

Psychoanalysis Theory and Its Educational Implication

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Abstract

This paper delves into the concepts of consciousness, sub-consciousness, and unconscious mind, as well as Id, ego, and superego levels of mind, defense mechanisms, and educational implications of Freudian theory. The main purpose of this paper is to introduce Freud's psychoanalytic theory and to search for the educational implications of psychoanalysis theory in the present Nepalese context. Freudian theory studies how potent inner forces of "libido" and psychic energy influence human behaviour. Two types of instincts: life instinct or sex/Eros and death instincts aggression/Thanatos, lead an individual's behaviour. This paper introduces psychosexual stages. The unconscious mind continues to influence human behavior, even though we are unaware of these underlying influences. Most activities are led by the unconscious mind, which are mostly stressful. It can be reduced by defense mechanisms.

Key words: Instincts, assumption, level of mind, personality, defence mechanism.

Introduction

Freud's theory was greatly affected by his experiences topic model and predicate-best query in armies returning from world war 1st precious to League of Nation-1920. He believed that most neurotic symptoms were closely related to the represented experiences of very young children sexuality (Kenny, 2016). The psychoanalytical theory mainly studies how potent inner forces of "libido" and "psychic energy" influence human behaviour. Freud presumes that psychoanalysis is a method of treating patients medically. The rules in these fields exactly reverse those in

medicine (Freud, 1920). Sigmund Freud, the famous psychologist, was born in the Austrian town of Mourria in 1856 A.D. He developed a psychoanalytic theory as well as a neurotic theory. The psychoanalytic theory describes development as primarily unconscious and heavily colored by emotion. Only overt characteristics and symbolic workings of the mind have to be analyzed to understand behavior. Psychoanalytic theory is based on two types of instincts: the first, life instinct or sex/Eros, and the second, death instinct aggression/Thanatos.

The Greek word for "god of love" is where the word "Eros" originates. It goes by the name "life instinct." It entails imaginative and beneficial pursuits connected to obtaining and maintaining things like food, clothing, shelter, water, sex, and pain relief. A person's ability to sustain their own life depends on certain forces. The second is death aggression, or "Thanatos," which is derived from the Greek word for death. Aggression, violence, hatred, and destructive inclinations are all part of the impulse. Which actions do these people take that lead to their demise and destruction? The most significant approach to human development that has to do with personality development is psychoanalytic theory. According to this theory, human behavior is only the result of important inner forces that are visible on the surface. Drakuli (2014) mainly focused on the Freudian psychological tri-polar structure of personality in human psychology: Id, ego, and superego; and the psychosexual stages of human life. He also discusses relationships between schoolchildren and divorced families, as well as the triangular relationships that exist between student, teacher, and parents or society.

Major assumptions of Freud's theory:

Human as an energy system, human personality development is determined by the conflicts between desire of sex and aggression of an individual and society, human behaviour is motivated by two instinctual drives: life instinct/sex (Eros) and death instinct/aggression (Thanatos), human behaviour and feelings are powerfully affected by unconscious mind, human personality is made up of Id, ego, and superego and human behaviour and feelings as adults are rooted in out childhood experiences.

Objectives of the study

1. To explore the concept of Freud's psychoanalysis theory.
2. To search the educational implication of psychoanalysis theory in the present Nepalese context.

Methodology

The term "methodology" refers to a process or a tactical approach for learning about the phenomenon being studied. In other words, the methodology refers to the methods and tools the researcher employs to gather data for their study. It is a useful technique for learning new things. The definition of methodology is "the strategy, plan of action, process, or design behind the selection and application of certain procedures and establishing a causal relationship between the selection and use of the methods and the desired outcomes" (Croty, 2003; 3). The research I've selected here is comprehensive. As part of my research process for this paper, I employed a variety of techniques to obtain data and find pertinent material for my topic. I have read relevant books and articles, shared the opinions of professors, and included discussion techniques to gather the knowledge and concepts I needed.

Discussion

Level of mind

Freudian views about the id and ego, which represent the unconscious and conscious, are based on scientific analysis. A number of Freudian ideas are examined from a contemporary angle, and the significance of the psychoanalytical theory of consciousness is predicted in light of current trends (De Sousa, 2011). The human mind, which is sometimes referred to as "personality," has three layers. Human

beings' conscious, preconscious, and unconscious minds stand like a massive iceberg on the water.

