

**COURSE NAME: HUMAN GROWTH AND DEVELOPMENT**

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**GROUP: SEVEN**

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1. **What is psycho-social development?**
2. **Indicate Erik Erickson’s psycho-social stages of development the (8) stages which catalogue the control and mastery of various challenges.**
3. **Explain the implication of the psycho-social stages of development (Erik Erickson) to the teacher in the teaching and learning process.**

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**Psychological development**, this refers to the development of human beings' personality cognitively, emotionally, intellectually and social capabilities including the acquisition of social attitudes, skills and there functioning over the course of the life span, from infancy through old age (Gross & Humphreys, 1994).

Erik Homburger Erikson (born on 15 June 1902 – 12 May 1994) was a [German-American](https://en.wikipedia.org/wiki/German_Americans) developmental psychologist and psychoanalyst known for his [theory on psychological development](https://en.wikipedia.org/wiki/Erikson%27s_stages_of_psychosocial_development) of human beings. He is famous for coining the phrase [*identity crisis*](https://en.wikipedia.org/wiki/Identity_crisis). His son, [Kai T. Erikson](https://en.wikipedia.org/wiki/Kai_T._Erikson), is a noted American [sociologist](https://en.wikipedia.org/wiki/Sociologist). Despite lacking a bachelor's degree, Erikson served as a [professor](https://en.wikipedia.org/wiki/Professor) at prominent institutions, including [Harvard](https://en.wikipedia.org/wiki/Harvard), University of California, and [Yale](https://en.wikipedia.org/wiki/Yale) (McAdams, 2018).

**Erickson Erik’s 8 stages**

Erikson’s stages of psychosocial development are based on (and expand upon) Freud’s psychosexual theory. Erikson proposed that we are motivated by the need to achieve competence in certain areas of our lives. According to psychosocial theory, we experience eight stages of development over our lifespan, from infancy through late adulthood. According to Erik, each stage builds on the preceding stage and paves way for the following periods of development. In each stage, Erickson believed that people experience two conflicting ideas that must be resolved successfully in order for a person to become confident and a contributing member of society this conflict serves as a turning point in development. In his view, these two conflicts are centered on either developing a psychosocial quality or failing to develop that quality. The potential for success is high as well as that of failure. If an individual does indeed successfully reconcile these forces, he or she emerges from the stage with the corresponding virtue. If he fails, he may not develop the essential skills needed for a strong sense of self (Harder, 1992).

For example, if an infant enters into the toddler stage (autonomy vs. shame and doubt) with more trust than mistrust, he or she carries the virtue of hope into the remaining life stages. The challenges of stages not successfully completed may be expected to return as problems in the future. However, mastery of a stage is not required to advance to the next stage. The outcome of one stage is not permanent and can be modified by later experiences.

Erikson also believed that a sense of competence motivates behaviors and actions. Each stage in Erikson's theory is concerned with becoming competent in an area of life. If the stage is handled well, the person will feel a sense of mastery, which is sometimes referred to as ego strength or ego quality. If the stage is managed poorly, the person will emerge with a sense of inadequacy in that aspect of development.

The nature of conflict differs between Freud and Erikson. Freud's conflict centers around sex. Erikson's theory takes the psychosocial approach, which means that people are shaped by society and desire to be part of a group. In Erikson's theory, conflict is resolved when a person learns to love and care for others. In Freud's theory, conflict is resolved when a person receives adequate gratification during the early stages of development (Harder, 1992).

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|  | Trust vs. Mistrust | Hope | 0 - 1½ |
|  | Autonomy vs. Shame | Will | 1½ - 3 |
|  | Initiative vs. Guilt | Purpose | 3 - 5 |
|  | Industry vs. Inferiority | Competency | 5 - 12 |
|  | Identity vs. Role Confusion | Fidelity | 12 - 18 |
|  | Intimacy vs. Isolation | Love | 18 - 40 |
|  | Generativity vs. Stagnation | Care | 40 - 65 |
|  | Ego Integrity vs. Despair | Wisdom | 65+ |

According to the theory, successful completion of each stage results in a healthy personality and the acquisition of basic virtues. Basic virtues are characteristic strengths which the ego can use to resolve subsequent crises.

**Psychosocial Stage 1 Trust vs. Mistrust (Infant-18 Months)**

According to Erikson, 1998 this stage infants must learn how to trust others especially those who care for their basic needs. This is because at this stage the infant is dependent, and major emphasis is put on the mother and father’s ability nurturing ability, care and the response to cries. At this stage, the child expects full attention from those tasked with taking care of it which entails the full and timely provision of its needs. The child will develop optimism, trust, confidence and security if properly cared for and handled well. If the child does not experience trust, he or she may develop insecurity, worthlessness and general mistrust to the world.

