Socialization and the Development of Individual Personality

3.2 investigate the relationship between socialization and the development of individual personality

• Examine the roles of nature and nurture in the socialization process. • Analyze major theories of personality development (e.g., Freud’s Psychosexual Theory, Erikson’s Psychosocial Development, Cooley and Mead’s Symbolic Interactionist theories). • Identify connections between society and the development of self-image and personality. • Assess how personality development and socialization influence each other.

1. Nature vs. Nurture (and the socialization process) (p.105)
Sociobiologists assert that nature, in the form of genetic makeup, is the major factor in shaping human behaviour. (Sociobiology: the systematic study of how biology affects social behaviour.) Genetic inheritance underlies many forms of social behaviour such as war and peace, envy and concern for others, and competition and cooperation.
Sociologists say that social influence (“nurture”) is important in human development. Most human actions are social, either in their causes or their consequences. Social environment probably has a greater effect than heredity on the way we develop and the way we act.

2. Major theories of personality development
Cooley, Mead, and Symbolic Interactionist Perspective:

Looking-glass self refers to the way in which a person's sense of self is derived from the perceptions of others. 1. We imagine how our personality and appearance will look to others. We may imagine that we are attractive, etc... 2. We imagine how other people judge the appearance and personality that we think we present. This step involves our perception of how we think they are judging us. We may be correct or incorrect. 3. We develop a self-concept. If we think the evaluation of others is favourable, our self-concept is enhanced. If we think the evaluation is unfavourable, our self-concept is diminished.

Role-Taking the process by which a person mentally assumes the role of another person in order to understand the world from that person's point of view. 1. Role-taking – try out different roles and gain an appreciation of them (hope to ascertain the intention or direction of the acts of others). 2. Role-making – then begin to construct his or her own roles and to anticipate other's responses. 3. Role-playing – the person plays at her or his particular role.

“I” and “me”: “I” develops first, and the “me” takes form during the three stages of self-development:
1. Preparatory stage (to age 3) interactions lack meaning, imitate people around them (preparing for role-taking). 2. Play stage (age 3-5) learn to use language and other symbols (pretend to take the role of specific people). 3. Game stage (begin early school years) understand social position and the position of others around them. (Generalized other refers to the child's awareness of the demands and expectations of the society as a whole or of the child's subculture.)
Symbolic Interactionist Perspective: emphasizes that socialization is a collective process in which children are active and creative agents.

Freud and the Psychoanalytic Perspective:

Human behaviour and personality originate from unconscious forces within individuals. It is based on the belief that people have two basic tendencies: the urge to survive and the urge to procreate.
Three stages of human development reflect three levels of the personality (id, ego, and superego)
Stage 1 – New-born personality is all id (the component of personality that includes all of the individual's basic biological drives and needs that demand immediate gratification) but remains throughout life (psychic energy) Stage 2 – develops as infants discover their most basic desires are not always met by others. The ego is the rational, reality-oriented component of personality that imposes restrictions on the innate pleasure-seeking drives of the id. Stage 3 – the superego is in opposition to
both id and ego. The superego, or conscience, consists of the moral and ethical aspects of personality.

Erikson and Psychosocial Development: