

## **Personality Development- Concept and Traits**

### **Concept**

The term “personality” is derived from the Latin word “Persona” which means the mask worn by the Roman actors? In this sense, personality means the individual as seen by others. Personality is the totality of everything about a person his/her physical, emotional, mental, social, ethical and spiritual make-up.

In simple terms, personality consists of the following

1. The way you look.
2. The way you dress.
3. The way you talk.
4. The way you walk.
5. The way you act.

### **Characteristics of Personality**

1. Personality is what one is: This means that personality traits are developed in each individual upto a stage in life, after that they get stabilised on the other hands one cannot borrow any others persons; whatever is visible is what is inside a person.
2. Personality of each individual is unique: Each individual’s characteristics are different from other individuals. Even twins are not the same inpersonality characteristics.
3. Personality is dynamic and not static: Personality traits, though selective present in each individual (due to the interplay of heredity and environment), get brushed up from time to time. Though there cannot be new addition to personality traits, however each trait can be brushed up as per changing times

4. Personality functions as a unified whole: each person's personality expression is the sum total of what one has- one cannot hide one's traits in totality while interacting with others

5. Personality is the product of both heredity and environment: An individual inherits personality traits by birth, and simultaneously those traits are nourished through upbringing. Further, the socio-cultural and economic environment also contributes to development of certain personality traits.

6. Personality is through social: The personality traits of an individual get nourished and brushed up (and some get reduced) due to social forces and interactions.

7. Personality is continually adjusting itself to environment: Though personality traits of an individual are generally inherited at birth, those traits get influenced by environment, and get adjusted to changing environment from time to time.

8. In rare cases personality influences the environment: Largely, one gets influenced by the environmental factors/forces, but sometimes dominating personalities, to an extent, influence the environment surrounding them.

9. Personality is always striving for certain ends: Personality traits are not for nothing- there is a purpose (or purposes) in every individual's personality. Accordingly, one fixes the goals of life and tries to achieve those.

10. Personality is self-consciousness. We do not attribute personality to animals: Human beings have mind to things- so human personality is a thinking process. Though animals do not have such things, even individuals need to be made aware of their traits and abilities, and act accordingly.

## Development of Personality

In this section we will discuss how different aspects of personality could be developed.

These aspects include self-concept, motivation, attitudes, and values

### 1 SELF – CONCEPT

The development of personality of an individual is to a great extent dependent upon his view about him/herself. The emergence of a positive self-concept is likely to lead to a well-developed, harmoniously developed personality. It is, therefore, important that the children are made to learn from the very beginning to develop positive self-concept which is socially desirable. The child's perception or view of him/herself is called self-concept (see the figure below). The part of the environment in which he/she lives is known as his/her phenomenal self and the rest of the environment of which he/she is aware or to which he responds is called phenomenal environment or perceived environment and not self. Self-concept is what the individual thinks of his/her actual self: "It is me".



A new born infant finds the world a confused mass. As he/she grows up, he begins to differentiate. He/she slowly begins to distinguish between what belongs to him. He/she reacts to the world which he/she perceives. The perception of oneself changes with maturity. With the change in perception behaviour also changes. Praise and blame, rewards and punishments and the personality of the teacher influence the self-concept of children. Lives of great men provide motivation for

developing positive self-concept and therefore students should be asked to study their lives. Thus, the teacher should guide them to set realistic goals which are in accordance with their reach to attain them. Setting unrealistic goals is likely to develop frustration and despair.

## **2 MOTIVATION**

The term motivation refers to the “arousal of tendency to act to produce one or more effects. Motivation is the process of arousing, sustaining and regulating activity.

### **Classroom Motivation: Different Techniques**

Students in the classroom learning need constant motivation from the teacher so that optimum use of their talents may be made for their development of motivation. Since individual children differ in regard to their specific needs according to their personality patterns and socio-economic back-ground, the teachers will have to vary their motivational techniques and employ them judiciously. In other words, every individual pupil should be led towards goal that he is aware of and will want to attain. Secondly, goals should be within each pupil's reach, and should seem attainable to him. Thirdly, he should be able to judge whether or not he is attaining his goals and how he is falling short. Fourthly, a teacher should not rigidly and strictly adhere to one technique of motivation but he should make use of all techniques judiciously and scientifically.

#### **1. Attractive Physical and Environmental Conditions**

First of all the teacher should attend to the physical conditions of the classroom. There should be no distracting factors in and around the classroom. Noise, strong light and some undesirable scenes often distract the attention and do away with the interest. Abnormal temperature is also a disturbing element. Monotony creates boredom.

The rooms should be ventilated and tastefully decorated. There must be flowery plants in the school compound. Cleanliness should be stressed adequately.

## 2. Sublimation of Innate Impulses

Most of the behaviour of small children is directed by their innate impulses.

Children are very curious by nature. They like to do many things. Every new and strange things attract them. An efficient teacher will stimulate the impulse of curiosity. He will always start the lesson by exhibiting some very new and strange aspect of the same. Similarly, children like to construct things. The teacher should encourage the children to learn by constructing and creating things.

## 3. Stimulus Variation by the Teacher

It has been generally observed that children are not able to attend to one thing for a very long period. The effectiveness of the teaching-learning process depends to a great extent on the stimulus variations used by the teacher's behaviour. Some of the common teacher behaviours in the classroom which fall under variation are:

- (i) Teacher movement
- (ii) Teacher gestures
- (iii) Changes in speech pattern
- (iv) Changes in sensory focus
- (v) Changes in postures.

## 4. Reinforcement: Praise and Blame

These may be classified as:

a) Positive Verbal Reinforcement—Following a pupil's answer, the teacher verbally indicates pleasure at the pupil's response by the use of words like 'Good', 'Fair', 'Excellent', 'Correct', etc.

b) Positive Non-Verbal Reinforcement—that include:

- ☐ ☐ Nods and smiles.
- ☐ ☐ Teacher's friendly movements towards pupils.
- ☐ ☐ Teacher's friendly look.
- ☐ ☐ Teacher writing student's response on the blackboard

c) Negative Non-Verbal—this comprises gestures—sneering, frowning, expression of annoyance, impatience, etc.

d) Negative Verbal—this includes comments like ‘No’, ‘Wrong’, ‘No good’, ‘poor’, ‘of course not’, etc.

## 5. Extrinsic Learning Rewards and Punishment

The process of giving rewards and punishment is known as reinforcement.

Rewards, whether material or symbolic and psychological, enhance and satisfy child’s safety, belonging and esteem needs, and as such are capable of acting as incentives. Material rewards seem to work better for poor children and symbolic rewards seem to work better for children from rich homes.

## 6. Pleasure and Pain

According to the oldest theory of behaviour, pleasant experience which give satisfaction are sought after and painful experiences are avoided by an individual.

This theory has direct implication in classroom teaching-warning.

The teacher must provide pleasant and satisfying experiences to the students so that they are motivated for further learning.

## 7. Attainable Goal

There should be a goal to be reached in every lesson. Only then the student can endeavour to continue their efforts to a particular direction. The goal must be made clear to students.

## 8. Experience of Success

Experience of success motivates a child to continue an activity. The teacher should, therefore, make school work, both curricular and co-curricular, sufficiently varied so that each pupil has a chance to experience success at his own level. He must ensure frequent and regular experience of success or reinforcement throughout all phases of learning, but particularly during the earlier and more difficult phases.

## 9. Competition and Co-operation

Competition is a spur to activity. But competition on individual basis is likely to be unequal and therefore threatening to some students. Competition between groups makes it possible to spread the share of success or failure.

Co-operation too provides motivation since it provides social situation to learners when they find satisfaction of their acceptance and belonging needs.

#### 10. Knowledge of Progress

Pupil's knowledge of their progress, of how well they are moving towards their goal is a very effective form of motivation. It also helps them put greater efforts. Individual progress charts not only inform a child about how he is doing but also keeps the child involved in learning activity.

#### 11. Novelty

The striving toward self-actualization makes pupils search the new and the different. Field trips, excursions, dramatics, sports, literary activities, etc., satisfy the pupil's needs for self-actualization by providing them opportunities. But their safety needs require that they should know beforehand when and how the new experiences will be provided.

#### 12. Individual Differences of the Children

Children have different interests and capabilities. All the children cannot be motivated alike for all the lessons at all time. It is the duty of the teacher to discover individual interests and capabilities of children to motivate them accordingly.