**Psychosocial Stage 2 Autonomy vs. Shame and Doubt**

This stage happens in the toddler age 18 months up to 3 years. Autonomy means self-government freedom to act or function independently. Children begin to assert their independence by walking away from their mother, picking which toy to play with, and making choices about what they like to wear, to eat, among others. A child has ability to build self-esteem and autonomy as he or she learns new skills. Children should be encouraged to be independent and feel good about themselves.

Any successful step a child takes is seen as autonomy and any failure is seen as shame and doubt. For example when a child chooses her cloths, her input in such basic decisions has an effect on her independence and when denied the opportunity she may begin doubting her abilities. These happen in this stage; the child is developing physically and becoming more mobile, Children learn to feed themselves and do things on their own, Feel ashamed and doubt their abilities in addition to low esteem during inability to learn certain skills, Toilet training takes place, Children develop the wish to make choice and the self- control exercise choice, Failure leads to doubting their ability to do things on their own, They begin to explore their world and they begin to show clear preference for certain environment such as food, toys and clothing.

**Psychosocial Stage 3 Initiative vs. Guilt**

It is a period that the child is able to express him or herself more easily and to use language and motor skills better. This stage is called as phallic-oedipal period. One of the most significant features of this stage is that curious about sexual issues. In this period, children can touch their sexual organs, touch the sexual organs of their friends and play sexual games. All of these are because of curiosity, but unconscious parents can accuse or punish the child, think that it is a moral corruption.

In this period, children who are humiliated, subjected to violence, or punished because of their curiosity will be devastated. The consequences of this kind of behaviors appear at later ages. Sexual problems and depression are usually based on the age of 3-5 years. The age of 3-5 year is the period when a child can establish relationships with their friends. There may be some little aggressive behaviors because of the age, but they can be satisfied with games or toys. That is exactly the healthy way for them. Of course, the guidance of parents on this issue is important. We advise you to get a pedagogy support to deal with the situations better.

Parents should show a positive approach to their children who fight and need to evaluate their behavior as a strong impulse, not a crime. Using violence to the children for making them stop tendency to violence only increases their tendency to violence. In later periods, they may turn into such type of egoistic individuals who do not respect the life perspective of others and force them to behave according to their own perspectives. If this period is overtaken positively, the most important things would be done for an individual who is respectful and responsible.

**Psychosocial Stage 4 - Industry vs. Inferiority** (Erikson, 1998)

Erikson's fourth psychosocial crisis, involving industry vs. inferiority occurs during childhood between the ages of five and twelve. Children at this stage are learning to read and write, to do sums, to do things on their own. Teachers begin to take an important role in the child’s life as they teach the child specific skills.

It is at this stage that the child’s peer group will gain greater significance and will become a major source of the child’s self-esteem. The child now feels the need to win approval by demonstrating specific competencies that are valued by society and begin to develop a sense of pride in their accomplishments. If children are encouraged and reinforced for their initiative, they begin to feel industrious, competent and feel confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents or teachers, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his or her potential.

If the child cannot develop the specific skill they feel society is demanding then they may develop a sense of inferiority. Some failure may be necessary so that the child can develop some modesty. Again, a balance between competence and modesty is necessary. Success in this stage will lead to the virtue of competence.

**Psychosocial Stage 5 Identity vs. Confusion**

The fifth psychosocial stage takes place during the often turbulent teenage years. This stage plays an essential role in developing a sense of personal identity which will continue to influence behavior and development for the rest of a person's life. During adolescence, children explore their independence and develop a sense of self. Those who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and feelings of independence and control. Those who remain unsure of their beliefs and desires will feel insecure and confused about themselves and the future.

When psychologists talk about identity, they are referring to all of the beliefs, ideals, and values that help shape and guide a person's behavior. Completing this stage successfully leads to accuracy, which Erikson described as an ability to live by society's standards and expectations. Erikson believed that each stage of psychosocial development was important; he placed a particular emphasis on the development of ego identity. Ego identity is the conscious sense of self that we develop through social interaction and becomes a central focus during the identity versus confusion stage of psychosocial development.

According to Erikson, our ego identity constantly changes due to new experiences and information we acquire in our daily interactions with others. As we have new experiences, we also take on challenges that can help or hinder the development of identity. Our personal identity gives each of us an integrated and consistent sense of self that endures through our lives. Our sense of personal identity is shaped by our experiences and interactions with others, and it is this identity that helps guide our actions, beliefs, and behaviors as we age.

**Psychosocial Stage 6 Intimacy vs. Isolation**

Intimacy versus isolation is the sixth stage of Erik Erikson's theory of psychosocial development. This stage takes place during young adulthood between the ages of approximately 18 to 40 yrs.During this period, the major conflict centers on forming intimate, loving relationships with other people. We begin to share ourselves more intimately with others. We explore relationships leading toward longer-term commitments with someone other than a family member.Successful completion of this stage can result in happy relationships and a sense of commitment, safety, and care within a relationship. Avoiding intimacy, fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression. Success in this stage will lead to the virtue of love.

