# Erik Erikson's Theory on Personality Development

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# ERIK ERIKSON (1902-1994)

- Father abandoned before born. Danish father, Jewish mother

- Irregular work in Europe without an identity, adjustment issues in school

- Took a job as a teacher for children of Freud's patients.

- Trained in psychoanalysis

- Erikson is a Freudian **ego-psychologist.** He accepts Freud's ideas as basically correct

- Development, he says, functions by the **epigenetic principle**

# Epigenetic Principles

- This principle says that we develop through a predetermined unfolding of our personalities in eight stages.
- Our progress through each stage is in part determined by our success, or lack of success, in all the previous stages.
- Each stage involves certain developmental **tasks that are psychosocial in nature.**
- Each stage has a certain **optimal time as well.**
- If a stage is managed well, we carry away a certain **virtue or psychosocial strength which will help us** through the rest of the stages of our lives. On the other hand, if we don't do so well, we may develop maladaptation's and malignancies, as well as endanger all our future development.
- Concept of **mutuality** suggests parents also develop with the arrival of their children.

# Erik Erikson's Eight Stages of Human Development

| Stage | Age | | Category |
|---|---|---|---|
| Trust vs Mistrust | 0 – 18 months | | Infant |
| Autonomy vs Shame & Doubt | | 18 months – 3 years | Toddler |
| Initiative vs Guilt | 3 – 5 years | | Pre-Schooler |
| Industry vs Inferiority | | 5 – 13 years | Grade-Schooler |
| Identity vs Role Confusion | 13 – 21 years | | Teenager |
| Intimacy vs Isolation | | 21 – 39 years | Young Adult |
| Generativity vs Stagnation | 40 – 65 years | | Middle-Age Adult |
| Integrity vs Despair | | 65 years onwards | Older Adult |

# TRUST VS. MISTRUST

- Birth –1yr. Oral Sensory Stage.
- Basic trust develops when needs are met by the parents/caregivers.
- If the parents are unreliable and inadequate, if they reject the infant, Mistrust develops.
- Over protection also leads to sensory maladjustment, over gullible nature.
- Over distrust leads to withdrawal, even paranoia.
- If the proper balance is achieved, the child will develop the virtue **hope,** the strong belief that, even when things are not going well, they will work out well in the end.



TRUST VS MISTRUST (AGE 0-1)

Trust        Mistrust

# AUTONOMY vs. SHAME AND DOUBT


Autonomy vs. Shame and Doubt

1 –2 years –Anal muscular stage

- ❖ Learning to do things for oneself.
- ❖ Development of physical activities (ex. walking).
- ❖ Important event: toilet training.
- ❖ Each 'No' is a sign of assertion.
- ❖ Little "shame and doubt" is not only inevitable, but beneficial. Without it, you will develop the maladaptive tendency Erikson calls **impulsiveness.**
- ❖ Excessive shame and doubt, leads to **compulsiveness. The compulsive person feels as if their entire being rides on everything they do, and so** everything must be done perfectly.

*Balanced autonomy with shame and doubt  may lead to Determination and Willpower.*

# INITIATIVE vs. GUILT

- ➢ 3 –5 years -Oedipal-locomotor stage.
- ➢ New sense of purposefulness emerges.
- ➢ Eagerness to tackle new tasks, join activities with peers.
- ➢ Playing plays crucial role.
- ➢ Takes up moral and gender roles by following the parents and deviations related consequences (Punishments) create guilt.
- ➢ Too much Initiative may lead to Ruthlessness – executing plans without caring who are disturbed.
- ➢ Too much guilt means, Inhibition -"nothing ventured, nothing lost" and, particularly, nothing to feel guilty about-Frigidity.

*Balanced approach leads to Purpose* -the capacity for action despite a clear understanding of limitations.


Initiative vs. Guilt

# COMPETENCE/ INDUSTRY vs. INFERIORITY

COMPETENCE - INDUSTRY VS. INFERIORITY
SCHOOL-AGE : 6-11 YEARS

o 6 years –puberty.
o Child completes tasks themselves –sense of success.
o Comparison with others and Failure of competency leading to sense of inferiority.
o Too much industry leads to **narrow virtuosity.** Loosing life of a kid, for e.g. child actor, child musicians etc.
o Excessive inferiority leads to inertia –complete lack of confidence to venture anything.
o A happier thing is to develop the right balance of industry and inferiority –that is, mostly industry with just a touch of inferiority to keep us sensibly humble. Then we have the virtue called **competency.**

# IDENTITY vs. ROLE CONFUSION

➢ Teens –early 20s .
➢ Constructing identity means defining who you are, what you value, which directions you choose to pursue in life.
➢ Feeling restricted by the society, lack of guidance etc might lead to identity confusion and one may become directionless.
➢ society should provide clear **rites of passage, certain accomplishments and rituals that help to** distinguish the adult from the child.
➢ Over valued Identification leads to **Fanaticism** –'my way only way'.
➢ **Repudiation** happens when one is lost and just blindly follow others to be included in a larger group.

**Balanced approach leads to Fidelity : Integration with the community by being who you are**

# INTIMACY VS ISOLATION


Intimacy V/s. Isolation Everything That You Need To Know!

- 20s –40s
- Young adults develop intimate relationships
- Conflict is to make permanent commitment or not
- Isolation is a result of unresolved conflict –fear of loosing self by being with another
- **Promiscuity –**Frequent intimate relationships
- **Exclusion** -Tendency to isolate oneself from love, friendship, and
- community,

*Balanced approach leads to love –genuine commitment and companionship without loosing oneself*

# GENERATIVITY vs. STAGNATION

❑ 40s –60s .
❑ Reaching out to others for serving the next generation.
❑ Commitment to children, child rearing processes, wellbeing of community emerge.
❑ After attainment of certain life goals self indulgence might creep in. Boredom, irritation, self absorption may develop.
❑ **Over extension-**Too much generativity, no time for self .
❑ Rejectivity–No contribution to society.
❑ Mid life crisis may emerge.