#### 13. Teaching Skills

Teaching skills of the teacher greatly influence motivation. It is not easy to give an exact number of teaching skills involved in motivating students in the class. Commonly identified skills in the teaching-learning process may be listed as under:

- (i) Skill in introducing the topic.
- (ii) Skill in putting questions.
- (iii) Skill in dealing with pupil's answers

- (iv) Skill in stimulus variations.
- (v) Skill in the use of blackboard or the chalkboard
- (vi) Skill in handling teaching aids and other equipments
- (vii) Skill in non-verbal cues
- (viii) Skill in reinforcement.
- (ix) Skill in the use of illustrations and examples.
- (x) Skill in the exposition of sub-matter.
- (xi) Skill in explanation
- (xii) Skill in encouraging group discussion
- (xiii) Skill in planned repetition.
- (xiv) Skill in thawing out conclusions from students
- (xv) Skill in teacher liveliness
- (xvi) Skill in the closure of the lesson
- (xvii) Skill in using appropriate methods of teaching

#### 14. Teacher's own Motivation and Interest in Teaching

The teacher must be interested in what he is teaching and in the children whom he is teaching. If he is not interested in the work himself, he can never motivate the class. It may be said that a teacher who has been teaching the same subjects to the same classes for years tends to lose interest. But this is not the fact. The subject-matter may be the same but the children are not the same. Even the subject-matter is changing and developing. Moreover, with experience the teacher will discover new approaches and methods of teaching even the same subject-matter.

### **3 ATTITUDES**

One of the chief objectives of education is the development of desirable attitudes in the students. The students must develop several attitudes in the students such as –attitude towards studies, self, friends, certain ideals etc. An attitude is dispositional readiness to certain institutions, persons or objects in a consistent manner which has been learned and has become one's typical mode of response.



For e.g., one's views towards food or drink, sports, maths or democracy are attitudes.

It includes certain aspects of personality such as interests, appreciation and social conduct. An attitude is learnt or adopted.

#### **4 VALUES**

A value stands for ideals men live for. They are the guiding principles of life which are conducive to one's physical, social and mental health. Values may be defined as (i) What we believe-professed values (ii) What we practice-operational values, and (iii) What we learn from experience in order to adapt and renew traditions received from the past-traditional values.

##### **a) List of Values**

Truth, Beauty, Goodness, Co-operation, Dignity of Labour, Socialism, Punctuality, Humanity, Courage, Citizenship, Comparison, Devotion, Discipline, Duty, Tolerance, Equality, Dignity of Individual, Friendship, Freedom, Humbleness, Honesty, Good Behaviour, Simple living, Justice, National Consciousness, Peace, Respect for others, Non-violence, Curiosity for knowledge, Obedience, Self-respect, Sympathy, National Integration, Leadership, Social Service, Regularity, International understanding, Patriotism, Self-control, Patience, Self-confidence, Curiosity, Wisdom, High Thinking, Sense of Responsibility, Fearlessness, Good will, Loyalty, Kindness, Generosity, Dedication, Good Character, Moral virtues, Spirituality, Politeness, Modesty, Good Temper, Insight, Sacrifice, Simple living and High Thinking.

##### **b) Ways and Means of Inculcating of Values (Role of Education)**

Relating to the inculcation of values, it would be sufficient to say that values are not taught or made to learn but the students themselves attain them. If we again and again say to the students that they should always speak the truth, telling a lie is a sin it would not make them to learn speaking the truth and not leave telling of lies. But if the teacher instead of giving such types of sermons himself follows the path of truth and the students find a teacher always speaking the truth, it would definitely have some impact on the children and it is possible that they might adopt the path of truth. For example Gandhi had seen the drama of Harish Chander and this drama had an indelible impact on his mind and Gandhi adopted

the path of truth for the whole of his rest of life. Therefore, about values it can be said that values are not taught, but they are caught. Therefore, it should be the effort of school or the teachers to inculcate such values among the students which they want. These should synchronise with the environment of the school and the conduct of the teacher.

In addition to whatever has been said above value education can be provided to the students through other different mediums. These means or mediums are as given below:

### 1. Morning Assembly

Before starting the teaching work in the schools, it is very necessary to hold a morning assembly. Its duration should be between 15-20 minutes. No doubt, there should be a prayer in the assembly, but besides prayers, there should also be provision for religious discourses, patriotic songs, moral lectures by the teachers and students off and on according to the times.

Such types of provisions can be made in the morning assembly.