Important Tasks at This Stage

Learning to be open and sharing with others is an important part of the intimacy versus isolation stage. Some of the other important tasks that can play a role in success or failure at this point of development include: Sharing part of the self with others while still maintaining a strong sense of self-identity.

Being intimate, this is more than just engaging in sex; it means forging emotional intimacy and closeness. Intimacy does not necessarily have to be with a sexual partner. People can also gain intimacy from friends and loved ones.

Making commitments to others, Part of being able to form strong relationships involves being able to commit to others for the long-term.

Caring about the needs of others, Relationships are reciprocal. Getting love is important at this stage, but so is giving it.

**Psychosocial Stage 7 Generatively vs. Stagnation (Middle Adulthood, 40–65)**

During adulthood, we continue to build our lives, focusing on our career and family. Those who are successful during this phase will feel that they are contributing to the world by being active in their home and community. Those who fail to attain this skill will feel unproductive and uninvolved in the world.

During middle age the primary developmental task is one of contributing to society and helping to guide future generations. When a person makes a contribution during this period, perhaps by raising a family or working toward the betterment of society is a sense of generativity a sense of productivity and accomplishment results. In contrast, a person who is self-centered and unable or unwilling to help society move forward develops a feeling of stagnation dissatisfaction with the relative lack of productivity.

Tasks of Generatively; Express love through more than sexual contacts, Maintain healthy life patterns, Develop a sense of unity with mate, Help growing and grown children to be responsible adults, Relinquish central role in lives of grown children, Accept children's mates and friends, Create a comfortable home, Be proud of accomplishments of self and mate or spouse, Reverse roles with aging parents, Achieve mature, civic and social responsibility, Adjust to physical changes of middle age and Use leisure time creatively.

**Psychosocial Stage 8 Integrity vs. Despair**

The final psychosocial stage occurs during old age and is focused on reflecting back on life.

At this point in development, people look back on the events of their lives and determine if they are happy with the life that they lived or if they regret the things they did or didn't do.

Those who are unsuccessful during this stage will feel that their life has been wasted and will experience many regrets. The individual will be left with feelings of bitterness and despair.

Those who feel proud of their accomplishments will feel a sense of integrity. Successfully completing this phase means looking back with few regrets and a general feeling of satisfaction. These individuals will attainwisdom, even when confronting death (Erikson, 1998).

**THE IMPLICATIONS OF THE PSYCHO-SOCIAL STAGES OF DEVELOPMENT TO THE TEACHER IN THE TEACHING AND LEARNING PROCESS**

The teacher should understand that the leaner is completely dependent on him for the attainment of knowledge. As an intellectual midwife, the teacher is tasked with the job of helping the student reach intellectual maturity.

Teachers should endeavor to build a sense of trust between them and the learners since it is through trust that the learners will be able to open up to the on the challenges they face in relation to learning.

Teachers should fully attend to learners’ needs in order to build confidence and trust amongst the learners. A learner who is confident in the teacher’s ability to satisfy his academic needs will easily associate with that given teacher as compared to one who simply ignores him or her.

The teachers should endeavor to be ever present in order to be able to meet the needs of the learners. The learners always depend on the teacher and therefore the teacher should see to it that he or she is always available when the learners need him or her because absence can lead to mistrust and loss of confidence in the teacher by the learners.

It implies that a teacher should give children the opportunity to make choices and act upon those choices for he must have opportunities to make decisions. In the stage of initiative vs. guilt, a child determines whether he or she learns to plan activities on her own. As a teacher try to encourage children to visit a library where they can pick their own books during reading time hence allowing them to learn how to make decisions for themselves.

A teacher can break instruction and activities down into small steps for it makes it easier for children to succeed and encourages them to take risks. Without this framework, children may become frustrated by activities and sense that they are doomed to complete them poorly.

It implies that a teacher can ensure any competitive games or activities have well-balanced teams. If children consistently lose at math games, they may believe they are bad at math. Conversely, even a struggling student may feel confident in her mathematical abilities if her team performs well overall.

Accept mistakes that result from students attempting activities on their own. If a student damages something or makes a serious error, show him how to fix, clean or redo it instead of simply punishing him. This will make students feel more confident in their abilities to attempt activities on their own.

Assign jobs to the students. Let them sweep the class, standout and collect papers, take attendance sheets to the office and so on. Rotate these jobs regularly so all students have a chance to participate. This will give the students a sense of accomplishment.

Teach children study skills. Explain how to budget time and keep notebooks, a way of being organized. If students fail at these organizational skills, their grades will suffer and they may feel that they are stupid or doomed to failure.

