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SYNERGY BETWEEN TEACHING AND FREUD'S STRUCTURAL THEORY OF PERSONALITY: ID, EGO AND SUPEREGO

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Abstract

Students are like tabula rasa where there is a dearth of preconceived ideas or predetermined goals. Looking at the current situation, students are undergoing with such a negative traumas that it becomes hard for them to handle the peer pressure. Teachers as mentors can judge the behavior and nature of their disciples and reciprocate accordingly. Their psychoanalytic criticism can bring the remarkable change in student's life. This paper is an attempt to show the impact of three important qualities determining the personality trait of an individual which Sigmund Freud suggested: Internal Drive (ID), Ego and Superego on Teaching. Freud's work helped in shaping our understanding of the human mind. Over 100 years later, his research and findings continue to influence our studies on the human mind. Qualitative method is applied to find the result of this synergic experiment.

Introduction:

Austria-born psychoanalyst Sigmund Freud is very eminent in the world due to the tripartite elements of brain: id, ego, and superego. Sigmund Freud viewed human personality through three lenses ie: Id which exhibits impulsive temperament; ego maintains a balance between right and wrong standing in opposition of superego which supports moral and rational part of brain. One should balance his id, ego and superego in order to maintain a healthy

personality. Repression of any one of them leads to inefficiency of the human body. Students past experiences, repressed childhood memories and lives contribute to either enhance or distort the grasping power of an individual. The characters and their activities are analyzed according to Freudian concept of id, ego and superego. Teachers will be able to set high standards if they are aware of functions of id, ego and superego. Teachers will comprehend the performance of their students' mind and see and understand, to some extent, why students behave the way they do. Teaching learning activity will be more impressive and appealing if trainers may incorporate psychoanalysis of students, behavior with teaching pedagogies.

Id is inborn quality which only reflects desires, no-matter logical or illogical. It doesn't bother about reality or fictitious world. There are several people who are guided by their id and their passions. Like a wild horse it can run wildly in any direction. It exhibits hatred, love, greed, evil feelings, sexual desires, hedonism, impatient and impulsive nature.

One who is guided by ego acts rationally and logically. According to Freud, ego is like a rider of the wild horse (id). Societal norms and facts are taken into consideration while making a decision. Ego is a negotiator and mediator which control id's irrational demand and Superego's idealism. Ego is a faithful counselor of any person.

Unlike id, superego is based on high standards and ideals. Perfection and morality are its success mantra. It is also known as 'restricting agency' (Asch, Stuart 159-181)

Students are often steered by the influence of education and experiences received from one's parents, society, university, college and society. Society, culture, religion and traditions pave way for someone to fix up certain goals in life. 'Motivation brings transition in students' life. (O'Shea, Sarah, et al.)

2. Various Psychological approaches to learning

Post Freudians like Carl Jung, Erik Erikson and Alfred Adler (Spielman, Rose M., et al.) propounded their own psychoanalysis theory but still Freud holds a dignified stature implementing his psychoanalytic elements on teaching pedagogy. Alfred Adler explored 'inferiority complex' (Vaughan, Wayland 358) in his social theory of psychodynamic person. Karen Horney projected his new research on 'unconscious anxiety' (Levitt, Eugene E.) which is due to

child's loneliness, unrequited desires at childhood time and isolation. There are some major psychological approaches of teaching like:

- a) Psychoanalysis theory
- b) Behaviorism
- c) humanistic Psychology
- d) Neurobiological approach
- e) cognitive psychology

“Without proper training in psychoanalysis, any attempt to 'play the therapist' with one's students could be extremely dangerous, and could cause permanent psychological damage. In other words, psychoanalysis should be left to the experts. If a student does start to become introspective during a tutorial or counseling session, suggest a break or use the appropriate referral system.” Behavioral Psychological theory mainly deals with Stimulus/Response learning. B.F Skinner brought about a remarkable change in the educational system. ‘Successive reinforcement’ (Skinner, Burrhus 94) proved to be efficient in shaping behavior. ‘Classical conditioning and operant Conditioning’ (Henton, Wendon W., and Iver H. Iversen) played a vital role by motivating the students through feedback, rewards and punishments. Every Teacher owes him a lot while dealing with individual learning and analysis.

