

Erikson's psycho-social stages of development

Personality emerges from a series of inner and outer conflicts. These crises arise at each of eight stages of life. Each crisis results in a period of increased vulnerability and heightened potential and can lead to either maladjustment or increased psychic strength.

Personality develops according to one's ability to interact with the environment

The early years:

Stages of Trust vs. Autonomy (0-5years)

Stage-I: Trust Vs Mistrust(0-1year)

- For Positive attitude infants require security , comfort and warm relationships with their parents.
- The greater control over their bodies helps to increase their psychological sense of security.
- If attachment(usually to the mother) is not nurtured by the parents or other caregiver. Children may not develop the trust necessary to establish lasting relationships with others.

Stage 2: Autonomy vs. Shame, Doubt (2-3years)

- Personality is shaped by the child's learning of the self-control and standing on one's own feet.
- Parental over control results in self doubt and shame.
- Children must learn self control, competence and maturity.

Educational implications

- Never to humiliate
- Need for discipline
- Need for activities
- Need for role models

Stage 3: Initiative vs. Guilt(4-5years)

- Children show greater freedom of movement, perfection of language and expansion of imagination.
- Through activity , play a sense of initiative develops.
- Scoffing at children's ideas and efforts can cause them to develop a sense of guilt.

Stage 4: The Middle Years: Industry vs. Inferiority :(6-11 years)

- They want to win recognition by producing things, which is the meaning of industry.
- Some degree of success contributes both personal adjustment and social acceptance.
- Conversely who despair of their skills and their status with their peers can easily acquire a sense of inadequacy.

Stage 5: The Adolescent Years: Identity vs. Identity Confusion (12-18 years)

- Youngsters become concerned with what others think of them and peer opinion plays a large part in how they think of themselves.
- Uncertainty at this time results in identity confusion, a bewildered youth may withdraw . Run away or turn to drugs.
- Attempts to make them more health consciousness, identify potential social support systems, develop a sense of group pride and finally sensitize teachers to the needs of these students.
- Physical, sexual and cognitive changes joined with adult expectations and peer pressure adolescents feel insecure about themselves.
- Adolescents experience (a) identity diffusion (b) identity foreclosure (c) identity moratorium and (d) identity achievement.

Educational Implications

1. treating them as almost adult
2. Challenging them with realistic goals.
3. Using materials that challenge not defeat.
4. Help students to discover their strengths and weaknesses through activities.

Stage-6: The Later Years: Intimacy vs. Isolation (18-35 years)

- Develops a true and mutual psycho-social intimacy with friends, the ability to care for others without fearing the loss of self-identity.
- Young people of this age continue to develop their identity by close relationships with others.

Stage 7 Generativity vs. Stagnation (35-65years)

- Care for others is an outstanding feature.
- Obligation to guide the next generation by passing on desirable social values.
- If generativity is lacking , individuals may stagnate , suffering from morbid self-concern.

Stage 8: Integrity vs. Despair (over 65 years)

- Ability to look back and see meaning in life.
- The person who can view his life with satisfaction and accept its ups and downs has achieved a sense of integrity.
- No despair over age . Failure and missed opportunities clouds this outlook.
- Basic to a sense of integrity is wisdom, a detached yet active concern with life and its meaning.