*Capacity to care may resolve the crisis.*
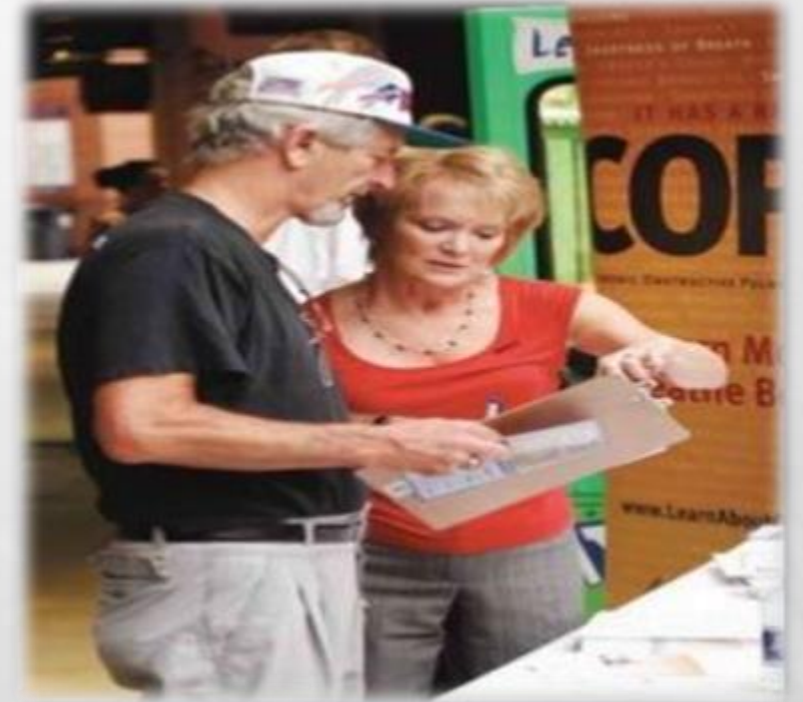
# INTEGRITY vs. DESPAIR



EGO INTEGRITY VS. DESPAIR
OVER 65 YEARS

○ Pilnatvė - neviltis

☐ 60s +.

☐ Coming to terms with one's life.

☐ Evaluations of life events, decisions take place.

☐ As a result one might feel satisfied Or sense of frustration can happen as the time is too short to modify.

☐ The task is to develop **ego integrity**( coming to terms with life and its closure)with a minimal amount of despair.

☐ **Presumption** –Presuming ego integrity without attaining the same.

☐ **Disdain** –Feeling of being unworthy in one's own eyes.

☐ **Wisdom**–Graceful acceptance of the journey and inevitable changes of life –overcoming death anxieties.

# CRITIQUE OF PSYCHOSOCIAL THEORY

❖ Strengths
❖  One of first developmental theories to focus on development across the lifespan
❖ Logical progression of life stages
❖ Weakness
❖ The theory does not **explain** why development occurs

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# RAMAKRISHNA SARADA MISSION VIVEKANANDA VIDYABHAVAN



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# CONVENTION ON THE RIGHTS OF THE CHILD

# BACKGROUND

**19th century**

**20th century**

**21st century**

# Just to REMEMBER....................

- 1948

- 1959

- 1979

- 1979-1989

- 1989

# CRC



**PART-I**

**PART-II**

**PART-III**

# CRC

- **PART-I (Art. 1 to 41)**

- **PART-II (Art. 42 to 45)**

- **PART-III(Art. 46 to 54 )**

# PART-I –Art. 1

Who is a child?

# PART-I –Art. 2

race, religion, abilities

gwarchod / protected  cyfartal / equal  dysgu / educated  clywed / heard  iach / healthy  saff / safe

200 × 492

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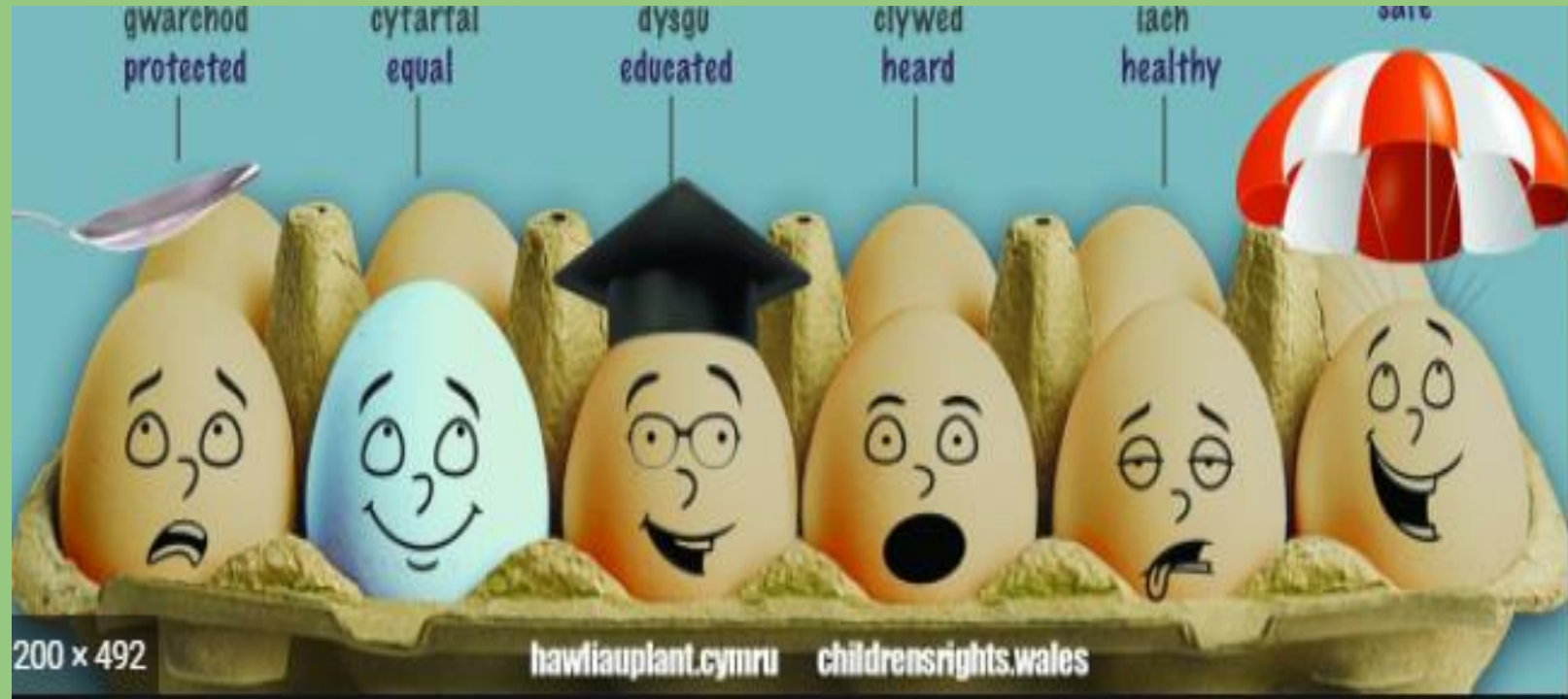
# PART-I –Art. 3