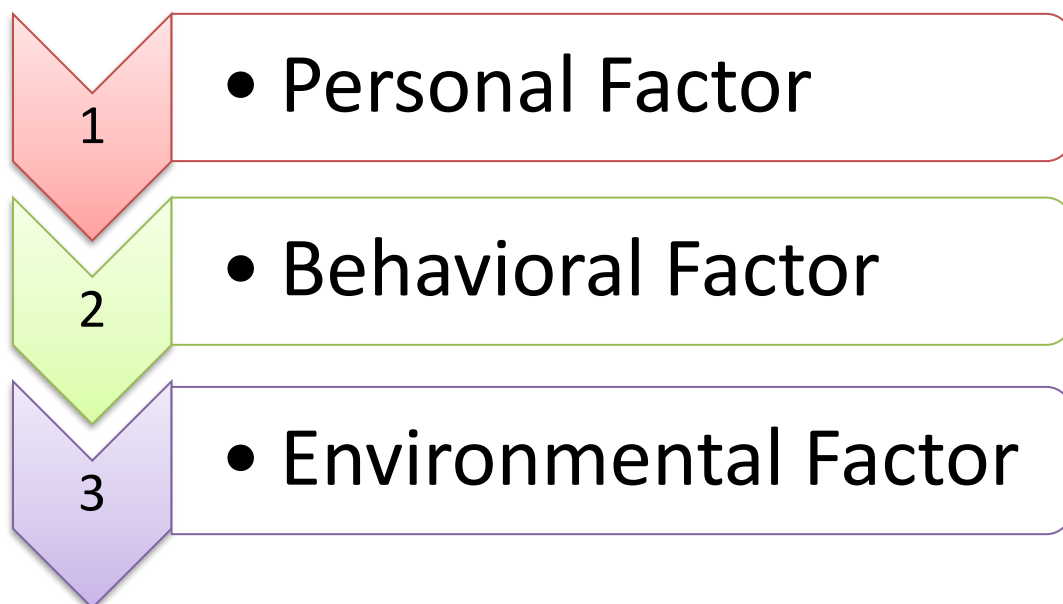


Figure1: Factors Affecting Learning

The neurobiological approach is an attempt to correlate the chemical activities of human brain which shapes the human behavior. This approach improves the effectiveness and efficiency of human learning. It sets a framework for cognitive psychology.

Cognitive Psychology is an advanced approach. Earlier Human mind was only treated as 'black box' (Hildebrandt, Carolyn, and Jennifer Oliver 195-197) and concerned about input (stimulus) and output (response) of the system. It deals with the deeper knowledge of how the information travels within the mind or brain when we think, introspect, and remember things. It is very effective in dealing with artificial intelligence nowadays.

Self Hypnosis and meditation are the techniques which may help an individual to regulate and balance the clash between id and superego. (Navaneedhan, Cittoor Girija 221-224)

This article deals with the class activity to judge students' psyche through Freud's psychological approach. This tripartite of id, ego and superego can bring the remarkable educational reform. The tripartite of science, teacher and student will be judged on the basis of Freud's psychology.

Educational Implications for testing and checking the behavior of the students:

- 1) Development of concept and learning symbols
- 2) Implementation of techniques of reinforcement and punishment
- 3) Daily routine and activities
- 4) Classroom management
- 5) Productive thinking