It implies that a teacher should provide regular feedback to students, particularly those who seem discouraged, praise them for what they are doing right and give constructive criticism of what they are doing wrong. This will show them that their efforts are paying off even if they are not making straight answers.

Explain the long-term consequences of misbehavior or poor performance so students will know how it affects themselves and others. This may encourage them to adopt a more responsible identity.

Encourage and support student interests. Attend school plays, concerts and games to affirm students' identities as actors, musicians and athletes.

Criticize behaviors rather than making personal condemnations of the students themselves. Students are trying on roles at this point, and negative feedback for a behavior may encourage them to drop it and try another.

Teachers should appreciate the difference in stages of development between boys and girls and prepare to handle boys and girls in a way that makes them feel loved. For example if a child grows faster than others, the teacher should find ways of making the child feel comfort with other fellow students.

The teacher should accord students some degree of trust, respect and independence. They should have a view of their mistakes not as failures but as attempts to improve their lives because misunderstanding them can minimize their contributions.

Teachers should help adolescents in maintaining a sense of self identity and help them understand that every member of the class is equally important. This could be done through helping them to take calculated step in their lives instead of unnecessary risks.

Teachers should be friendly to their learners; people are more likely to follow behaviors modeled by someone with whom they have identity with. The more commonalities students observe between them and their teacher they feel motivated to learn. This in turn helps to model the student’s identity and realize their potentials.

Teachers should experiment with different teaching approaches and activities and monitor the results, not only by using conventional tests but by carefully listening to students and evaluating information reflecting different aspects of their learning. In this way, teachers may continually analyze and refine their theories of how students learn.

Students should be encouraged to assess their own learning as well as their notions of how they learn, by giving them opportunities to reflect on the teaching and learning process.

Teachers create safe environment in classroom where each child feels appreciated and comfortable exploring new knowledge and relationships rather than letting fear inhibit learning.

Teachers should create projects that allow children to take charge of their learning process and incorporate with children’s' interests and ideas into classroom activities to send the message that their input matters to you.

Teachers should talk with a child privately about her bad habits and how that problem can be solved through guiding her to a solution but not criticizing her as a person.

Teachers should know the difference between misbehavior and an exploratory misfire. So they should not punish children for trying something that did not go as planned, instead teaches a child that there is life beyond a mistake.

Teachers should Include children in setting classroom rules and discuss what it looks and sounds when everyone is following those rules and let students take charge of these duties to help the classroom run smoothly.

Model empathy to teach children to be sensitive to the needs of others in different situations with their fellow children, and discuss how they want to be treated when they are in such circumstances, this encourages them to think beyond themselves.

Teachers should demonstrate frequently that learning from mistakes and moving forward is more important than perfection. Teach children that they should never laugh or ignore someone who is having trouble socially or academically, but rather offer help and encouragement.

Teachers should focus on recognizing successes and leave the mistakes of the past in past and help children build confidence in what they do best.

Teachers should expose students to many career choices through reading in history and literature, guest speakers and field trips or job shadows and allow students to explore options such as jobs, education and family without reference to culturally influenced gender expectations.

Teaches should help students identify their own strengths and weaknesses. Test can help pinpoint these areas to students to develop confidence and focus goals on their strengths and teachers should try to be explicit about the strengths you see in their work and personality.

**STRENGTHS OF THE THEORY**

The field of psychology has conceptualized the way the later periods of life are viewed. Middle and late adulthood are no longer viewed as irrelevant, because of Erikson, they are now considered active and significant times of personal growth.

Erikson’s theory has good face validity. Many people find that they can relate to his theories about various stages of the life cycle through their own experiences.

The theory of psychosocial development provides a broad framework from which to view development throughout the entire lifespan.

The theory also allows us to emphasize the social nature of human beings and the important influence that social relationships have on development.

Erikson's theory is credited for its ability to tie together important psychosocial development aspects across the entire lifespan (Demo, 1999).

**WEAKNESSES OF THE THEORY**

Erikson is unclear about the causes of development. What kinds of experiences must people have to successfully resolve various psychosocial conflicts and move from one stage to another?

The psychosocial theory does not specify the mechanisms for resolving conflicts and moving from one stage to the next are not well described or developed.

Theory is more of a descriptive overview of human social and emotional development that does not adequately explain how or why this development occurs. For example, Erikson does not explicitly explain how the outcome of one psychosocial stage influences personality at a later stage (Demo, 1999).

**CONCLUSION**

Erik Erikson was a stage theorist who took Freud’s controversial theory of psychosexual development and modified it as a psychosocial theory. Erikson emphasized that the ego makes positive contributions to development by mastering attitudes, ideas, and skills at each stage of development. This mastery helps children grow into successful, contributing members of society. During each of Erikson’s eight stages, there is a psychological conflict that must be successfully overcome in order for a child to develop into a healthy, well-adjusted adult.

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