### 2. Compulsory Subject

By compulsory subject, here it means that moral education should be given the name of a subject and taught as a compulsory subject like other subjects.

This moral subject should contain the substance of all the religions and not the knowledge of any one particular religion. It should contain those principles which are the essence of all the religions equally. There should be a provision of at least two periods in a week for this subject in the time table. Redesigning of Curriculum. In order to provide value education, there is a need of redesigning of curriculum. In some subjects, some changes should be made of such a type that these subjects can be taught keeping in view the social moral, cultural and national values. It is possible through the subjects like History, Geography, Social Studies, Languages, Literature, Art and Music etc.

### 3. Extension Lectures

Such scholars should be invited to the institution from time to time which have an inseparable relation with the moral subjects. These invited scholars should express their views on the subjects of human interests under extension lectures.

### 4. Declamation Contests

Declamation contests should be organized in the schools on the subjects or headings relating to educational values. The students should be encouraged to take part in these contests.

### 5. Skits and Dramas

Value education can be provided quite conveniently through the medium of skits and dramas in the schools. The subject matter of skits and dramas should be related to moral, social and cultural values.

### 6. Celebration of Birthdays

The birthdays of those great men should be celebrated in the schools which preached higher values all through their lives and presented their ideal form before the society. For example, the birthday of Mahatma Gandhi, Guru Nanak, Guru Gobind Singh, Buddha, Jawaharlal Nehru and Dr. S. Radha Krishnan should be celebrated in the schools. Celebration of their birthdays would give inspiration to the students and they would try to follow the path shown by them.

### 7. Celebration of International Days

International days should be celebrated in the schools as the World Peace Day, Human Rights day etc. By doing so there would be the development of world brotherhood among the students.

### 8. Use of Mass-Media

Maximum use of mass-media should be made to give value education to the students. The use of newspapers, journals, doordarshan and radio etc. can produce awakening among the students towards values.

## 9. National Service Scheme

The spirit of social service and national service can be inculcated among the students through the medium of National Service Scheme. By doing works relating to service, moral, social and cultural development can be made in the students.

## 10. Value Oriented Magazines

Whatever magazines are published by the schools, the articles which are compiled in it should be of such a nature through which the students could get some education and lead to their character development.

### Definition

“Personality is that pattern of characteristic thoughts, feelings, and behaviours that distinguishes one person from another and that persists over time”

“It is the sum of biologically based and learnt behaviour which forms the person's unique responses to environmental stimuli”

### 1.2 DIMENSIONS OF PERSONALITY:

The Big Five personality traits, also known as the five factor model (FFM), is a model based on common language descriptors of personality. This widely examined theory suggests five broad dimensions used by some psychologists to describe the human personality and psyche. The five factors have been defined as openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism, often listed under the acronyms “OCEAN”.

<b>Dimension of Personality</b>	<b>High Level</b>	<b>Low Level</b>
<b>Openness to experience</b>	Inventive, Curious	Cautious, Conservative
<b>Conscientiousness</b>	Efficient, Organised	Easy going, Careless
<b>Extraversion</b>	Outgoing, Energetic	Solitary, Reserved
<b>Agreeableness</b>	Friendly, Compassionate	Competitive, Outspoken
<b>Neuroticism</b>	Sensitive, Nervous	Secure, Confident

These five factors are assumed to represent the basic structure behind all personality traits.

## **THE FIVE DIMENSIONS OF PERSONALITY: (THE FIVE FACTOR MODEL)**

### **a. Openness to experience: (inventive/curious vs. consistent/cautious):**

Openness to experience describes a person's degree of intellectual curiosity, creativity, appreciation for art, emotion, adventure, unusual ideas, curiosity, and variety of experience. It is also described as the extent to which a person is imaginative or independent, and depicts a personal preference for a variety of activities over a strict routine. High openness can be perceived as unpredictability or lack of focus. Moreover, individuals with high openness are said to pursue self-actualization specifically by seeking out intense, euphoric experiences, such as skydiving, living abroad, gambling, etc. Conversely, those with low openness seek to gain fulfilment through perseverance, and are characterized as pragmatic and data driven— sometimes even perceived to be dogmatic and closed-minded. Some disagreement remains about how to interpret and contextualize the openness factor.