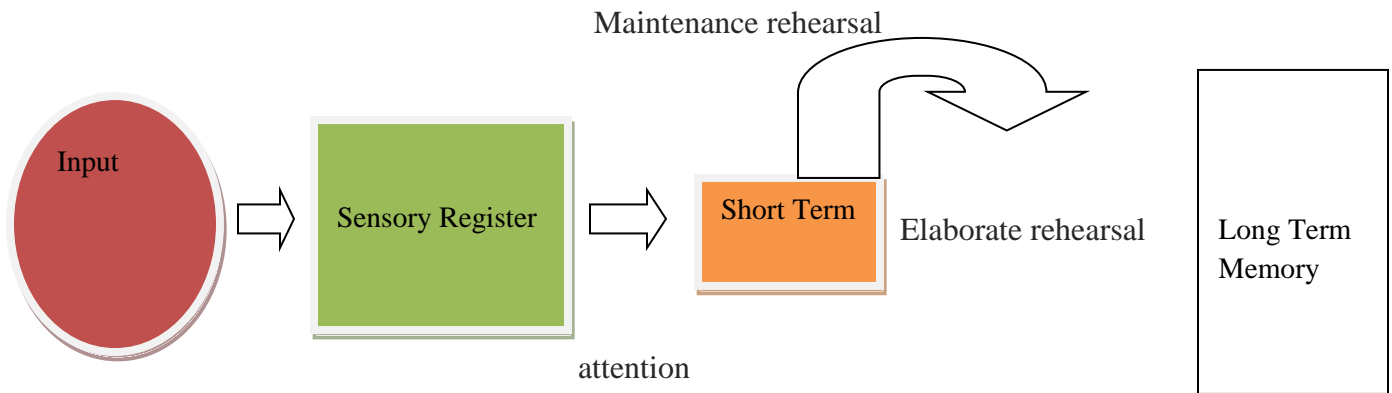


Figure 2: Mental Process

Constructive theory (Chapman, Michael) was propounded by Piaget, Bruner and Vygotsky. This learning highlighted the interaction with the environment and personal experience. Social Constructivism and Cognitive constructivism deals with Zone of Proximal Development (Chaiklin, Seth 39-64) ZPD is the area where most sensitive instructions and guidelines can be rendered on the students, where child learns excellently and grow according to development of higher mental functions. Teachers may guide their disciples while judging their id's demands and manipulating them according to wise dealings. Freud believed that imbalance between these elements will lead to maladaptive personality.

The id, ego and superego work together to create human behavior. The id creates the demands, the ego adds the needs of reality, and the superego adds morality to the action which is taken.

3. Implementation of Different learning Theories with Tripartite of mind i.e. id, ego and superego

3.1. Gagné's hierarchy of learning and Freud's psychoanalytical theory

According to **Gagné's hierarchy of learning** teachers can tame student's id by behavioral aspect of learning like Signal learning, stimulus-response learning, Chaining and verbal association. Other four aspect of learning is based on cognitive aspects such as: discrimination Learning, Concept learning, rule learning, problem solving.

3.2. Piaget's Cognitive learning and Freud's psychoanalytical theory

Jean Piaget, in 1969 presented a different learning model which deals with the stages of life as Sensorimotor stage (0-2years), pre-operational stage (2-4years), concrete operational stage (7- 11 years), formal operational stage(11-15 years). A child goes through four stages of intellectual growth. If we compare this learning model with Freud’s psychoanalytical theory of id, ego and superego. Id becomes dominant at the stage of infant (0-5years) superego is fixed up by societal norms, economic, religious impact. During several stages a child undergoes several conflicts between biological drives and societal expectations. Successful navigation of these conflicts may result in fully matured and disciplined human being If teachers may connect both the stages of childhood, he/she can lay the very positive framework for students in the beginning only. Thus supervision and guidance at a tender age may fix up students character and behavior. An instructor has the capacity to build up the future of the nation. Id “has no direct communication with the external world” (Freud 197). The other component of the id is that of the repressed. (Freud, 1923b) writes that “the repressed merges into the id as well, and is merely a part of it” (p. 24; cf., Freud 77). As the repressed, the id consists of all those impulses subjected to repression, which remain unaffected by time and which partake in the particular processes of the biological id (Freud 74). Superego is the result of Id reflects instinct self gratification.