All organisations concerned with children

# PART-I –Art. 4

Availability of rights

# PART-I –Art. 5

rights and responsibilities of families

# PART-I –Art. 6

Right to life

# PART-I –Art. 7

right to a legally registered name and nationality

# PART-I –Art. 8

respect a child's right to a name, a nationality and family ties.

# PART-I –Art. 9

should not be separated from their parents

# PART-I –Art. 10

Families who live in different countries should be allowed to move between those countries

# PART-I –Art. 11

Governments should take steps to stop children being taken out of their own country illegally
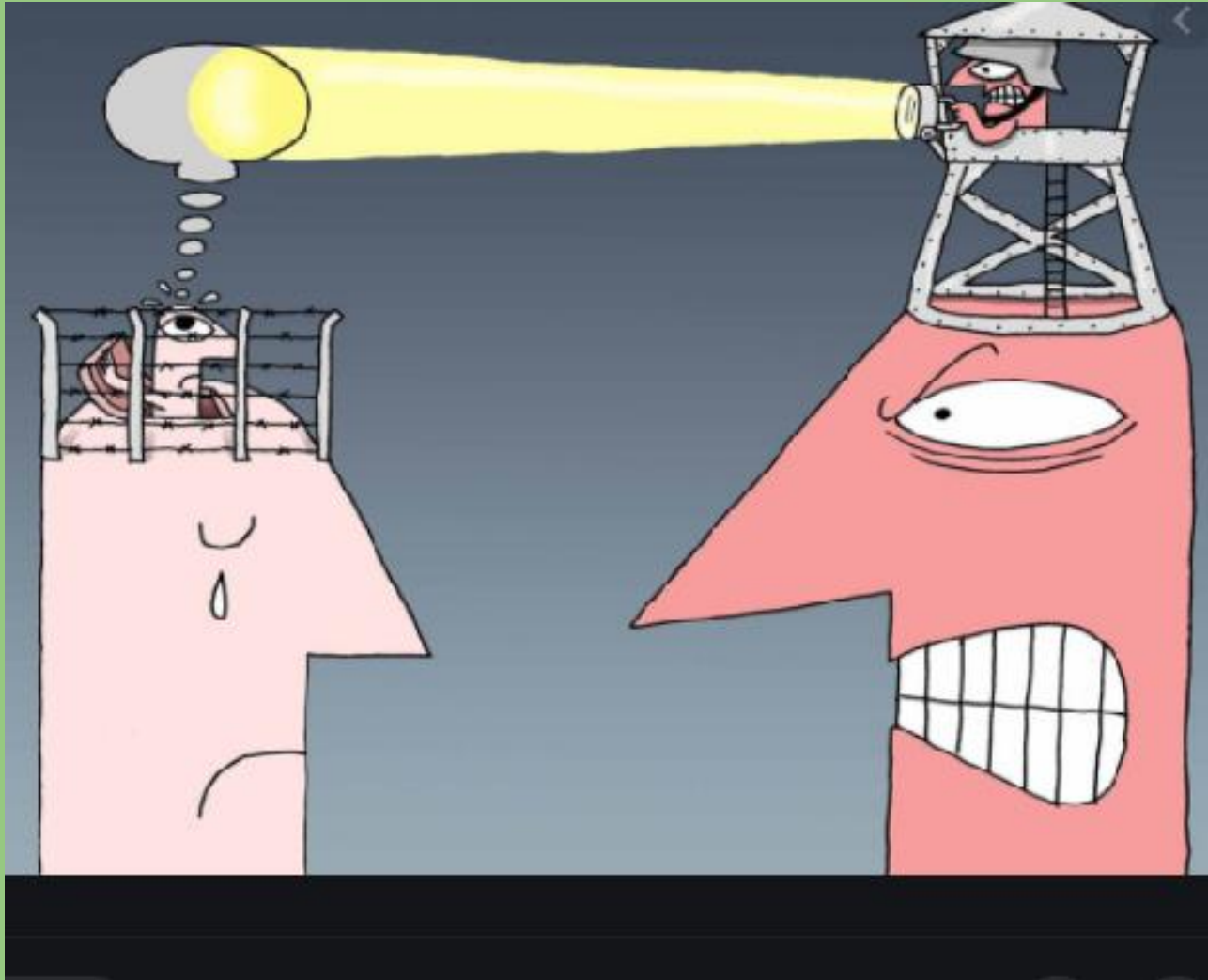
# PART-I –Art. 12