### **b. Conscientiousness (efficient/organized vs. easy-going/careless):**

Conscientiousness is a tendency to show self-discipline, act dutifully, and aim for achievement. Conscientiousness also refers to planning, organization, and dependability. High conscientiousness is often perceived as stubbornness and obsession. Low conscientiousness is associated with flexibility and spontaneity, but can also appear as sloppiness and lack of reliability.

### **c. Extraversion: (outgoing/energetic vs. solitary/reserved):**

Extraversion describes energy, positive emotions, assertiveness, sociability, talkativeness, and the tendency to seek stimulation in the company of others. High extraversion is often perceived as attention seeking, and domineering. Low extraversion causes a reserved, reflective personality, which can be perceived as aloof or self-absorbed.

### **d. Agreeableness: (friendly/compassionate vs. analytical/detached):**

Agreeableness is a tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. It is also a measure of one's trusting and helpful nature, and whether a person is generally well-tempered or not. High agreeableness is often seen as naive or submissive. Low agreeableness personalities are often competitive or challenging people, which can be seen as argumentative or untrustworthy.

**e. Neuroticism: (sensitive/nervous vs. Secure/confident).**

Neuroticism is a tendency to experience unpleasant emotions easily, such as anger, anxiety, depression and vulnerability. Neuroticism also refers to the degree of emotional stability and impulse control and is sometimes referred to by its low pole, "emotional stability". A high need for stability manifests as a stable and calm personality, but can be seen as uninspiring and unconcerned. A low need for stability causes a reactive and excitable personality, often very dynamic individuals, but they can be perceived as unstable or insecure.

**1.3 PERSONALITY DEVELOPMENT (Scope):**

- Personality development includes activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance quality of life and contribute to the realization of dreams and aspirations.

- ☐ When personal development takes place in the context of institutions, it refers to the methods, programs, tools, techniques, and assessment systems that support human development at the individual level in organizations.

- ☐ Personality development involves formal and informal activities that put people in the role of leaders, guides, teachers, and managers for helping them realize their full potential.

- ☐ Hence, it can be concluded that the process of improving or transforming the personality is called personality development.

**1.4 SIGNIFICANCE OR IMPORTANCE OF PERSONALITY DEVELOPMENT:**

Most people underestimate the importance of having a pleasing personality. Majority think it just means being born good-looking, that there isn't anything much to do about it. But this is not true. The scope of personality development is quite broad. It includes knowing how to dress well, social graces, grooming, speech and interpersonal skills. Whatever your career, these are very important skills that will promote your objectives. To better appreciate its importance, some of the key benefits of developing your personality include the following:

**a. Confidence:**

Personality development gives more confidence to people. When you know you are appropriately attired and groomed, this makes you less anxious when meeting a person. Knowing the right things to say and how to conduct yourself will increase your confidence.

**b. Credibility:**

Personality development makes people more credible. Despite the saying that you don't judge a book by its cover, people do tend to judge people by their clothing and how it is worn. This does not mean buying expensive clothes. We all know people who look shabby in expensive clothes. There are also people who look great even if their attire is inexpensive. Because of this, you must know what to wear and you must be aware of other aspects of enhancing your physical features.

**c. Interaction:**

Personality development encourages people to interact with others. Studies have consistently shown that people communicate more openly with people they are comfortable with. If your hygiene and social graces are unrefined, then expect to have a much harder time connecting with people.

**d. Leading and Motivating:**

Personality development enhances the capacity to lead and motivate. A person with a winning personality will be able to motivate better. People are less likely to get bored, and our ideas will have more credibility. We can lead better if we project an aura of confidence and credibility.

**e. Curiosity:**

A single wrong word can destroy a business relationship. Knowing the right things to say shows both respect and intellectual sophistication. This is especially the case if you are dealing with foreigners or if you conduct business outside the country. The right thing to do in our country could be horrible blunders in a different culture. These are the soft skills that may break or make a deal.

**f. Communication skills:**

It improves your communication skills. People are more receptive to what you say if they are impressed with your personality. Verbal communication skills are also part of personality development; improving your speech will strengthen the impact of your message.

You cannot win by talent and hard work alone. Personality development is a crucial ingredient that you must obtain. Most of the people you see as models of great personality have taken a lot of effort in developing their natural features.

