

## ADLER'S PSYCHOLOGY

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### Adler's Role In Psychology

Adler was born in 1870 in Vienna as the third child of a grain merchant. While at a young age, Alfred Adler developed rickets conditions that limited him from walking until he attained four years. His first medical career was ophthalmologist but switched to psychiatry later. In 1907, Adler was invited to a discussion group by Freud and wrote many quite competitive papers. For instance, he wrote an article about aggression, but Freud disapproved and later addressed children's inferiority (Mansager, 2015). Adler and Freud were quite competitive such that the level of criticism on each person's work escalated. A debate was organized between Adler's supporters, those of Freud but resulted in the resignation of members from a society of free psychoanalysis. During the first world war, Adler was a physician in the Austrian Army and later worked in a children's hospital. In this position, he witnessed what war had done, and his

work changed to the concept of social interest. According to Adler, if human beings were to survive, there was a need to change their ways (Mansager, 2015). The purpose of this paper is to explore personality development in the concept of individual psychology by Adler.

### Individual Psychology

Individual psychology refers to Adler's model, who held that the major motives of people's thoughts and behaviors are striving for superiority or power, partly to compensate for the feeling of inferiority (Watts & Ergüner-Tekinalp, 2017). According to this perspective, each person is special, and so are his or her personality structures like goals and ways of achieving them. People's personality finds an expression in life styles-as the product of creativity. People cannot be considered separate from society since all vital problems like general relations, love, or occupation are social. Adler's theory of individual psychology resulted in an explanation of psychological abnormality and normality.

Adler regarded man as a social being in that by nature, he is fierce and relatively weak, requiring communal support. Man's capabilities and how he expresses the inseparably connected to the existence of other people. From a sociological standpoint, a normal man is a person living in a society where the mode of life is adapted such that a particular society derives certain benefits. As a social being, a man has the energy to meet life challenges as they rise. Adler explained social interest as an inevitable component for the natural weakness of humans. According to Adler, social interest as an element of life is an optimistic feeling of confident, and genuine interests in other people's wellness (Miller & Taylor, 2016). A human being is a social being in need of a longer dependence period upon other beings before maturity. As far as feeling of inferiority is insufficient, someone will always struggle to prove worthwhile, which gives him the feeling of being valuable. Adler wrote, "because happiness cannot be separated from the

feeling of giving, clearly a social person is closer to happiness compared to an isolated individual who is struggling for superiority" (Watts, 2015). Individual psychology points out that every person is unhappy and lonely people result from deprivation of the ability to develop a community feeling while at a young age (Akdoğan, 2017). A sense of belonging is gained from being involved, collaborating, cooperating, and experiencing being useful to others. A child learns that aims and goals cannot be achieved without moving, striving, or efforts. To reach fulfillment, a child acquires the strategy.

Adler rejected Freud's idea of sexuality as a key to instinctual human life. In his early model, Adler suggested that the primary human motive is aggression, and he emphasized social determinations by pointing that personality was influenced by social learning. Freud's idea of unconscious motivation did not support the fact that, generally, individuals are conscious of their behaviors. People are capable of making rational choices based on goals or plans. Individual psychology came to be a theory that optimistically is in contrast to the view of Freud. In studying people, Freud applied a genetic approach that infers that he would trace current behaviors and psychological hardships to childhood origins. In Adler's view, a person's early memory derives clues to someone's present and future. The memories of childhood or infancy- whether right or wrong, give essential clues concerning a person's style of life since self-selected goals influence people. Typically, the approach Freud can be said to have focused on internal processes alone, like sexual conflicts that influence a person's psychology. On the other hand, Alder was obstinate in understanding a person entirely; it requires psychologists to recognize both internal and external factors. As such, Alder named his school of psychology as an individual to evoke a meaning of indivisibility.

Personality Development

Adler's perspective pointed out that the same way people's minds evolved for many years, their characters or traits are individual development results. In the same way as Freud, Adler believed that personality is developed in the first five years. A lifestyle is established early, reflecting how individuals confront issues like a sense of inferiority, social feeling, and struggle to overcome. In the early years, Adler determined major tendencies that dominate psychological life, which is striving for power as well as someone's social feelings (Watts & Ergüner-Tekinalp, 2017). People's attitudes or activities are influenced by the latter as they struggle to attain security and overcome life challenges.

The social feeling is defined as someone's innate sense of kinship with humanity tied to evolving practices. Humans are weak and less equipped to be alone or do things on their own against destructive forces. Human beings overcome the weakness by collaborative actions of banding together into communities. When working together, people take dominant roles. Adler believed that it is people's duty to be responsible for one another. In order to lead a good life, a person must play his or her part in a collective operation of humanity. Individuals have come up with what is known as the division of labor that supports society's function, and every person must play his or her part or choose to be anti-social. The value of a person is thus reflected by his or her attitude towards others and the degree to which he contributes to the division of labor as demanded by communal life.

According to Adler, every person has to play a part, but their position in a productive community is defined by abilities (Miller & Taylor, 2016). In that way, division of labor is affected by those who do not take their responsibilities well or those blocking effectiveness of communal life by the desire for power. Self-serving power, class division, and dominance are a

reflection that collective social interest is not perfected. Whether a person plays his or her part depends on character developments, which is also based on the struggle of inferiority feelings.

From Adler's point of view, the basic psychological elements of neurosis were inferior, and people with such symptoms spent much time trying to overcome the feeling. Infants have a feeling of inferiority as they experience the world. Early experiences like the need to gain the attention of parents help in shaping unconscious goals. Additionally, the experience gives a child the need to correct the inferiority feeling and compensate weaknesses with the development of strengths. In this process, it is noted that several outcomes can be experienced when a child leads the quest for compensation. When a child gets enough nurturing or care, he or she gets to accept challenges and learn that obstacles are avoidable via hard work. In that way, a child develops personality and courage of imperfection. On the contrary, the compensation process may go awry such that the feeling of inferiority can become intense, and a child starts to feel no control over the environment (Mansager, 2015). When that happens, a child strives strenuously towards compensation to a point where it is not satisfactory. According to Adler, overcompensation leads to inferiority complications- a lack of self-esteem where a person cannot rectify his or her feelings (Miller & Taylor, 2016). The hallmark is that, at that point, people always strive to find a situation to excel due to an overwhelming feeling of inferiority.

Adler in Psychology brought a new point of view of his own in birth order. In birth order he believed that there were differences between the oldest, youngest, and the middle child. He believed that the oldest child is the one who turns out to be the “criminals, neurotics, and perverts,” because of the fact that they are getting dethroned by the middle child. The middle child according to Adler is the child that turns out to be what the first should have been. He says that the second child is the “ambitious, rebellious, jealous, and constantly striving to surpass the

first-born.” He said that with the youngest child they are the ones that turn out to be the spoiled ones. From a personal point of view, I have to agree with what he said because There are five of us and four of my older siblings are all girls. Growing up I have witnessed different phases that my oldest sister had to go through because she would be the one always in trouble in school, with police, drama and the list goes on. But see that the middle one turned out to be the striver for change because she wanted to be better than the others. Now that I am the youngest out of all of us it is true that the youngest tend to be the most spoiled because that is how my mom was with me.

To conclude, Adler believed that people's personalities develop from unique social environments as well as interactions but not by the effort of satisfying biological needs. Alder's personality model is termed as individual psychology as it focuses on people's uniqueness. The theory includes concepts like inferiority and parental approaches. The paper has focused on inferiority while exploring personality development in individual psychology.

## References

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