

Workbook 4

**Personality and development  
theories**

# Nature –nurture theory

How much is one's personality and human development is influenced by what we are born with (nature) and what we learn from our environment (nurture)

Nature theory – inherited predisposition's

Nurture theory – learned attitudes

# Understanding the relationship between heredity and environment

- The question 'how much'?
- Heritability
- Concordance – a second measure used to infer the contribution of heredity to complex characteristics
- Limitations of heritability and concordance
- The question 'how?'
- Passive and evocative correlations - at young ages there are two types of genetic-environmental correlation are common. First called passive correlations because the child has no control over it. The second is called evocative correlation which is a type of genetic- environmental correlation.
- Active correlation

# Lifespan Development

In lifespan development, we assume changes in behaviour are not random or accidental. We believe that all behaviours can be understood in terms of developmental dynamics.





# Lifespan development theories

- Psychological theories
  - > Psychoanalysis
  - > Cognitive development
- Theory
  - > Behaviourism
  - > Social learning theory
  - > Humanism
  - > Ecological theory
- Sociological theories
  - > Symbolic interactionism
  - > Social exchange theory
  - > Family development theory
  - > Conflict theory
- Biological theories
  - > Wear-and-tear theory
  - > Cellular theory
  - > Immunity theory

# Freud's theory of Personality

- **Level of Freudian consciousness** - one of his major beliefs was that individuals are generally not aware of underlying reasons of their behaviour.
- **Personality components: Id, Ego and Superego:**
  - Id is the original inherited system, the instinctive aspect of the personality
  - Ego – is the organism's contact with the external environment. As ego develops it learn to operate on the reality principle, it learns to choose attainable goals before discharging tension or energy, which makes for more efficient ego
  - Superego – which appears when the child is approximately 5 years old. It operates on what might be call perfection principle

An easy way to remember to use the 3 Freudian personality components is to use the modern psychodynamics terms:

- Child (=Id)
- Adult (=Ego)
- Parent (=Superego)

Remember :

- All emotions, moods, drives, playfulness and misbehaving are **Child** features
- All logic, planning, problem-solving, peace keeping and umpiring are **Adult** features
- All moralising, criticising, bossing, blaming and punishing are **Parent** features

# Freud's psychosexual development theory

In utilising an epigenetic and discontinuous framework, Freud identified five stages of psychosexual development.

- i. Oral      0-1.5      Pleasure such as eating sucking and vocalising derived from oral cavity
- ii. Anal      1.5-3      Pleasure derived from anal area, including retention and expulsion of faeces
- iii. Phallic    3-5      Pleasure derived from manipulation of genital organs. Curiosity directed toward sexuality of self and others

- iv. Latency period      6-11      Tranquil period of time between stages.  
Refinement of self concept and increased peer group interaction.  
Emergence of coping or defense mechanisms
- v. Genital      11+      Onset of puberty and adolescence      discovery of new sexual feelings. Development of heterosexual attraction. Beginning of romantic love

# Anxiety and defence mechanisms

Freud's model of personality dynamics This discomfort may lead to the use of defence mechanisms which may temporarily relieve anxiety

Intrapsychic conflict (between Id, ego and superego)

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graph TD; A[Intrapsychic conflict (between Id, ego and superego)] --> B[Anxiety]; B --> C[Reliance on defence mechanisms];
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Anxiety

Reliance on defence mechanisms

# Maslow's hierarchy of needs

The key principle of Maslow's theory of self actualisation, is that human needs and motivations to meet those needs, exist in a hierarchy from the most basic to the most advances. In order to achieve self actualisation, one strives to progress up this motivational pyramid, meeting the most primary needs first. This theory assumes that basic needs must be satisfied reasonably well before higher needs are activated

# Maslow's theory summarised





# Erickson's psychosocial stages

<b>Stage/crisis</b>	<b>Age</b>	<b>What type of events or activities are common during this stage</b>
<i>Trust VS mistrust</i>	<i>0-1</i>	<i>Infants receive proper love, care &amp; affection VS if not met they become fearful, mistrust</i>
<i>Autonomy VS shame &amp; doubt</i>	<i>1-3</i>	<i>Develop mote and mental ability, experience independence VS discouragement, disapproval of their</i>
<i>Initiative VS guilt</i>	<i>3-5</i>	<i>Self-initate exploration &amp; discovery VS restrictiveness promotes guilt when discovering on their own</i>
<i>Industry VS inferiority</i>	<i>6-11</i>	<i>Manipulate objects &amp; learn how things work VS inferiority result in mischievous, troublesome, silly</i>
<i>Identity VS rold confusion</i>	<i>adolesce</i>	<i>Sense of self, personally expectable it is hoped &amp; distant from others VS feelings of isolation, inadequacy and</i>

