

Erikson theory of personality

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Abstract:-

Personality, a characteristic way of thinking, feeling, and behaving. Personality embraces moods, attitudes, and opinions and is most clearly expressed in interactions with other people. Erikson describe eight developmental stages as we grow from childhood to adulthood and the trauma of resolving certain critical conflicts we face at of these stages. Till we resolve the particular conflicts of a particular stage, we cannot move to next stage. According to Erikson, environmental forces exercise their greatest effect on development at the earliest stages of growth, because anything that disturbs one stage affects all of the following stages.

Keywords:-

Personality , Erikson theory or stages of personality , Educational implication of Erikson theory.

Personality:-

Personality is the dynamic organization within the individual of those psychological system that determine his unique adjustment to his environment. Personality includes external appearance and behaviour, innerawareness of self as permanent organizing force and the particular pattern or organization of measurable traits, both inner and outer.

Erikson theory or stages of personality:-

Freud's theory emphasized the sexual and biological factors in developing the personality. But Erikson criticized this heavy emphasis because he was of the view that more importance should be given to social factors. Erikson describe eight developmental stages

as we grow from childhood to adulthood and the trauma of resolving certain critical conflicts we face at of these stages. Till we resolve the particular conflicts of a particular stage, we cannot move to next stage. The eight development stages, the problems encountered each stage and the impact of these stages on organization behavior are discussed below.

Stage 1.Infancy /trust vs mistrust:-

During the first year of life a child has a great need for dependency. Feeling of trust vs mistrust are developed in this stage and these feeling depend upon the behavior of the parents. This stage makes a serious impact on a child that influences his behavior throughout his life.

Stage 2.Early childhood autonomy vs shame and doubt:-

In the second and third years of life a child begins to assert independence and experiences a great need to operate on his own. If the child is allowed to control those aspects of life that the child is capable of controlling, a sense of autonomy will develop. If he encounters constant disapproval by parents or elders a sense of self doubt and shame is likely to develop.

Stage 3.Play age / initiative vs guilt:-

When a child is four and five years old he tries to discover how much he can do. If the parents and other members of the family encourage the child to experiment and to achieve reasonable goals, he will develop a sense of initiative. But if on the other hand, he is blocked at every stage and made to feel incapable, he will develop a sense of guilt and lack of self confidence.

Stage 4. School age / industry vs inferiority:-

From age 6 to 12 , as a child grows up but before reaching the stage of puberty, he learns many new skills and develop social abilities. If the child experience real progress at a rate compatible with his abilities he or she will develop a sense of industry . If the situation is the reverse of it, he will develop a sense of inferiority.

Stage 5.Adolescence / identity vs role diffusion:-

As a child reaches puberty and almost to the end of his adolescence (teenage years) he experiences conflict due to the socially imposed requirements that he should become an independent and effective adult. In this he has to gain a sense of identity rather than to become confused about who he is. The autonomy, initiative and enterprise developed in the earlier stages are very important in helping the teenager to successfully resolve this crisis and prepare for adulthood.

Stage 6. Early adulthood / intimacy vs isolation:-

During young adulthood or the adult during the twenties, need is felt to develop intimate relations with others. The sense of identity developed during the teenage years allows the young adult to begin developing deep and lasting relationships. However, if he feels it awkward to develop such relationships, he will feel isolated.

Stage 7. Adulthood / generativity vs stagnation:-

This is the stage of middle adulthood. If a person becomes absorbed in his own career advancement and maintenance and he does not care for the development and growth of children, which is a socially imposed demand on him, he will have a feeling of stagnation or self absorption in his life. On the other hand, a person who sees the world as bigger than himself and fulfills his social obligations, will be generative and have a feeling of generativity.

Stage 8. Mature adulthood / ego integrity vs despair:-

In this stage a person is developed as a highly mature person. He has gained a sense of wisdom and perspective that can really guide the younger generations. This stage lasts from middle adulthood to death. In this state conflict is experienced by individuals as their social and biological roles get diminished due to the ageing process and they experience a sense of uselessness. If they resolve the issue they can experience happiness by looking at their consolidated life long achievement. If they fail to do so, they will have a sense of despair.

Educational implications of Erikson theory:-

Erikson showed developmental stages that seamlessly integrate into a comprehensive theory of personality based on self-organization. Each stage corresponds to access to a structural level. Our maturation is discontinuous. The trouble is that every child will not access them the same age and with the same ease. A chance for our diversity? This

complicates the task of educators. Easier to teach a class of children at the same stage than a heterogeneous class, especially if these children are given the same social status because they belong to the same generation. Prioritization is pejorative. Things were better in rural classrooms mixing different generations and different scholar levels: the social position of tall and little ones was clear, and mutual support could be exercised easily. In a classroom of the same age, the least developed are “drags” and the most advanced « pretentious”

Conclusion:-

Erikson describe eight developmental stages as we grow from childhood to adulthood and the trauma of resolving certain critical conflicts we face at of these stages. Till we resolve the particular conflicts of a particular stage, we cannot move to next stage. Erikson showed developmental stages that seamlessly integrate into a comprehensive theory of personality based on self-organization.

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