Conscious mind: The term "conscious mind" describes awareness of an item, an event, and knowledge of a current movement or circumstance. Context is currently seen as contextual in the realm of psychology and is included in many psychological studies to help us comprehend consciousness (De Sousa, 2011). It comprises things like the sensations, perceptions, and feelings that are currently a part of our awareness. This is the area of our brain processing that is open to rational thought and discussion.

Preconscious or subconscious mind: The portion of the brain that represents memory and previously learned information is called the preconscious mind. The items we aren't now thinking about but can quickly bring to memory when necessary are included in the preconscious mind. For instance, even though you aren't thinking about your mobile number right now, you may quickly recall it if it is mentioned. It exists right before the unconscious mind, which is below the level of consciousness. It is the mental region responsible for common memory. Even though we aren't consciously aware of this knowledge right now, we can access it whenever we need to and bring it into consciousness.

Unconscious mind: Outside of our cognitive consciousness, the unconscious mind stores sensations, thoughts, urges, and memories. The majority of the unconscious' contents are undesirable impulses, unpleasant experiences, socially unacceptable thoughts and feelings, irrational urges and beliefs, etc. Even if we are ignorant of these underlying effects, our behavior is nevertheless influenced by the

unconscious mind, according to Freud (for example, our autonomous habits, tough slips, etc.). What knowledge is kept in the unconscious mind is unknown to us.

Stages of psychosexual development

Freud classified the development of human beings into five different stages. At each stage, the sexual pleasure is focused on a different specific area. A person becomes fixated and regressions or stops and returns at a specific stage. The person who gets too much or too little gratification will face difficulty in transiting to another stage. Elkatawneh (2013) described how Sigmund Freud theorized that humans go through five stages of psychosexual development.

Oral stage: oral stage during the period from birth to 18 months of life. In this period, the infant's pleasure is centered on the mouth. Chewing, sucking, biting, and breastfeeding provided the most sexual pleasure for children, and oral personalities engage in such oral behaviors, especially when stressed. When the oral space is the main focus of libido energy, the child's actions are obviously dominant in himself with nursing, with the pleasure of sucking and accepting things into the mouth.

Anal stage: The anal stage occurs between the ages of 18 and 3. During this time, the child preferred the anus or elimination functions, was more disorganized and resistant during the anal stage, and endured a liberal toilet-training rule. The erogenous zone of the anus is constantly preoccupied with the child as they go through the process of toilet training. It symbolizes a traditional struggle between the ego and superego, which stand in for the social and practical pressures to regulate body functions, and the id, which finds pleasure in the expulsion of physical waste (Elkatawneh, 2013).

Phallic stage: Between the ages of 3 and 6, the phallic stage occurs. The word "phallic" comes from the Latin word "phallus," which means "penis." The center of a child's enjoyment at this time is their genitalia. When a child feels the affection of parents of the opposite sex, sexual pleasure is concentrated on the genital. The period of personality formation is crucial. About five or six years ago, some psychologists referred to this time as the Oedipus complex period. The word "Oedipus" is derived from Greek mythology, in which Oedipus, the son of Thebes' king, accidentally kills his father and weds his mother. The young child during this time wants the affection of the parent of the opposing sex and wants to replace the parent of the same sex. The conflict between sexual, desire, resentment, rivalry, competition for the same goal, jealousy, and fear—which Freud named the Oedipus complex for boys and the Electra complex for girls—begins when the child becomes aware of anatomical sex differences. He prods his eyes out and goes blind when he realizes this. The general name for the Oedipus and Electra complexes is this Oedipal. What the boy likes most throughout the phallic period is his penis. The boy thus experiences castration anxiety.

Latency period: The latency period lasts from the age of six till puberty. A child suppresses sexual desires during this time while growing in social and intellectual abilities. The focus of a child's energies is on emotionally secure areas. Children at this stage begin to recognize their own sex differences, feel uncomfortable around people of the opposite sex, develop sexual hostility, and form friendships with those of the same gender. According to Freud, the latency stage is a particularly strong suppressor of erogenous drives and sexual

desires. Children channel their repressed libido towards sexual activity during this time instead of engaging in social or artistic endeavors with their homogeneous companions (Elkatawneh, 2013). It is a time of comparatively tranquil sexual activity, when sexual urges are channeled into activities like sports, intellectual pursuits, and peer interactions.

Genital stage: People go through this time from puberty onward. It is a time of sexual reawakening, when the sources of pleasure are no longer family members. The person is capable of forming a committed romantic relationship and carrying out independent adult responsibilities. The genital stage is happening. Teenage sexual exploration moves outside the home after puberty. It is a period of pleasure centered on heterosexual sexual activity.

