during a given developmental stage.

Check Your Progress III

Note: a) Use the space provided for your answers.

b) Check your answers with those provided at the end of the unit.

1) What do you understand by anal character?

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5.7 KEY WORDS

Libido : It refers to the force by which the sexual instinct is represented in the mind. In other words, it is the mental manifestation of the sexual instinct.

Fixation : It can be defined as the persistent attachment of sex instinct to the love object of a particular phase of pregenital development. In fixation the child does not make natural transition to the next stage of development due to the continued emotional attachment with the love object. For example, alcoholism is an oral fixation.

- Personality** : It refers to the distinctive characteristics of the person. It refers to all those psychological characteristics of the individual-emotional, mental, and behavioural – which make him a unique individual.
- Psychodynamics** : It is an umbrella term that connotes any theory that values the role of the unconscious and affective factors in determining human personality.
- Psychoanalysis** : It refers to Freud’s method for investigating unconscious processes. In psychoanalysis, the contents of the mind are broken up into different parts-such as conscious, preconscious and unconscious. The idea developed in the form of an influential school of psychological thought.
- Neuroses** : Neuroses refer to a group of mental disorders characterized basically by inner psychological distress, which incapacitate the individual in his general psychological functioning.
- Repression** : It is a defense mechanism in which unacceptable impulses and desires are excluded from conscious awareness by pushing them down into the unconscious.
- Displacement** : It is anxiety-reducing device whereby an emotion attached to a certain person or object is transferred to another person or object.
- Reaction formation** : It is a defense used by the ego in controlling undesirable urges wherein such urges are denied their existence by developing diametrically opposed traits that disguise and check the urge in focus.
- Sublimation** : In sublimation, the impulses which are not socially acceptable are denied direct expression. They are channelized to socially acceptable modes of behaviour.
- Regression** : It is a defense mechanism where the ego, when confronted with conflicts, gives up the advanced emotional level that it has achieved and returns to an earlier or more infantile level.
- Life instinct** : Life instincts are those instincts, which serve the purpose of individual survival. It includes sex, hunger, thirst, etc.
- Erogenous Zones** : An erogenous zone is a part of the skin or mucous membrane that is extremely sensitive to irritation and which when manipulated in a certain way removes irritation and produces pleasurable feelings. Lips is an example of erogenous zone.
- Mucous membrane** : Moist, soft skin-like covering attached to erogenous zones of the body.
- Id** : According to Freud, it is the reservoir of both the life and death instincts. It is the source of most sociobiologic energy. Id is

governed by the pleasure principle and is concerned purely with the striving after pleasure.

- Ego** : According to Freud, ego is that part of the psyche, which directs behaviour toward maximal satisfaction of the individual's urges consistent with social reality. It follows the reality principle. Ego is the mediator between id and superego in their conflicts. Ego is called the 'executive', because it controls the gateway to action, and decides which instinct will be satisfied in which manner.
- Superego** : According to Freud, superego is the chief force for the socialization of the individual. It is the internal representative of the values and ideals of society. It is the moral arm of personality and is called the moral principle.
- Anal character** : Anal character is constellation of personality traits like excessive devotion to details, and unevenness of character leading to easy anger outbursts developed during the anal stage. They result from the failure of resolution of anal conflicts.
- Narcissism** : It is the pathological manifestation of self-love by an individual. The term narcissism has been coined after the Greek mythological character, narcissus who fell in love with his own mirror image.
- Oedipus complex** : Oedipus complex consists of the sexual attachment of a boy for his mother and a hostile feeling for the father. The Oedipus complex is named after the king of Thebes who killed his father and married his mother. This is a normal phenomenon during the phallic stage.
- Electra complex** : Electra complex consists of the sexual attachment of a girl for her father and a hostile feeling for the mother. This is a normal phenomenon during the phallic stage.

5.8 SUGGESTED READINGS

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5.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress I

- 1) Freud used the term 'sexuality' to refer to the erotic life of the individual. According to him, sexuality is not adult alone but also infantile. It is all-pervasive and covers all those activities and sensations that are pleasurable and afford sensual gratification. Freud noted that infants were capable of erotic activity from birth. The earliest manifestations of infantile sexuality arise in relation to bodily functions such as feeding and bowel and bladder control.
- 2) An erogenous zone is a part of the skin or mucous membrane that is extremely sensitive to irritation and which when manipulated in a certain way removes irritation and produces pleasurable feelings. The lips and mouth constitute one such erogenous zone, the anal region another, and the sex organs a third. According to Freud, sex instinct is centered around a number of bodily needs that give rise to erotic wishes. Each of these wishes has its source in a different body region referred to as erogenous zones.

Check Your Progress II

- 1) The psychosexual stages are called the oral, phallic, latent and genital stages. The corresponding chronological age ranges are as follow:

Oral stage	:	Birth to 18 months
Anal Stage	:	18 months to 3 years of age
Phallic Stage	:	3 to 5 years
Latency	:	5 to 11 years
Genital	:	11 to 12 year onwards

- 2) Oedipus complex consists of the erotic attachment of a boy for his mother and a hostile feeling for the father. In Oedipus complex, a boy has incestuous craving for the mother and growing resentment towards the father. Electra complex consists of the erotic attachment of a girl for her father and a hostile feeling for the mother. Oedipus complex is resolved through castration anxiety. Castration anxiety induces repression of the sexual desire for the mother and hostility toward the father. A girl resolves her incestuous attachment for her father due to realistic barriers that prevent her from gratifying her sexual desire through the father.
- 3) Fixation can be defined as the persistent attachment of sexual instinct to the love object of a particular phase of pregenital development. In fixation, the child does not make natural transition to the next stage of development due to the persistent emotional attachment with the love object. For example, alcoholism is an oral fixation.

Check Your Progress III

- 1) Anal character is constellation of personality traits like excessive devotion to details, and unevenness of character leading to easy anger outbursts developed during the anal stage. They result from the failure of resolution of anal conflicts.
- 2) The positive personality traits acquired by a child during the oral stage include optimism, trustfulness, and an ability to enter into a trusting, warm relationship with others. Mishaps in the form of rejection of the need by mother can lead to negative traits like pessimism and mistrust,

and hate towards others. In extreme cases, this pessimism may go completely out of normal bounds and assume the form of psychological depression.



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