right to say what they think should happen when adults are making decisions
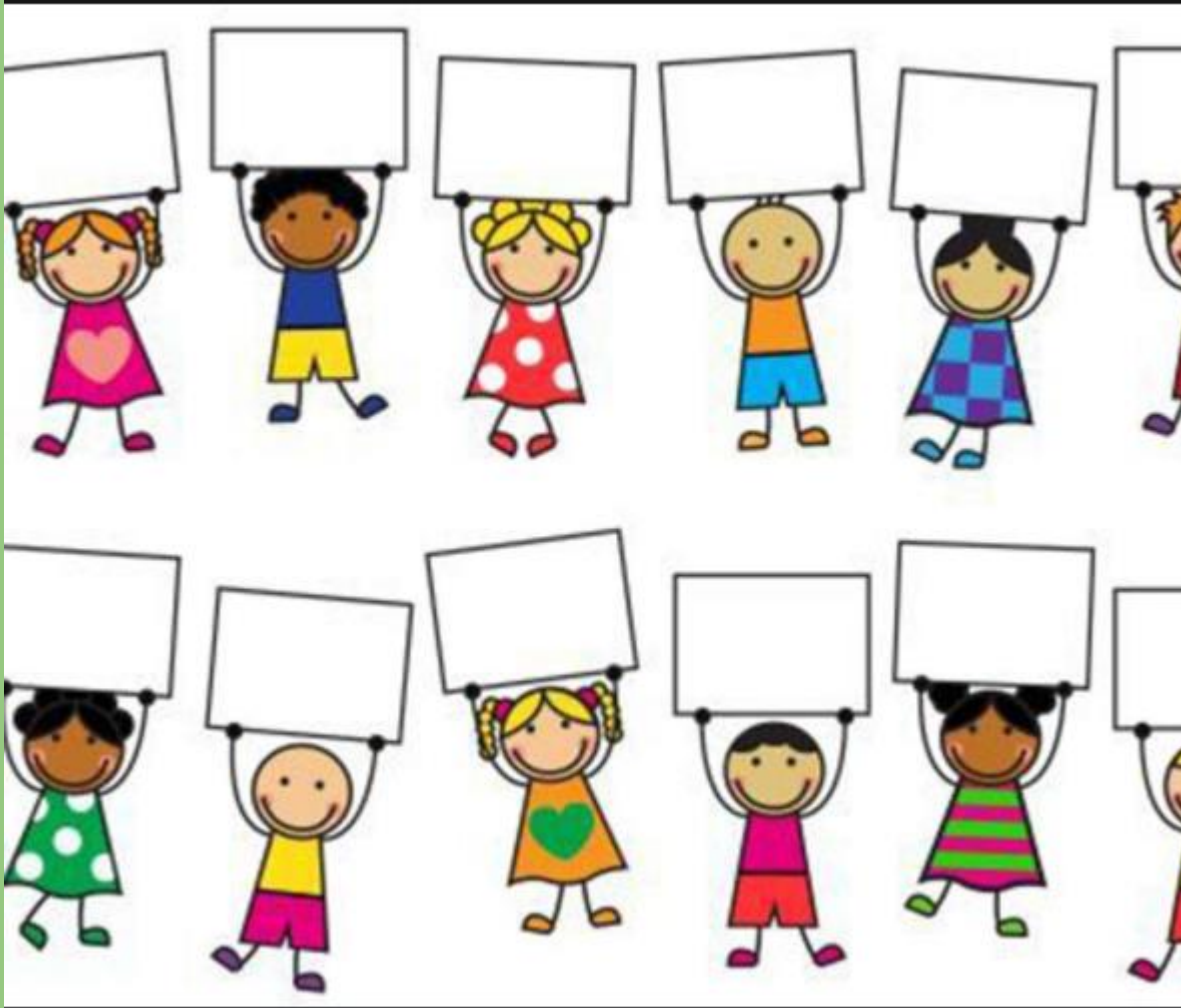
# PART-I –Art. 13

right to get and to share information,

# PART-I –Art. 14

right to think and believe what they want and to practice their religion,

# PART-I –Art. 15

right to meet with other children and young people and to join groups and organizations,

# PART-I –Art. 16

right to privacy

# PART-I –Art. 17

right to reliable information from the media.

# PART-I –Art. 18

Both parents share responsibility for bringing up their children and should always consider what is best for each child

