INTRODUCTION
DEFINITION

- ‘Social development is the process by which an individual is lead to develop actual behavior according to the standards at his group.’ — I.L child.

- *Social development means acquisition of the ability to behave in accordance with social expectation*’ — Hurlock.

- There is little evidence that people are born social, unsocial or antisocial and much evidence that they are made that way by learning. However learning to be social person does not come overnight.
PROCESS OF SOCIALIZATION

LEARNING TO BEHAVE IN SOCIALLY APPROVED WAYS.

• PLAYING SOCIAL ROLES.

DEVELOPMENT OF SOCIAL ATTITUDES.
DEFINITION OF SOCIALIZATION PROCESS

- Socialization is a process of learning in which individual learns the social rules which help him to live in society and help to develop cooperative feeling among the society. ......... H.M. Johnson.

- Socialization means to live and adjust according to society. ......... Sorensons.

- Every social group has its own pattern of customary behavior that are carefully defined and are expected by members of the group. There are approved roles for example, for parents and children and for teachers and students. ......... Hurlock.
CRITERIA OF SOCIAL DEVELOPMENT

- Social maturity
- Social adjustment
- Social conformity
- Social interactions
- Social participation
Social Development In Different Stages

ERIK ERIKSON THEORY

Erik Erikson (1902-1994)

"The personality is engaged with the hazards of existence continuously, even as the body's metabolism copes with decay."
SOCIAL DEVELOPMENT THEORY

Stages of Psychosocial Development

Infant
Toddler
Pre-schooler
Grade-schooler
Teenager
Young Adult
Middle-age Adult
Older Adult

- Trust vs Mistrust
- Autonomy vs Shame & Doubt
- Initiative vs Guilt
- Industry vs Inferiority
- Identity vs Role Confusion
- Intimacy vs Isolation
- Generativity vs Stagnation
- Integrity vs Despair

Increases in Complexity

Proposed by Erik Erikson
Trust vs. mistrust is the first stage in Erik Erikson's theory of psychosocial development. This stage begins at birth and continues to approximately 18 months of age. During this stage, the infant is uncertain about the world in which they live, and looks towards their primary caregiver for stability and consistency of care. If the care the infant receives is consistent, predictable and reliable, they will develop a sense of trust which will carry with them to other relationships, and they will be able to feel secure even when threatened. If these needs are not consistently met, mistrust, suspicion, and anxiety may develop.

If the care has been inconsistent, unpredictable and unreliable, then the infant may develop a sense of mistrust, suspicion, and anxiety. In this situation the infant will not have confidence in the world around them or in their abilities to influence events.
Success in this stage will lead to the virtue of **hope**. By developing a sense of trust, the infant can have hope that as new crises arise, there is a real possibility that other people will be there as a source of support. Failing to acquire the virtue of hope will lead to the development of fear.

This infant will carry the basic sense of mistrust with them to other relationships. It may result in anxiety, heightened insecurities, and an over feeling of mistrust in the world around them.

Consistent with Erikson's views on the importance of trust, research by Bowlby and Ainsworth has outlined how the quality of the early experience of attachment can affect relationships with others in later life.
Autonomy V. Shame & Doubt

- Toddlers begin to control their bodies (toilet training).
- Control Temper Tantrums
- Big word is "NO"
- Can they learn control or will they doubt themselves?
Autonomy versus shame and doubt is the second stage of Erik Erikson's stages of psychosocial development. This stage occurs between the ages of 18 months to approximately 3 years. According to Erikson, children at this stage are focused on developing a sense of personal control over physical skills and a sense of independence.

Success in this stage will lead to the virtue of will. If children in this stage are encouraged and supported in their increased independence, they become more confident and secure in their own ability to survive in the world. If children are criticized, overly controlled, or not given the opportunity to assert themselves, they begin to feel inadequate in their ability to survive, and may then become overly dependent upon others, lack self-esteem, and feel a sense of shame or doubt in their abilities.
The child is developing physically and becoming more mobile, and discovering that he or she has many skills and abilities, such as putting on clothes and shoes, playing with toys, etc. Such skills illustrate the child's growing sense of independence and autonomy.

For example, during this stage 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, etc.

For example, rather than put on a child's clothes a supportive parent should have the patience to allow the child to try until they succeed or ask for assistance. So, the parents need to encourage the child to become more independent while at the same time protecting the child so that constant failure is avoided.
Stage 3 – Initiative versus guilt

- age 3 to 6 years (preschool)
- basic conflict is initiative vs. guilt
- the important event is independence and the important relationship is family
- the child continues to become more assertive in exploration, discovery, adventure and play
- the child may show too much force in this stage causing feelings of guilt
- failure to resolve this conflict can lead to ruthlessness and inhibition
Initiative versus guilt is the third stage of Erik Erikson's theory of psychosocial development. During the initiative versus guilt stage, children assert themselves more frequently. These are particularly lively, rapid-developing years in a child’s life. According to Bee (1992), it is a “time of vigor of action and of behaviors that the parents may see as aggressive.”

"During this period the primary feature involves the child regularly interacting with other children at school. Central to this stage is play, as it provides children with the opportunity to explore their interpersonal skills through initiating activities.