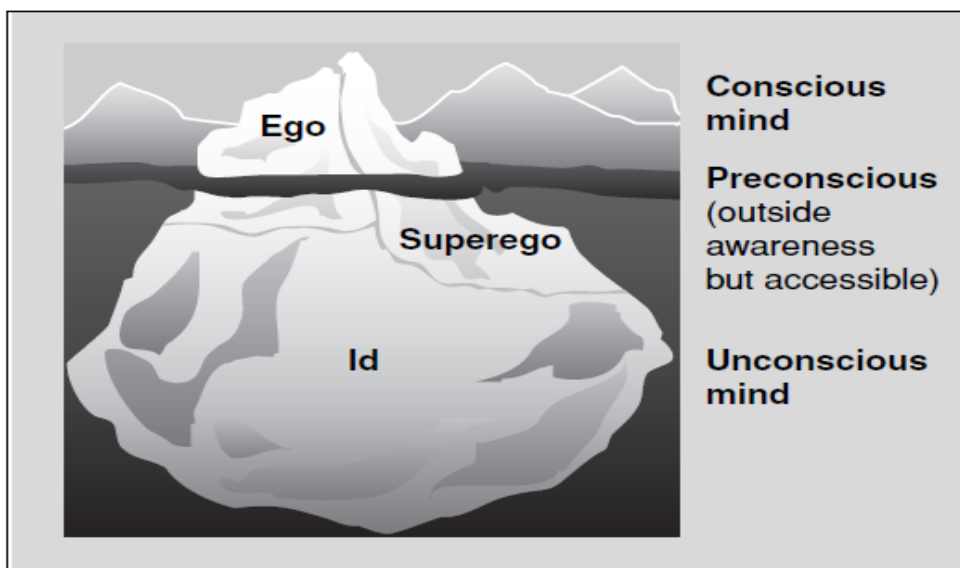
**1.5 THEORIES OF PERSONALITY:**

Many psychologists have developed theories about personality—how to describe it, how it emerges, what influences it, how it changes, and what constitutes a healthy or an abnormal personality. Here you will learn about the three most important personality theories: psychoanalytic theory, behaviourism and humanism.

The first of the modern personality theories was developed by Sigmund Freud and is known as psychoanalytic theory. The psychiatric practice of this theory is called psychoanalysis. Freud's ideas were plentiful, profound, and often controversial. His theory about personality has had tremendous influence on societies around the world through many different disciplines. Not only psychology has been influenced and informed by the ideas of Freud, but also literature, art, philosophy, cultural studies, film theory, and many other academic subjects. Freud's theory represents one of the major intellectual ideas of the modern world. Right or wrong, these ideas have had a lasting and enormous impact.

### **1.5.1 FREUD THEORY:**

Freud theorized that personality contains three structures—the id, ego, and superego—and that the mind is like an iceberg, the unconscious making up 90% while the conscious (like the tip of the iceberg floating above water) makes only 10% of the mind.



Freud suggested an analogy about the mind. He said that the mind is like an iceberg in the ocean, floating 10% above the water and 90% below. The unconscious, Freud proposed, makes up the vast majority of our mind. In Freud's view, only about 10% of our behaviours are caused by conscious awareness—about 90% are produced by unconscious factors.

According to psychoanalytic theory, most of what controls our behaviours, thoughts, and feelings is unknown to our aware minds. Normally, the unconscious guides us. Freud said that the mind could be divided into three abstract categories. These are the id, the ego, and the superego.



### **1. The id:**

Latin for the term “id,” this division of the mind includes our basic instincts, inborn dispositions, and animalistic urges. Freud said that the id is totally unconscious, that we are unaware of its workings. The id is not rational; it imagines, dreams, and invents things to get us what we want. Freud said that the id operates according to the pleasure principle—it aims toward pleasurable things and away from painful things. The id aims to satisfy our biological urges and drives. It includes feelings of hunger, thirst and other natural body desires aimed at deriving pleasure.

### **2. The ego:**

Greek and Latin for “I,” this personality structure begins developing in childhood and can be interpreted as the “self.” The ego is partly conscious and partly unconscious. The ego operates according to the reality principle; that is, it attempts to help the id get what it wants by judging the difference between real and imaginary. If a person is hungry, the id might begin to imagine food and even dream about food. (The id is not rational.) The ego, however, will try to determine how to get some real food. The ego helps a person satisfy needs through reality.