## PART-I –Art. 19

children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

## PART-I –Art. 20

who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language

# PART-I –Art. 21

-Adopted children-

# PART-I –Art. 22

-come as refugees-

# PART-I –Art. 23

-with any kind of disability-

# PART-I –Art. 24

-good quality health care, clean water etc.-

# PART-I –Art. 25

-looked after by local authority rather than parents------

# PART-I –Art. 26

-Families in need-------------
-extra money-

# PART-I –Art. 27



◦ -standard of living-

# PART-I –Art. 28
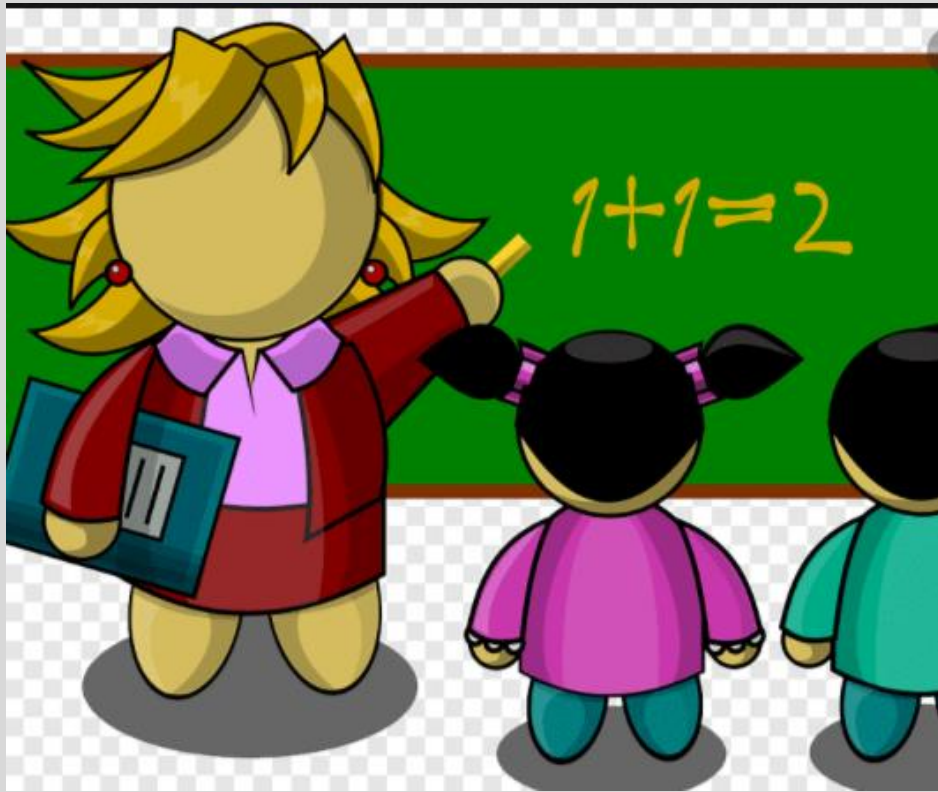


◦ -education-

# PART-I –Art. 29

-Personality-

# PART-I –Art. 30

-learn & use own language & customs-

# PART-I –Art. 31

-Leisure-

# PART-I –Art. 32

-dangerous work-
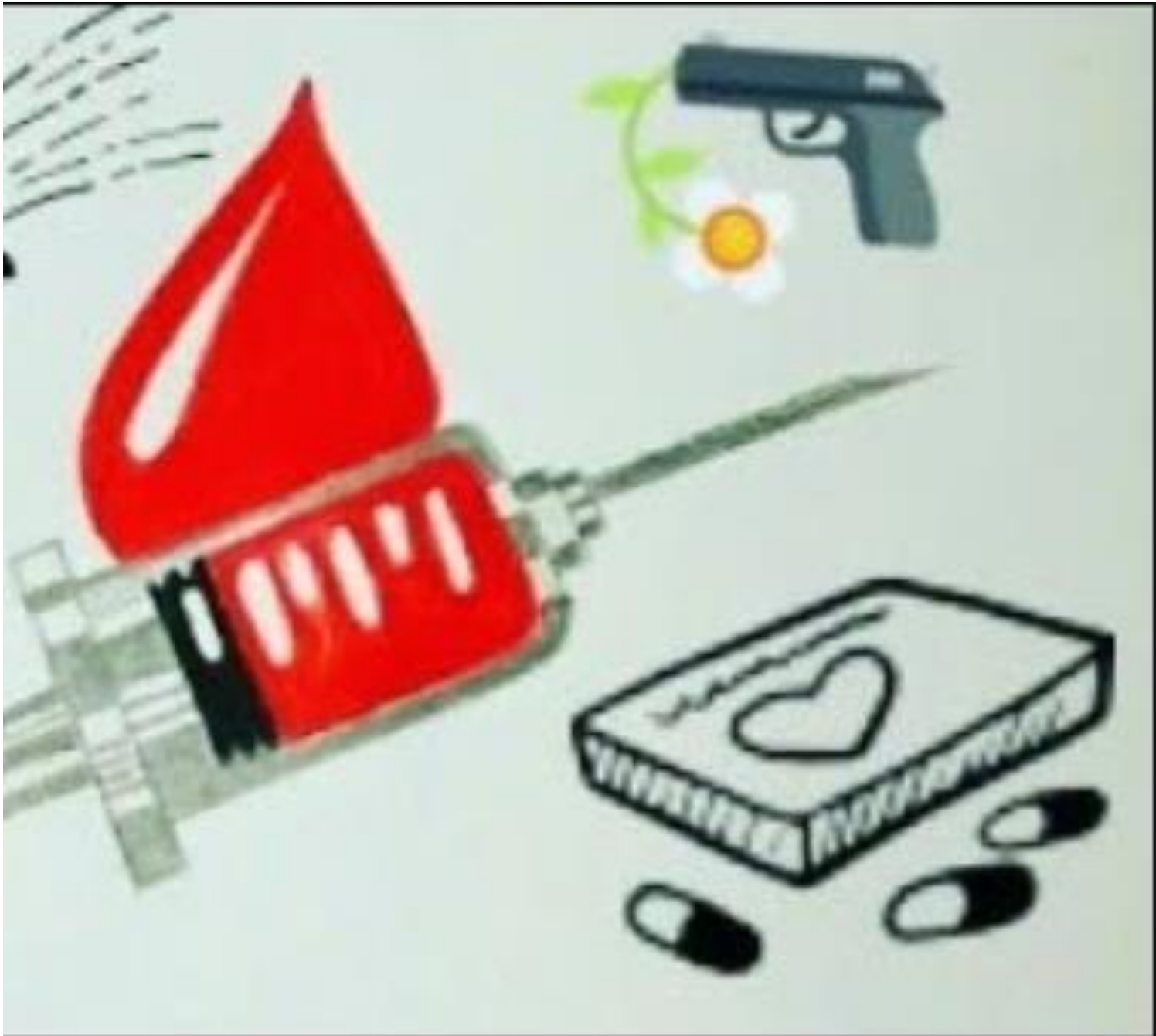
# PART-I –Art. 33

-dangerous drugs-

# PART-I –Art. 34

-Sexual abuse-

# PART-I –Art. 35

-should not be sold-

# PART-I –Art. 36

-Activities--harm the development-

## PART-I –Art. 37

-should not be treated cruelly----incaseof breaking of law-
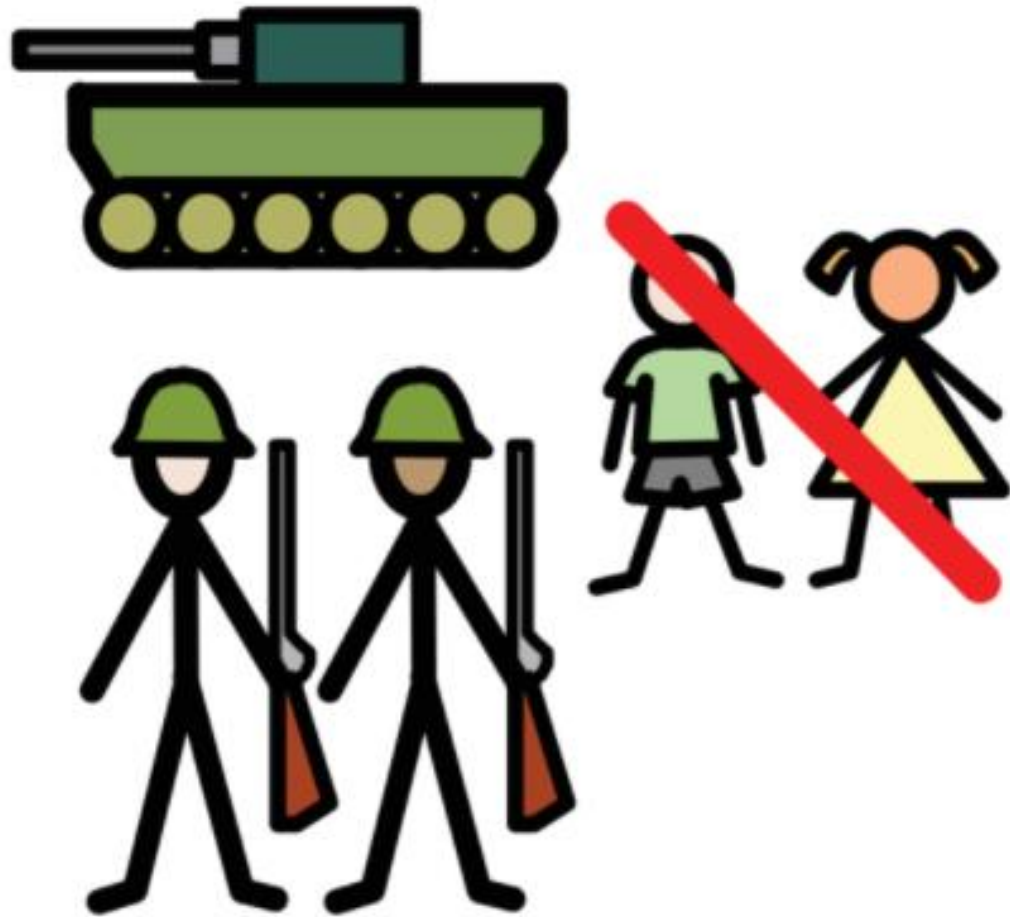
# PART-I –Art. 38

-under 15 should not join army-

# PART-I –Art. 39

-special help to restore self respect-

# PART-I –Art. 40

-should receive legal help-

# PART-I –Art. 41

Respect for higher national standards

# PART-II –Art. 42

Knowledge of rights

The State Reporting Cycle to the UN Committee on the Rights of the Child

# PART-II –Art. 43

Committee

# PART-II –Art. 44

Report by state parties

# PART-II –Art. 45

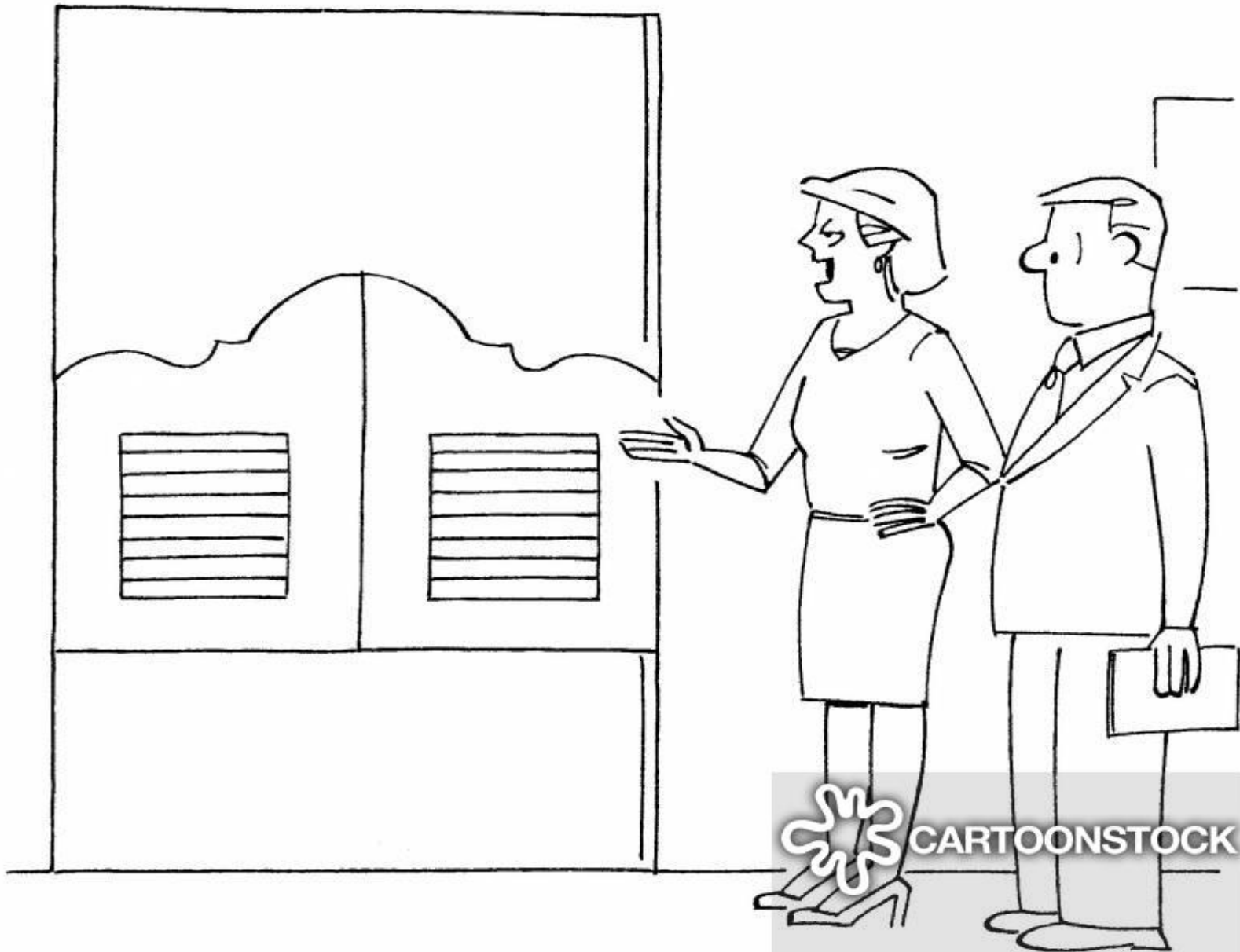Expert advice & assistance by UNICEF

# PART-III –Art. 46

signature

# PART-III –Art. 47
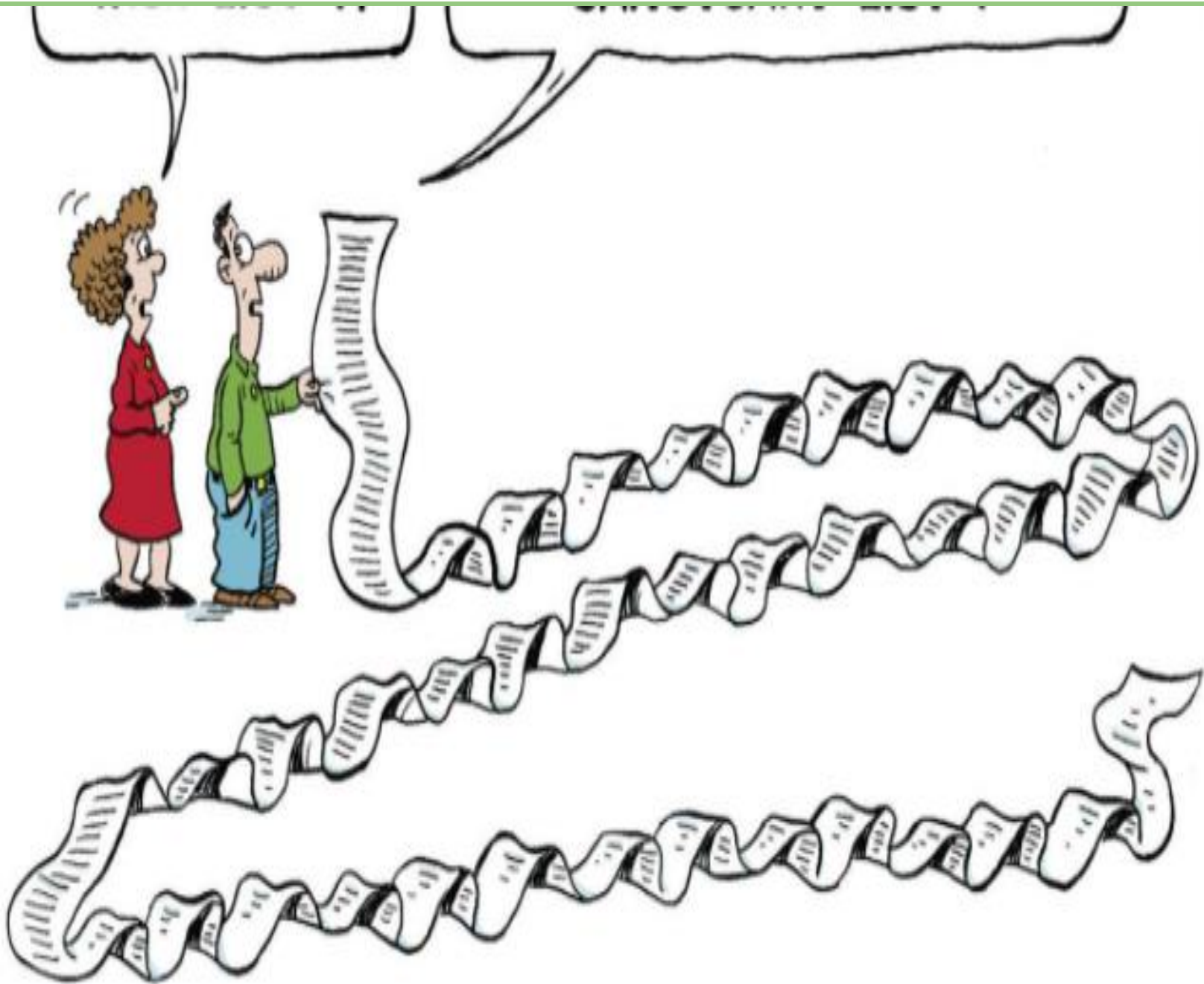
Ratification
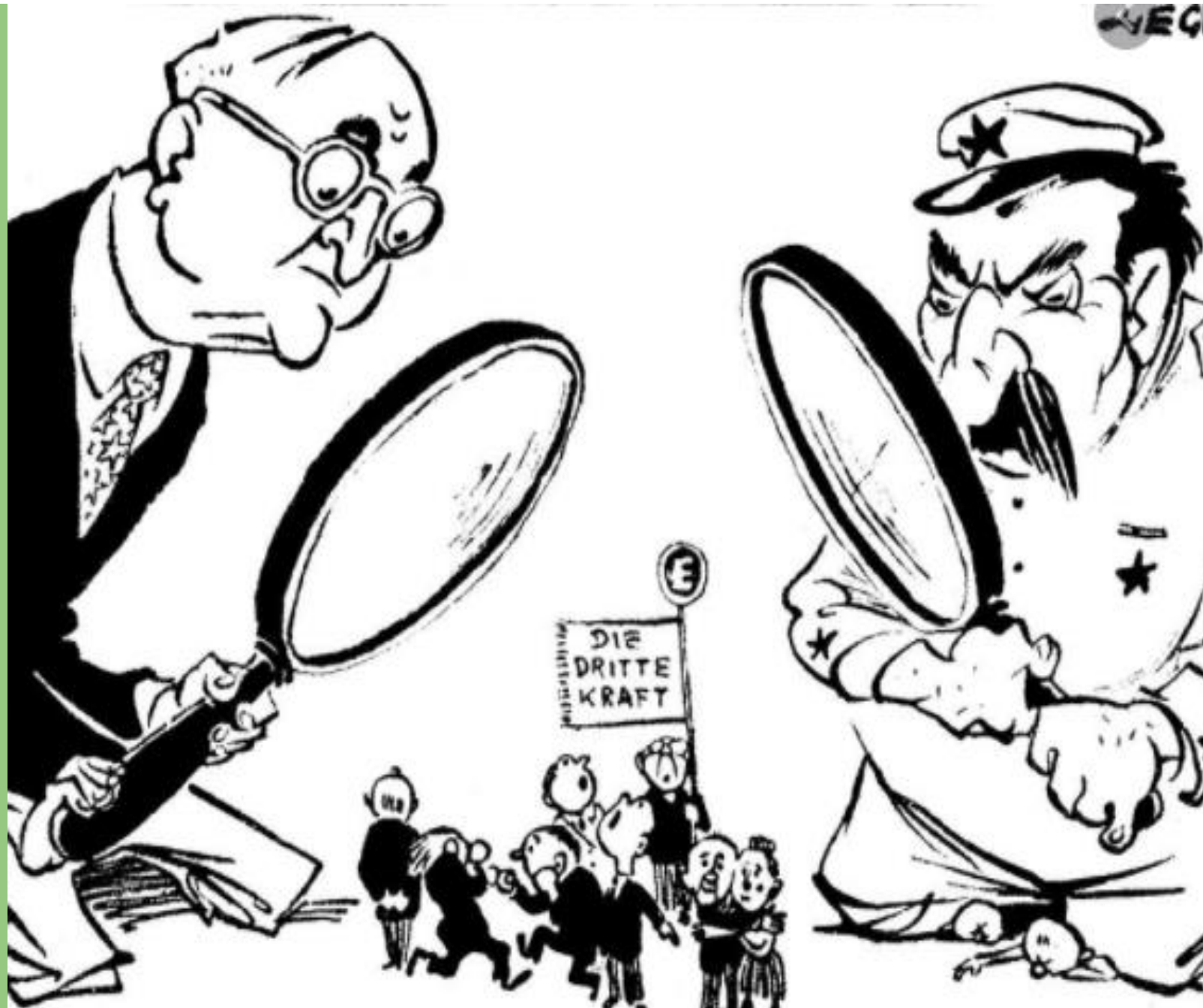
# PART-III –Art. 48

