

## Session 5

### Learning Theories: Sigmund Freud Psychoanalytic and Psychosexual Theories

#### A. Introduction

Sigmund Freud presented a theory of psycho-analytic and psycho-social development in which he laid down the factors that influences positively or negatively the development of an individual. It is also highlighted in these theories the underlying influences on the analytic ability of an individual.

#### B. Session Objectives

- ✓ Identify the factors that influence stages of psycho-sexual theory.
- ✓ Discuss the factors that may affect the analytic ability of an individual.
- ✓ Draw implications of Freud's theory to education.

#### C. Session Content

##### 1. Topic 1

##### **Freud's Stages of Psychosexual Development**

The theory is quite interesting for many because Freud identified certain erogenous zones for each stage of development. These are special "pleasure area" that become the focus of a certain stage. If the needs in the area are not met, the consolidation will happen. As an adult, a person now exhibits behaviors associated with this erogenous zone.

##### ***Oral Stage (birth to 18 months).***

The erogenous zone is the mouth. In the oral stage, the child concentrates on oral pleasures (sucking). Too much or too little satisfaction can lead to oral fixation or a verbal personality, which manifests as an increased focus on oral activities. This type of personality can be verbally sensitive, meaning they may have a

greater tendency to smoke, drink alcohol, overeat, or be verbally aggressive, meaning they tend to bite their nails or use profanity or even gossip. As a result, these individuals may become overly dependent on others, be easily deceived, and lack leadership qualities. On the other hand, they can also fight against these tendencies and become pessimistic and aggressive in relationships.

### *Anal Stage (18 months to 3 years).*

The center of the child's pleasure at this stage is the anus. The child gets satisfaction from removing and holding the stool. Because of the expectations of society, especially parents, a child needs toilet training. Let's remember that between one and a half to three years, the child's favorite word can be "No!". Therefore, the toilet training process can be a struggle if the child holds back when asked to pass, or may decide to defecate when held for some reason. Personality-wise, fixation on this phase can lead to anal retention, obsessions with cleanliness, perfection and control; or rectal discharge where the person may become disoriented and confused.

### *Phallic Stage (ages 3 to 6).*

The pleasure or erogenous zone is the genitals. In preschool, children begin to be interested in what makes boys and girls different. Preschoolers are sometimes seen fondling their genitalia. Freud's research led him to believe that at this stage boys develop an unconscious sexual desire for their mother. Boys then see their father as a competitor for their mother's love.

- Boys may fear that their father will punish them for their feelings, which means castration anxiety. These feelings make up what Freud called the Oedipus complex. In Greek mythology, Oedipus unintentionally killed his father and married his mother, Jocasta. Psychoanalysts have also thought that girls may have a similar experience where they may develop an unconscious sexual attraction to their father.
  
- It is called the Electra complex. According to Freud, due to castration and their father's harsh competition, boys eventually choose to identify with them rather than fight them. By

identifying with their father, sons develop masculine characteristics, identify as men, and suppress their sexual feelings towards their mother. According to psychoanalysts, fixation at this stage can lead to sexual deviations (both over-indulgence and avoidance) and a weak or confused gender identity.

### *Latency Stage (age 6 to puberty).*

During this stage, sexual desires remain suppressed. The children's focus is on acquiring physical and academic skills. Boys tend to be more involved with boys and girls more with girls at this stage.

### *Genital Stage (puberty onwards).*

The fifth stage of psychosexual development begins at the onset of puberty, when sexual desires reawaken. In the earlier stages, young people focus their sexual desires on peers of the opposite sex, and pleasure is focused on the genitals.

## **2. Topic 2**

### **Freud's Personality Components**

Freud described personality structures as three components, the Id, the ego, and the superego. For each person, the id is formed first, the ego follows, and the superego develops last. As you read the three components, use the graphic organizer below to make notes and ask questions about them.

*The Id* operates on the *pleasure principle*. It focuses on immediate gratification or satisfaction of one's needs. So now it feels good to be what he wants without considering the reality, logic or practicality of the situation.

*The ego* operates using the reality principle. The superego embodies a person's moral perspective. It develops from what parents, teachers, and other influencers say is good or moral.

*The superego* is compared to the conscience because it influences what is considered right and wrong.

## The Three Components and Personality Adjustment

Freud said that a well-adjusted person is one who has a strong ego that can satisfy the needs of the id without going against the superego while maintaining a sense of being logical, practical and real. Of course, it is not easy for the ego to do all this and find balance. When the identification exercises too much power over the ego, a person becomes too impulsive and pleasure-seeking behavior takes over his life. In the opposite direction, the superego can be so strong that the ego is defeated. A person becomes so harsh and judgmental about himself and the actions of others. A person's best effort to be good can still fall short of the superego's expectations.

A student's ability to adjust well is greatly influenced by how the student was raised. His experiences of how his parents met his needs, how much he was allowed to do the things he wanted, and also how he was taught right and wrong, all shape the personality type and the resulting human adaptation. Does Freud believe that personality is formed already in childhood.

## Topographical Model of Sigmund Freud

### *The Unconscious.*

Freud said that most of what we experience in life, the deep emotions, beliefs, feelings and impulses, are not available to us on a conscious level.

### *The Conscious.*

Freud also said that everything we are aware of is stored in our consciousness. Our conscious mind understands only a very small part of what constitutes our personality, a very small part of who we are, so in our daily life most of who we are is hidden and out of reach.

### *The Subconscious.*

*The preconscious or subconscious.* It is a part of us that we can access when asked, but that is not in our active awareness. It is below the surface, but still somewhat "hidden" unless we look for it. Information such

as our phone number, some childhood memories or the name of your childhood best friend is stored in the preconscious.

## **D. Conclusion**

The theory of Sigmund Freud is an eye-opener for us teachers and for the parents as well specially so on the areas of understanding the erogenous zone or the sensitive parts of the body that stimulate curiosity and sex urges. Another idea that can be applied in the classroom scenarios is when a teachers avoids prejudging students behavior without knowing the entire story.

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