<b>Intimacy Vs isolation</b>	<b>Young adult hood</b>	<b>Close &amp; meaningful relationship with others VS unable/unwilling suffer sense of loss &amp; isolation</b>
<i>Generatively VS self absorption</i>	<i>Middle adult hood</i>	<i>Look beyond self &amp; express concern VS pre-occupied with personal well being &amp; material gain</i>
<i>Integrity VS despair</i>	<i>Old age</i>	<i>Nurturing sens of integrity VS series of disappointment, failures and misfortunes.</i>

# Other psychodynamic theories

## Robert Peck's theory

Similar to Erickson's theory, Peck proposes a series of crises needing to be addressed by aging adults. The following is a summary of the adjustments.

- Psychological adjustments of middle adulthood
  - Valuing wisdom versus valuing physical powers
  - Socialising verses sexualising in human relationships
  - Cathartic flexibility versus cathartic impoverishment
  - Mental flexibility verus mental rigidity

- Psychological adjustments of late adulthood
  - Ego differentiation versus work-role preoccupation
  - Body transcendence versus ego preoccupation
  - Ego transcendence versus ego preoccupation

# Jane Loevinger's theory

Stimulated by the work of Freud and Erickson, Jane Loevinger provides a unique discontinues theory.

- Pre-social (infancy)
- Impulsive (early childhood)
- Self-protective (early school years)
- Conformist ( late childhood and early adolescent)
- Conscientious (late adolescence)
- Autonomy (adulthood)
- Integration (adulthood)

# Piaget's stages of cognitive development

<b>Stage</b>	<b>Age</b>	<b>Significant cognitive developments</b>
<i>Sensor motor &amp; sensory development</i>	<i>0-2</i>	<i>Engagement in primitive reflex activity. Gradual increase in motor awareness</i>
<i>Preoperational</i>	<i>2-7</i>	<i>Increase in language and concept development. Child is largely though egocentric. Animism is prevalent in thinking</i>
<i>Concrete operations</i>	<i>7-11</i>	<i>Can understand the law of conservation and reverse mental operations. Objects can be classified and ordered in a series along a</i>
<i>Formal operations</i>	<i>11-15</i>	<i>Abstract thought and scientific reasoning emerge. Problems are approached with advanced logic and reason</i>

# Stages of Cognitive theories

- Information processing theory
- Learning theories
- Behaviourism
- Social learning theory
- A critique of learning theory
- A critique of ethological theory
- Humanistic theory
- Maslow's theory of self-actualization
- Rodgers self concept theory
- Ecological theory

# Personality theory

What is Personality – when you talk about someone's personality what do you really mean?

Many different descriptions are possible, but when most people use the term personality they are using two purposes. Of the many things that a person may be, we often identify him or her in terms of the single characteristic that is most obvious. The impression we make on people may be used by them to label our 'personality'.



# Learning

“Reward and punishment...these are the spur and reins whereby all mankind are set on work and guided” John Locke

Once you understand the laws of learning, you realize that behaviour can change for the better --- and you understand why often does not. Psychologists believe that learning is any relatively permanent change in behaviour that occurs because of experience.

- Principals of classical conditioning
  - > Extinction
  - > Higher-Order conditioning
- Stimulus generalisation and discrimination
- Classic conditioning in real life
  - Learning to like
  - Learning to fear
  - Accounting for taste
  - Reacting to medical treatments
- Operant conditioning
- The birth of radical behaviourism

# The consequences of behaviour

In Skinner's analysis, which has inspired an immense body of research, a response can lead to one of three types of consequences.

1. A neutral as far as a future behaviour is concerned
2. Reinforcement strengthens the response or makes it more likely to recur
3. Punishment weakens it or makes it less likely to recur.

**Thank you for watching  
this video and good  
luck with workbook 4.**

**Bye for now** 