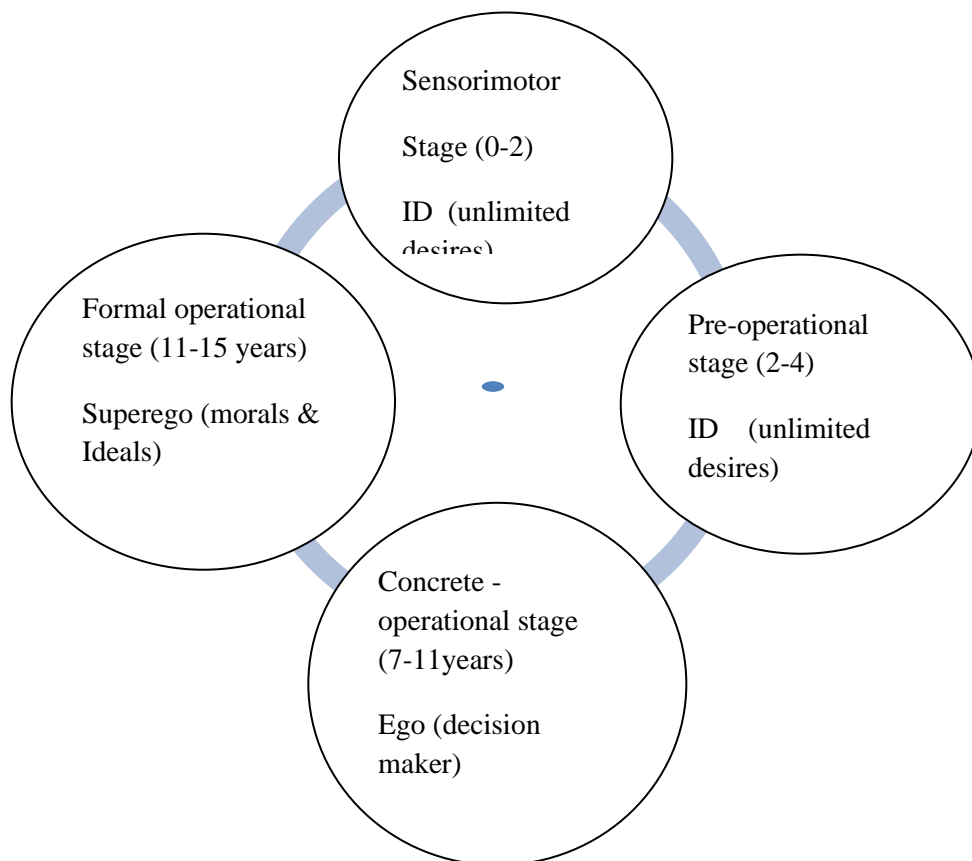


Figure 3: Piaget Cognitive Learning Theory

3.3. Kolb’s Experiential Cycle and Freud’s psychoanalytical theory

David A Kolb imposed his attention on student centric learning rather than teacher’s centric learning. He emphasized on active learning for any age group. He gave a concept of learning based on experience. According to Freud, ego and superego also works on the experience based on past memories, instances and events. If learning can be done on the past schemas¹, teacher may create relevant experiences in students’ life to make the learning more interesting. However, many teachers don’t understand the importance of David. A Kolb’s Affection, Conation and Cognitive approach in teaching.

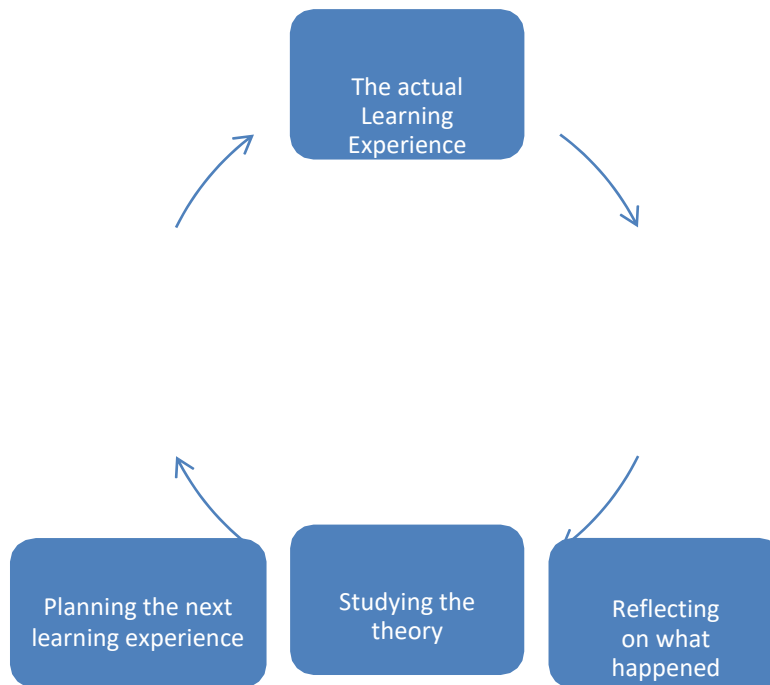


Figure 4: David. A. Kolb’s Experiential learning Cycle

3.4. Race’s ‘ripples’ model of learning and Freud’s psychoanalytical theory

¹ A **schema** is a mental concept that informs a person about what to expect from a variety of experiences and situations. **Schemas** are developed based on information provided by life experiences and are then stored in memory.