Children begin to plan activities, make up games, and initiate activities with others. If given this opportunity, children develop a sense of initiative and feel secure in their ability to lead others and make decisions.
It is at this stage that the child will begin to ask many questions as his thirst for knowledge grows. If the parents treat the child’s questions as trivial, a nuisance or embarrassing or other aspects of their behavior as threatening then the child may have feelings of guilt for “being a nuisance”. Too much guilt can make the child slow to interact with others and may inhibit their creativity. Some guilt is, of course, necessary; otherwise the child would not know how to exercise self-control or have a conscience. A healthy balance between initiative and guilt is important. Success in this stage will lead to the virtue of **purpose**, while failure results in a sense of guilt.
Erikson’s Theory: Industry vs. Inferiority

**Industry**
- Developing a sense of competence at useful skills and tasks
- School provides many opportunities

**Inferiority**
- Pessimism and lack of confidence in own ability to do things well
- Negative responses from family, teachers, and peers can contribute to negative feelings
Erikson's fourth psychosocial crisis, involving *industry (competence) vs. Inferiority* occurs during childhood between the ages of five and twelve. Children are at the stage where they will be 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 teacher, then the child begins to feel inferior, doubting his own
If the child cannot develop the specific skill they feel society is demanding (e.g., being athletic) 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.
Stage 5: Identity vs. Role Confusion

- Age: 12 years to 18 years
- Conflict: Identity vs. Role Confusion
- Relationship: Peers, Role Model
- Strength: Fidelity
- Question: Who am I? what can I be?
  - Key Event: Peer relationships
The fifth stage of Erik Erikson's theory of psychosocial development is identity vs. role confusion, and it occurs during adolescence, from about 12-18 years. During this stage, adolescents search for a sense of self and personal identity, through an intense exploration of personal values, beliefs, and goals. During adolescence, the transition from childhood to adulthood is most important. Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc.

The individual wants to belong to a society and fit in. The adolescent mind is essentially a mind or moratorium, a psychosocial stage between childhood and adulthood, and between the morality learned by the child, and the ethics to be developed by the adult (Erikson, 1963, p. 245)
This is a major stage of development where the child has to learn the **roles** he will occupy as an adult. It is during this stage that the adolescent will re-examine his identity and try to find out exactly who he or she is. Erikson suggests that two identities are involved: the sexual and the occupational.

According to Bee (1992), what should happen at the end of this stage is “a **reintegrated sense of self, of what one wants to do or be, and of one’s appropriate sex role**”. During this stage the body image of the adolescent changes. Erikson claims that the adolescent may feel uncomfortable about their body for a while until they can adapt and “**grow into**” the changes. Success in this stage will lead to the virtue of **fidelity**.
During this period, they explore possibilities and begin to form their own identity based upon the outcome of their explorations. Failure to establish a sense of identity within society ("I don’t know what I want to be when I grow up") can lead to role confusion. Role confusion involves the individual not being sure about themselves or their place in society. In response to role confusion or identity crisis, an adolescent may begin to experiment with different lifestyles (e.g., work, education or political activities).

Also pressuring someone into an identity can result in rebellion in the form of establishing a negative identity, and in addition to this feeling of unhappiness.
Intimacy vs. Isolation

- Young adulthood (18-40 years of age).
- Develop a relationship and joint identity with a partner.
- Or can become isolated and stay away from meaningful relationships.
- Questions if the person is ready for new relationships, or if there is a fear of rejection.
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 stage, the major conflict centers on forming intimate, loving relationships with other people. During this stage, 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.
Stage 7 – Middle Adulthood
Generativity vs. Stagnation

- age 40 to 65 years
- the basic conflict is
generativity vs. stagnation
- the important event is
parenting and the
important relationships are
with children and the
community
- this stage is based on the
idea that each adult must
find a way to satisfy,
support and contribute to
the next generation; it is
often thought of as giving
back
- failure to resolve this stage
can lead to overextension
or rejectivity
Generativity versus stagnation is the seventh of eight stages of Erik Erikson's theory of psychosocial development. This stage takes place during middle adulthood (ages 40 to 65 yrs). Generativity refers to "making your mark" on the world through creating or nurturing things that will outlast an individual. People experience a need to create or nurture things that will outlast them, often having mentees or creating positive changes that will benefit other people.
We give back to society through raising our children, being productive at work, and becoming involved in community activities and organizations. Through generativity we develop a sense of being a part of the bigger picture.

Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.

By failing to find a way to contribute, we become stagnant and feel unproductive. These individuals may feel disconnected or uninvolved with their community and with society as a whole. Success in this stage will lead to the virtue of care.
Ego integrity versus despair is the eighth and final stage of Erik Erikson’s stage theory of psychosocial development. This stage begins at approximately age 65 and ends at death. It is during this time that we contemplate our accomplishments and can develop integrity if we see ourselves as leading a successful life. Erikson described ego integrity as “the acceptance of one’s one and only life cycle as something that had to be” (1950, p. 268) and later as “a sense of coherence and wholeness” (1982, p. 65). As we grow older (65+ yrs) and become senior citizens, we tend to slow down our productivity and explore life as a retired person.

Erik Erikson believed if we see our lives as unproductive, feel guilt about our past, or feel that we did not accomplish our life goals, we become dissatisfied with life and develop despair, often leading to depression and hopelessness.
Success in this stage will lead to the virtue of **wisdom**. Wisdom enables a person to look back on their life with a sense of closure and completeness, and also accept death without fear.

Wise people are not characterized by a continuous state of ego integrity, but they experience both ego integrity and despair. Thus, late life is characterized by both integrity and despair as alternating states that need to be balanced.
FACTOR AFFECTING OF SOCIAL DEVELOPMENT

FACTORS AFFECTING SOCIAL DEVELOPMENT

1. PERSONAL FACTORS
   a) Bodily structure and health
   b) Intelligence
   c) Emotional development

2. ENVIRONMENTAL FACTORS
   a) Family atmosphere
   b) The school and its atmosphere
   c) Community and Neighbourhood
   d) Religious institutions and clubs
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