

Emotional Evolution: Illuminating Life's Realities in Shakespeare's Literary Enigma¹

Dr. Mahrukh Khan²

Introduction

Shakespeare's Seven Ages of Man, immortalized in the famous monologue from "As You Like It," is a timeless portrayal of the human experience from infancy to old age. Within this poetic masterpiece lies a profound exploration of the intricate emotional factors that shape each stage of life. These emotional dimensions, deeply rooted in human psychology, have the power to create psychographic barriers, influencing how individuals perceive, interact, and evolve throughout their existence.

In this article, the researcher embarks on a captivating journey to uncover the emotional tapestry woven within Shakespeare's Seven Ages of Man, by applying Erikson's renowned Psychosocial Development theory to shed light on these psychographic barriers. A well-known developmental psychologist named Erik Erikson proposed an extensive model of human growth that included eight different phases from childhood to old age. Researcher hope to reveal the hidden emotions and psychological challenges faced by the characters at various stages of life by fusing Erikson's psychological insights with Shakespeare's literary artistry.

As researcher delve into the realms of each age, researcher will explore the emotional challenges faced by the characters, as well as their reactions and coping mechanisms. The correlation between the psychographic barriers depicted by Shakespeare and the psychological conflicts outlined by Erikson will be at the heart of the analysis, enabling a deeper

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² Sr. Lecturer at Department of English, Sir Syed University of Engineering and Technology Karachi, rukhhie@hotmail.com.

understanding of the underlying emotions that define the human experience.

This study aims to close the gap between the literary and psychological fields by revealing how Shakespeare's words have a profound impact on the universal phases of human development. The study hopes to shed light on the complexity of the human psyche by analyzing the emotional subtleties in *The Human Life Odyssey*. This will improve one's understanding of human behavior, emotions, and the transforming potential of life's journey. In the conclusion, this investigation intends to shed light on the psychological theories and the artistic works of William Shakespeare, presenting a fresh viewpoint on the ongoing interaction between emotion and psychographic obstacles in the search for identity and satisfaction.

Analytical Framework

The importance of social events in shaping an individual's life was underlined by Erikson's theory. Erikson was intrigued by the role that relationships and social interactions have in the growth and development of people. According to the epigenetic principle, which Erikson's theory is built on, human development takes place in a set order throughout time and that each stage builds on the one before it. According to the epigenetic principle, the progression of phases takes place within a wider community that may include a family, a culture, or a society (Kivnick and Wells, 2014; Knight, 2017; Orenstein and Lewis, 2022).

Erikson's hypothesis consisted of consecutive stages that were affected by psychological, social, and biological influences. The phases covered the lifespan, from infancy to old age, highlighting the value of society and social contact

In contrast to earlier ideas, Erikson's thesis held that personality change resulted from continuing conflicts and persisted throughout life rather than ending with puberty. Erikson's theory highlighted the significance of social interaction throughout life, with each stage being defined by a particular conflict between a person's psychological needs and the social context in which they are situated.

To develop into fully competent, self-assured members of society, people must be able to successfully resolve disputes between two opposing states at each level, such as autonomy vs shame and trust versus distrust (Khan, 2022).

Erikson's notion successfully completing each stage leads to the development of fundamental human values and a healthy personality, which aids people in becoming well-adjusted and more prepared for difficulties in the future. A person's sense of self and personality can be profoundly affected by how well they navigate a stage, which can result in feelings of inadequacy and trouble navigating the future (Khan, 2023).

Psychographic Barriers to Communication

The sender or the recipient may have obstacles to communication that must be removed in order to communicate effectively. Although the person who wishes to communicate bears the primary responsibility for effective communication, the individual receiving the message can also take actions to improve their listening skills (Jarvis, 2012).

A person's psychological or emotional condition, including their beliefs, attitudes, status consciousness, and emotions, are all examples of psychographic or emotional boundaries. The effectiveness of one's communication can be significantly impacted by several variables. The mental and emotional health of a person has a significant impact on communication. A person may find it difficult to properly communicate if they are not in good mental or emotional health (Yarbagi, 2017).

Psychographic obstacles are a person's personal convictions that prevent them from completing a task successfully. These obstacles, which include emotions, views, and status consciousness, can have a major negative influence on a person's capacity to interact positively with others (Khan, 2019).

The emotional and mental limitations of individuals contribute to psychographic barriers in communication. These barriers manifest as absent-mindedness, fear of expressing oneself, excitement, and emotional instability, leading to a significant number of communication problems (Buss, et. al., 2018).

Individuals experiencing psychographic barriers often exhibit unhealthy or negative thought patterns, leading to a dysfunctional attitude towards communication. Overcoming these barriers requires identifying the root cause and adopting a realistic approach with positive thoughts and actions (Buss, et. al., 2018).

Emotional Factors of Psychographical Barriers

Distrust: People who have psychological barriers tend to have a lack of trust in others, which is essential for effective communication (EPRA, 2020). Individuals with psychological barriers tend to interpret messages negatively and may ignore or overlook the actual content being communicated. This can lead to a pessimistic atmosphere where negative meanings are attributed to the message even if they were not intended. In situations where there is a lack of trust between the parties involved, the receiver may not pay attention to what the sender is saying, leading to ineffective communication.

Emotions: Individuals with psychological barriers often struggle with emotional instability, which can cause them to be easily distracted or offended during communication. Negative emotions such as anger, nervousness, confusion, and restlessness can also negatively impact the communication process.

The body, such as changes in tone of voice, facial expressions, and body posture, which can affect the way the message is conveyed and interpreted. If the emotional state is not stable, it can create a psychological barrier in communication by distorting the message being conveyed and leading to misunderstandings or conflicts (Bhasin H. , What are Psychological Barriers?, 2022) The emotional state of both the sender and the receiver can have an impact on their body language (nonverbal communication), tone of voice, and interpretation of information during verbal communication. This is because emotions can cause physiological changes that affect how information is conveyed and received (Fischer, et. al., 1990).