His ideology is based on 'learning by doing' theory. It is based on experiential learning process of Kolb's learning cycle. It involves four basic components that constitute for successful learning: a) Needing, Wanting: deals with motivation of learning. Converting Id's demand of learning into strong passion which will certainly motivate and inspire someone to chase his/her dreams. b) Doing: practice, trial and learn, emphasis on implementation. On one hand ego will guide the path of right or wrong whereas on the other hand it will strike a balance by culminating at a particular utility of learning. c) Feedback: Others's outlook on this experience based learning, checking results and reactions d) Digest: Grabbing and absorbing the learning, having command over it.



Figure 5: Race Ripples Model of Learning

4. Conditions applied for my research:

I have taken strong desire in a positive manner. Why Id is portrayed as a demonic characteristic of any personality? Its deep craving of attaining anything in this world could be used as a blessing in disguise.

Why ego is always treated as a mediator between id and superego? According to human nature, it provides a mid path to fulfill one's desire. Superego is a guiding light.

Sigmund Freud's psychoanalytical and structural theory of personality states that conflict in three parts of brain: id, ego and superego define the personality and behavior of someone.

Freudian Psychosexual theory is not taken into consideration while applying his psychoanalytical theory on teaching and learning.

4.1. Objective of my study:

The objective of my study is to find out the effectiveness in teaching learning process, when clubbed with psychological personality analysis of id, ego and superego. It provides a remarkable change in the performance of the students.

4.2. Aim of the Study:

This study is focused on the students of Bachelor of Technology. As these students are highly motivated and confident about their goals, sometimes they are misled by their id, following their desires and the imbalance between id, ego and superego may propagate hazardous repercussions. Teachers were trained to make the psychological analysis of students on the basis of their family background, society, past schooling, religion, socio-cultural aspects, economic status, and behavioral, cognitive, neurological aspects.

4.3 Research Methodology:

In this experimental trial and result method, teacher trainees held some counseling sessions of the students. Qualitative method (focus group interview) and quantitative methods (survey methods) were employed to judge the effectiveness of this experimental study. A group of 20 students were observed for six weeks, on the basis of their schemas, counseling sessions and regular testing was done.

4.4. Findings of this study:

Initially students were not ready to divulge their true feelings as each characterized by internal psychological conflict. Later on psychological analysis and boasting changed their behavior and way of thinking. Their strong desire of becoming a successful person motivated by their Id took a new look which proved to be an inspiration for them. Superego and Ego paved way for success with their logical reasoning and solutions. Self Hypnosis is also the best remedy to strike a balance between these three tripartite of mind i.e. Id, ego and Superego.

Focus Group Interview of twenty students was conducted where some students expressed their economic crisis, social constraints, and family pressure others exhibited their childhood experiences which shaped their characters, behavior and personality. Six weeks of counseling proved to be a turning point to fulfill their dreams and aspirations.

4.5. Exceptions of this synergy: Freud called Id as the "dark, inaccessible part of our personality." (Freud 1971) Id can only be observed by studying "content of dreams and neurotic behavioral clues" (Kramer 149-159) It is the reservoir instinctual pleasures. Sometimes Freud addressed id as "cauldron of seething excitations" (Palombo, Stanley 405-435.) With the imagery of horse (id) and rider (ego) he agrees that many times jockeys (professional horse rider) lose control over horse and it ventures freely in his wildness. Sometimes Freud's theories faced several criticisms, yet it prepares a great scaffold on which modern Psychological study is dependent.

5. Conclusion: The imagery of an iceberg is generally used to describe Id, ego and superego. Just only three fourth part of the iceberg is visible above the surface which is Ego, our pathfinder. It reveals and exhibits the final decision of the conflict that is going underneath the water level, between Id and superego (hidden desires, unconscious thoughts and memories). This iceberg describes a situation where one only starts understanding the problem. The little signs are just an indicator of a bigger problem. Teachers have the ability to use some strategies like counseling, delving deep into students' schemas, using various experiential teaching pedagogies, cognitive learning theory, stimulus/ response theory, etc to manipulate one's id. This synergy of teaching learning theories with alteration in id, ego and superego, will be beneficial not only for ambitious but also for slow learners.

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