Theory of Ego
Development: Jane Loevinger

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About Jane Loevinger

- Jane Loevinger was born Feb 6, 1918 and died Jan 4th, 2008
- saw the search for an understanding of self as the centre for human development
- Among her professors were Erik Erikson, Nevitt Sanford, Jerzy Neyman and Else Frenkel-Brunswick, all of whom encouraged and appreciated her statistical skills.
- She was a research assistant for Erik Erikson
- The concept of identity first appears in the 5th stage; identity vs. confusion. When during adolescence children explore their independence and develop a sense of self.
Ego

- First person to use the term was Sigmund Freud.
- Is a person’s sense of self-esteem or self-importance. It is the part of you that defines itself as a personality.
- Maturity and evolving through stages across the lifespan as a result of a dynamic interaction between the inner self and the outer environment.
- Responsible for testing reality and a sense of personal identity.

http://www.youtube.com/watch?v=NCXynjpFaKU
Ego Development

- Every stage provides a frame of reference to organize and give meaning to experience over the individual's life course.
- Since each new ego stage or frame of reference builds on the previous one and integrates it, no one can skip a stage. One has not yet acquired the interpersonal logic.'
About the theory

- Interpersonal maturity and interpersonal integration stages of an individual.
- A sense of self-awareness emerges in which one becomes aware of differences between conventions and one's own behavior.
THE 9 STAGES OF EGO DEVELOPMENT
1. Pre social stage:

- A baby has a very id-like ego that is very focused on gratifying immediate needs.
- Earliest stage cannot have an ego because their thinking is autistic or delusional.
- They tend to experience a cognitive confusion and emotional fusion between the caregiver and the self.
- Ego begins to develop and is dominated by the process of differentiating self from non-self.
2. Impulsive Stage

- Child asserts his growing sense of self.
- Child is preoccupied with bodily impulses; sexual and aggressive ones.
- Rewards and consequences are seen as good or bad.

Ex: when souma’s brother goes to the supermarket with me and he asks for a chocolate and I don’t get it for him, he gets disappointed, angry and sees me as a mean person.
3. Self-Protective Stage

- Commonly in early and middle childhood.
- They are aware of the cause and effect, of rules and consequences, to get what they want from others.
- They tend to be exploitive, manipulative, hedonistic, and opportunistic.
- Their goals is simply to “get what I want without getting caught”.
- Blaming others when anything goes wrong.

Ex: when we were young and we tend to play around things even though we were not allowed and accidentally break stuff we automatically blame our maid or siblings
4. Conformist Stage

- They tend to view and evaluate themselves and others in terms of externals e.g. looks, the music that you listen to, language, the roles of people and their status within the group.
- View themselves and others in terms of stereotypes
- Rules and norms not distinguished
- Persons begin to view themselves and other as conforming to socially approved codes or norms.
- Ex: in school we always evaluate people such as if he/she has the best songs then they are cool people.
5. Self-Aware

- Most common stage among adults.
- The being to wonder what do I think as opposed to what my parents and peers think about such issues as God and religion, morality, mortality, love and relationships.
- They are also more aware and appreciate that they and others have unique feelings and motives.
- Increasing awareness of one’s unique feelings and motives creates tension between the “real me” and the “expected me”, which can lead to increased conflicts with family and peers.
- Ex. When one is able to make his own decisions, and motives like deciding what kind of person they want to be, thinking of others
6. The Conscientious Stage

- self-evaluation and self-criticism continues.
- values responsibility, achievement and the pursuit of high ideals and long-term goals
- guilt is from hurting another
- having self apart from group

Ex: that’s us trying to pursue our goals while we have a lot of responsibility.
Three stages the conformist, self-aware, conscientious stages are most common for adults.
7. Individualistic Stage

- a broad-minded tolerance of and respect for the autonomy of both the self and others.
- self-understanding can lead to vivid and unique ways of expressing the self as well as to an awareness of inner conflicts.
- this is an early awareness of conflicting wishes and thoughts and feelings for closeness and distance, for achievement and acceptance.
8. Autonomous stage

- cherishes individuality and uniqueness and self-actualization; individuals’ unique and unexpected paths are a source of joy
- conflicts between people—are appreciated as inevitable expressions of the fluid and complicated nature of people and of life in general.
- Self-fulfillment becomes a frequent goal
- confrontation with the limitations of abilities and roles as part of deepening self-acceptance
9. Integrated Stage

- The integrated ego finally has a full sense of identity.
- shows wisdom, broad empathy towards oneself and others, and makes peace with those issues of inner conflicts like the individualistic ego or tolerate inner conflicts like the autonomous ego.

Ex. Parents and grandparents
Personal development

- Identity is an individual's self definition that focuses on enduring characteristics of the self.
- In an established identity, the individual is able to explain the origins of these self-defined characteristics and the influences behind those origins.
- Complete identity includes a clarification of one's morals, ethics, and standards, as well as a commitment to a future occupation.
North American adult egos

- When do north american adult egos stop? They don’t.
Clock

- People are pushed through the stages by the individuals biological clock, social clock and the psychological clock of the society in which they live
Family influences

• Parents have a duty to teach and inspire their children to move from stage to stage
• Help them differentiate from right and wrong
• To give them their own space and privacy
• Parenting abuse
• Structural functionalism
• Nurturance within family
• Parents ego levels are related to enabling transactions, which also predicted daughters ego levels