### **3. The superego:**

This term means “above the ego,” and includes the moral ideas that a person learns within the family and society. The superego gives people feelings of pride when they do something correct (the ego ideal) and feelings of guilt when they do something they consider to be morally wrong (the conscience). The superego, like the ego, is partly conscious and partly unconscious. The superego is a child’s moral barometer, and it creates feelings of pride and guilt according to the beliefs that have been learned within the family and the culture.

### **Conclusion:**

Although these are known as structures, do not take the term literally. Freud did not mean that these are physical parts of our bodies or our brains. He coined these terms and proposed this division of the mind as abstract ideas meant to help us understand how personality develops and works, and how mental illnesses can develop.

Freud theorized that healthy personality development requires a balance between the id and the superego. These two divisions of the mind are naturally at conflict with one another: The id attempts to satisfy animal, biological urges, while the superego preaches patience and restraint. The struggle between these two is an example of intrapsychic conflict—conflict within the mind.

According to psychoanalytic theory, defence mechanisms are automatic (unconscious) reactions to the fear that the id’s desires will overwhelm the ego. Freud believed that a healthy personality was one in which the id’s demands are met but also the superego is satisfied in making the person feel proud and not

overwhelmed by guilt. If the id is too strong, a person will be rude, overbearing, selfish, and animalistic. If the superego is too strong, a person is constantly worried, nervous, and full of guilt and anxiety and is always repressing the id's desires.

An overly strong id makes one a psychopath, lacking a conscience, selfishly meeting one's needs without concern for others. An overly strong superego, on the other hand, makes one a worrier, a neurotic, and so overwhelmed by guilt that it is difficult to get satisfaction.

### 1.5.2 ERIKSON THEORY:

Erikson converted Freud's emphasis to a focus on social relationships into eight psychosocial stages. These stages became known as the Eight Ages of Man. (As you know, at that time in history, the word man was used to apply to all human beings). Each of Erikson's eight stages was described as a time of crisis—a time when the personality would go one way or the other. For example, you've likely heard of the identity crisis. Erikson theorized that during adolescence, we all face a crisis of figuring out who we are. Each of the stages has this either-or quality.

#### Erikson's Psychosocial Stages: (Eight Ages of Man)

1. Infant (0-1.5 years)	Trust versus Mistrust	Babies whose needs are met develop a feeling of trust for the environment. If infants have frustration and deprivation, they learn a basic mistrust for the world that will stick throughout life.
2. Toddler (1.5- 3 years)	Autonomy versus shame	When toddlers learn to act independently and to control and doubt their bodies (toilet training, walking, etc.), they learn self-confidence and a feeling of autonomy. Failure leads to feelings of inadequacy and therefore a sense of basic shame and doubt.
3. Preschool (3-5 years)	Initiative versus Guilt	The pre-schooler is ready to take action—in play, in imagination and in running his or her life. Success here leads to good self-esteem; problems lead to feelings of guilt.
4. Early school age (5- 12 years)	Industry versus Inferiority	The school-aged child is ready for learning many new skills and, if successful, will develop a sense of industry—being good at things. Failures at this stage result in a deep sense of being no good, of being inferior to others—a feeling that might carry into adulthood.
5. Adolescent (12-18 years)	Identify versus Role of confusion	An adolescent is beginning to think abstractly and can conceptualize his or her self-identity and personality. The adolescent begins to consider questions of identity such as: Who should I be? What should I value? And what interests should I have? The teen must answer these to develop a good sense of self-identity. Exploration of various roles and personalities is common in this stage.

6. Young adult (18-40 years)	Intimacy versus Isolation	A young adult faces the challenge of developing close emotional relationships with other people. Here the term intimate does not mean sexuality, but social and emotional connections with others. The opposite result, for those who do not develop a sense of intimacy, is to become isolated from social contact.
7. Middle-aged adult (40-65 years)	Generativity versus Stagnation	Middle-aged adults feel an urgency to leave a mark on the world, to generate something of lasting value and worth. Finding a purpose in life is a central theme. To fail at generating something significant means a person becomes stagnant and stops moving forward; this person may become selfish and self-absorbed.
8. Old adult (65+ years)	Integrity versus Despair	In old age, it is common to look back on life and reflect on what was accomplished. People who feel good about what they have done build a sense of integrity. For those whose evaluations are not so good, there is despair, the feeling of regret and remorse for the life they led.