Level of personality

Id: The instincts that make up a person's Id are their source of psychic energy. There is absolutely no interaction with reality. It is the source of all behavior and drives. Personal psychological works are motivated by instincts concerning life and death, sex, or other areas of activity. When people fulfill their roles, the id looks for ways to discharge sexual tension and desire before moving on to energy (Liang, 2011). It is a psychological energy reservoir that is associated with violent intentions, irrational desires, and dark or foolish wishes. It is also associated with selfish demands and blind immoral arguments, such as the claim that sex is pleasurable and that I want to be gratified. It moves only immoral arguments, violent intentions, irrational wishes, and dark-colored arguments. It lacks kindness, reality, and action results. It has a connection to the subconscious mind. The majority of workers fall below this

threshold. According to psychoanalytic theory, emotional factors substantially influence and dominate the unconscious aspects of development.

Ego: Ego is the most significant level of personality. It calls for reality. Reality is always a factor. It is sometimes referred to as the executive branch of personality since it makes logical decisions. However, Id and Ego lack morality; they do not consider what is right or evil, for example. Because I don't want a child to interfere with the advancement of my work, I will only engage in sexual activity on occasion and make sure to take the necessary safeguards. Ego development begins six months after birth. It keeps the super ego and id in harmony. Though not morality, the ego is linked to the conscious mind. The ego and superego are kept in check by the ego. The Id is more egotistical, hedonistic, and hostile. The superego is more idealistic, and it always desires to engage in irrational conduct. Both of these individuals live pain-free lives. In order to establish harmony between them, ego.

Superego: The moral wing of the superego is personality. It considers if something is correct or incorrect. Like, the superego is also at work. As a result of having sex, I feel bad. Men will probably start to realize that the ego has a difficult time because of the Id and superego. It is based more on unconscious thought and moral ideals than reality. Freud claimed that the superego begins to develop at the age of six. The Superego stressed ego and conscience as its key themes. Id and superego are diametrically opposed, with the Id seeking pleasure or being pleasure-oriented and the superego seeking perfection. The moral branch of human behavior is called the superego, which comprises the ideals we

strive to uphold and the shame we feel when we violate social norms (Liang, 2011).

Defence mechanism

By resolving the struggle between the superego and the id, the "ego" creates defense systems that lessen stress and anxiety. According to Freud (1905), tension and pleasure are the foundations of life. Additionally, he held the view that all pleasure originated from biological discharge, whereas all tension resulted from the accumulation of libido/sexual energy. The following are some of the key defense mechanisms for overcoming anxieties:

Repression: It is the act of preventing unsettling ideas, emotions, and arguments from entering consciousness. Simply put, it explains the Freudian theory of any phobia in which people suppress an upsetting occurrence, like a car accident, yet acquire fear and anxiety around the event without having any memories of the incident. Being unable to remember a potentially dangerous circumstance, person, or incident, as described by Anna Freud, the father of Freud, is equally hazardous (Boeree, 2006). For instance, people frequently have a tendency to forget negative events while remembering positive ones.

Sublimation: One of the key mechanisms for overcoming anxiety is sublimation. It is the process of channeling undesirable sexual or aggressive urges into behaviors that are acceptable in society, such as withdrawing for a while to manage one's anger. If you have a lot of job training for a certain circumstance or worry in a complex environment, you may be a manager, businessperson, or other role. Some young children or hunters with intense sexual impulses might grow up to be artists, writers, etc. Sigmund Freud also stated that all constructive and creative endeavors were

merely sublimations of sex desire (Breree, 2006).

Displacement: Even though feelings and physiological and psychological motivation do transfer from one circumstance to another, displacement is weakly supported in any meaningful sense. There is no substitute for sublimation (Baumeister, Dale, and Sommer, 1998). Displacement is the expression of emotion toward anything connected to that which was created by the emotion. For example, when a drunken driver causes a car accident and blames his wife, who is at home, for it. When individuals shouldn't feel that other things will take the place of these actual objects or experiences. When a man who desperately wants a kid finds that he won't be able to have one, he could start to worry. As a result, he overly adapts to his foster children or to a pet (Gökdağ, 2015). Displacement could be a woman who has to behave towards her manager in a friendly and obedient manner all day at work yet who shouts at her husband or child at home.