Open for accession

# PART-III –Art. 49

Enter into force
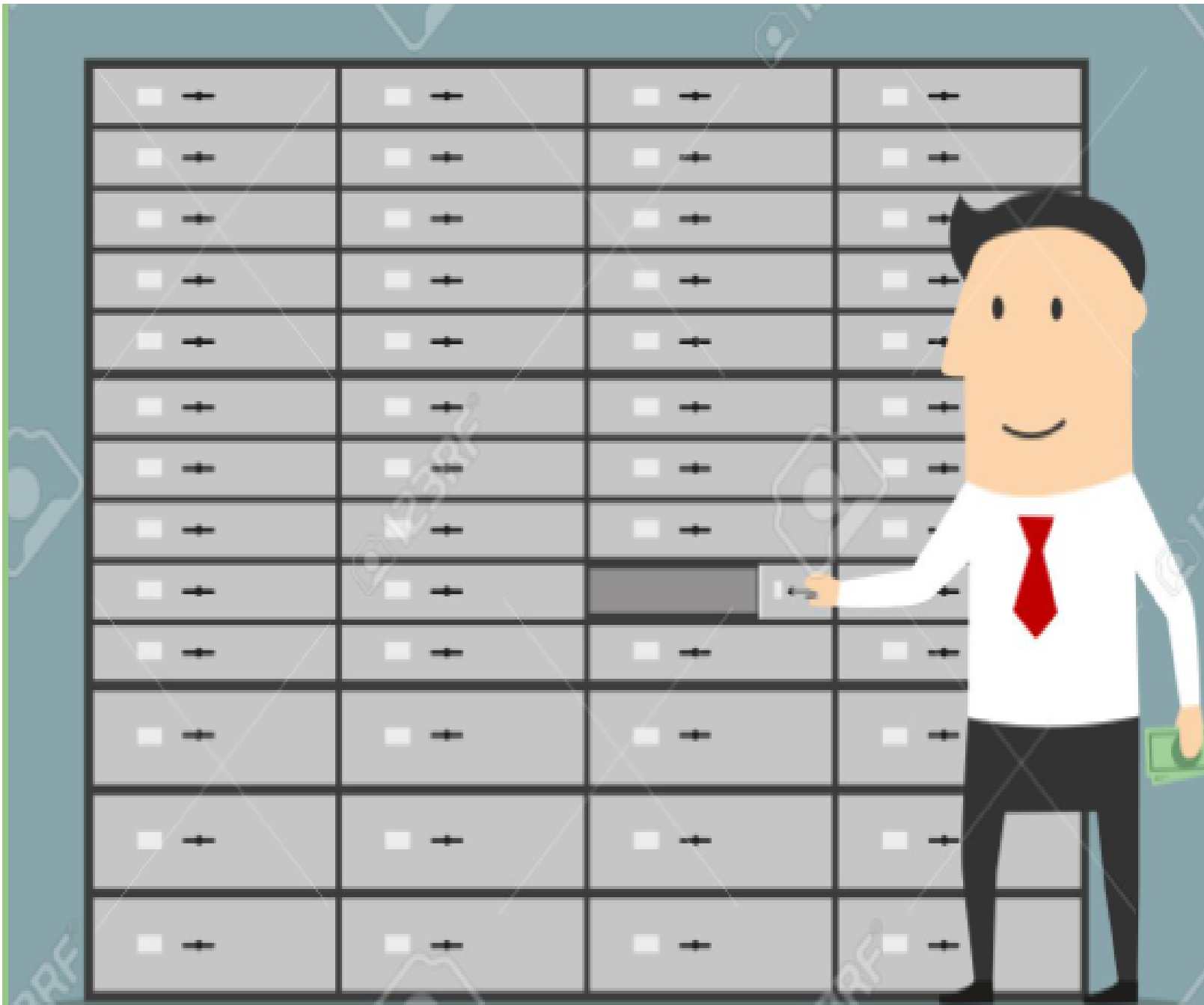
# PART-III –Art. 50

Amendment

# PART-III –Art. 51

Reservation

# PART-III –Art. 52

Denunciation

# PART-III –Art. 53

Depository

# PART-III –Art. 54

Authentication