Rationalization: It involves generating plausible excuses that are false in order to regulate frustration. For instance, a woman who has broken up with her lover can confess to her friends that she never truly liked him. According to Anna Freud, rationalization is a defense mechanism that involves intellectually distorting reality to make a situation or impulse seem less dangerous. It is a crucial technique for easing tension or stress. When a person makes an explanation for themselves, they become aware of their lack of motivation for accomplishment (McLeod, 2019).

Regression: Regression is the process of operating in a way that is less in line with

one's own expectations of fulfillment. For instance, someone failing to receive a first division or "A" grade on a S.E.E. examination can receive counseling by saying that at least they did not fail.

Denial: Denial is the act of dismissing facts or proof of their existence and using erroneous reasoning to manage one's own annoyance. For instance, a student who is not taking the test denies being unprepared and accuses the examiner of not thoroughly checking his answer sheet.

Projection: The process of projecting one's own unwanted beliefs and emotions onto another, like in the case of a subject sketching a picture to convey an unrequited sexual desire or a poet composing a love poem to communicate an unrequited sexual desire. Allen (200) found that college and university students, particularly male students, used projection defense strategies more frequently than female students.

Reacting formation: For the resolve own frustration his thinking and behaving in a way that is the extreme opposite to those that are the real intension. E.g. a woman who loves and unobtainable man and behaves as though she hate him.

Intellectualization: intellectualization is works to reduce frustration and anxiety by thinking about events in a clam/intellectual way e.g. accepting one's own weakness as a reason of failed in exam.

Educational implication of psychoanalytic theory

According to Allen (200), following his investigation, he came to the conclusion that the above defense mechanism was frequently adopted. University students most frequently employed repression,

denial, and displacement, with boys and males employing projection defense mechanisms two times more frequently than females. He comes to the conclusion that female participants utilized the sublimation mechanism twice as often as male participants, and that the difference between male and female students was only significant for the regression and projection mechanisms. Family relationships are therefore a crucial component of human development, and early experiences have a vital effect on subsequent development. Through an examination of growth, personality can be simply understood. Not all of the mind is conscious; there are important unconscious components as well.

According to Awan (2017), Freud's aggression and sex have an effect on unconscious urges, making teaching one of the more difficult professions. A struggle between one's conscious self and unconscious urges occurs when teaching a child. This tug-of-war is planned by teachers who value the concepts of motherhood, kindness, and love. A more permissive environment can give kids a place to hang out and satisfy their aggressive and sexy needs without impairing their natural inventiveness or ability to save money for major investments. Teachers must deal with a high degree of dependence on and submission to societal norms that are typically established by people who are rarely present in the classroom, where teachers' psychosocial experiences with pupils really take place. Teachers must be acutely aware of the fact that a student's unconscious desires are more potent than his or her conscious self's surface energies. According to Drakuli (2014), psychoanalytic theory of pedagogy must

address problems, pedagogies, teacher behavior, and instructional practices in order to be effective in the classroom. According to Wool (1989), a teacher's capacity to understand her students must be deepened. This is especially true in terms of fostering communication within the complex teacher-student relationship. Additionally, practical therapeutic methods must be improved to help students who have psychological issues that have surfaced during the educational process

Conclusion

This study deals with the human mind, personality, sexual stages, defense mechanisms, and educational implications of the psychoanalytic theory of Sigmund Freud. Freud focused on instincts: life instincts or sex/Eros and death instincts/aggression/Thanatos. Freud believed that human behaviour is merely superficial and is mainly caused by behaviours inner forces. Freudian theory focused on the tri-polar structure of personality in human psychology—Id, ego, and superego. Personality development is determined by the conflicts between desire for sex and the aggression of an individual and society. Human behaviour and feelings are powerfully affected by the unconscious mind. The conscious mind refers to awareness of objects, events, and information in a present movement or situation. The preconscious mind is the part of the mind that represents memory and stored knowledge, and the unconscious mind is a reservoir of feelings, thoughts, urges, and memories that are outside of our conscious awareness. Freud classified human beings into five different sexual stages: oral, anal, phallic, latency, and genital. Defense mechanisms are developed

by "ego" in order to resolve the conflict between Id and superego that reduces stress and anxiety. Repression, sublimation, displacement, rationalization, regression, denial, projection, reacting, and intellectualization are the main defense mechanisms. The unconscious drives that are impacted by aggression and sex make teaching one of the most difficult professions. Teachers must be very aware of the fact that a student's unconscious drives are much stronger than their own conscious surface energy.

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