Doubt and Uncertainty: Doubt and uncertainty are two significant factors that create psychological barriers, instilling fear of failure and obstructing progress and development (Bhasin, 2020).

Anger: Anger can act as a significant barrier to effective communication as it impairs the brain's ability to process information logically. Angry individuals tend to contribute less productively to problem-solving and oppose other people's ideas, causing the people around them to become defensive or scared. This behavior can create an atmosphere of fear, making others less likely to reach out to them for help, even if they are the most qualified person for the job. The mental state of individuals is a crucial psychological hurdle to communication. If the sender is angry while delivering the message, it can impact the way the message is perceived by the receiver. The message may appear uninviting or threatening to the receiver, leading to a lack of approachability on the part of the sender (Fischer, et. al., 1990).

Pride: Pride can hinder healthy communication in various ways. It implies that one values their own words and actions highly, leading to a tendency to speak more than listen. However, active listening is crucial in effective communication (Bhasin, 2020). Additionally, individuals who are prideful tend to feel the need to be right all the time in order to maintain their pride. Consequently, team members may hesitate to include them in brainstorming sessions because they always want their idea to be the best, and if it is not accepted, they become challenging to work with.

Closed Mind: A closed mindset, where an individual prioritizes their own needs and filters received information, accordingly, is a cause of psychological barriers to communication. They may deem irrelevant information as insignificant and useless (Bhasin, 2020). Approaching communication with humility and a willingness to learn is crucial, as close-mindedness can prevent a person from being receptive to new ideas and information. No one can know everything about any particular field, so being open to new perspectives and knowledge is important for personal and professional growth.

Resistance to Change: Resistance to change is a psychological barrier caused by a closed mindset and fear of facing new situations. People with established opinions about specific matters or social customs often resist

changing their perception due to insecurity and fear, resulting in psychological barriers (Bhasin, 2020).

Self-centered Attitude: The self-centered attitude of human beings is a psychological barrier that impedes effective communication as they tend to focus only on their own ideas, opinions, and views, and are not receptive to the message of others, paying little attention to them (Bhasin, 2020).

Psychographical Barriers to Communication in the Shakespeare's Seven Ages of Man in the Context of Erikson's Psychosocial Development

Stage 1 – Birthmark

Distrust: During the first stage of Erikson's psychosocial development, infancy, a major challenge faced is the formation of trust versus mistrust. Distrust in infants can refer to a lack of trust or confidence in others, including caregivers, that can develop as a result of experiences such as inconsistent or insensitive caregiving, trauma, or abuse (Orenstein, & Lewis, 2022). Infants who experience distrust may exhibit behaviors such as withdrawing from social interaction, being clingy, or displaying fear or anxiety in response to certain stimuli or people.

Although there is still much to learn in this area, studies have indicated that early experiences, mainly those connected to bonding, can have a big influence on how trust and emotions develop in newborns and young children. Infants and early children that exhibit distrust can benefit from interventions that foster trust and stable attachment, such as interaction between parents and kids' therapy or attachment-based treatments.

Emotions: Feelings of uncertainty and emotional instability might result from inconsistent or abusive caring throughout infancy. This may have an impact on a child's ability to establish trust, connection, and emotional control. Infants who receive inconsistent or harsh care may display signs like crying, fussiness, and trouble falling asleep, withdrawal, lack of engagement, or resistance to comforting, difficulty forming attachments to primary caregivers, increased irritation, outbursts or aggressive behavior, and delays in psychological, cognitive, and social growth. Infants need

regular, supportive care to develop emotionally and psychologically in a healthy way.

Infancy might have frequent tantrums or meltdowns as a result of difficulty controlling emotions. This may be the result of a number of things, including hunger, exhaustion, excessive stimulation, or trouble expressing demands. Due to developmental delays, sensory processing issues, or underlying mental health concerns, adolescents may also experience disruptive emotions (Communication of Barriers, 2022). Infants who exhibit these behaviors frequently have emotional dysregulation (Damon, Lerner, & Eisenberg, 2006). Other signs of emotional dysregulation in children include hitting, biting, or displaying other forms of physical enmity, throwing or tossing objects, and an inability to accept consolation or comfort.

In order to give newborns a responsive and supportive environment, it's vital to attend to their fundamental requirements, use soothing touch and voice, and refrain from overstimulating them. A pediatrician or psychologist's early intervention and support can also aid in addressing underlying issues with emotional control.

The term "attachment disorders" describes issues with social interaction and emotional connection that can arise in those who have had their parent-child relationship disrupted. These disruptions can happen for several reasons, including being cut off from a primary caregiver, abuse, neglect, or a pattern of switching carers often. Children who suffer from attachment disorders could struggle to establish and maintain healthy connections, act withdrawn or aggressively, and may also struggle with poor self-esteem. Therapy is frequently used as part of treatment to assist the patient develop strong bonds and social skills (Hornor, 2019).

Doubt and Uncertainty: Lack of conviction or belief in one's opinions, choices, or actions is referred to as uncertainty or doubt. These feelings may appear in reaction to information that is contradictory or ambiguous or when a person is put in a challenging or unfamiliar setting (Cherry, 2022).

Doubt and uncertainty can arise in babies and early children because of a range of events, including inconsistent or unexpected caregiving, routine

changes, or exposure to novel and possibly dangerous stimuli. A kid's growth, including their sense of safety and connection as well as their mental and emotional functioning, can be impacted by these emotions.

Anger: If anger prevents the growth of trust in young children, it might be a barrier when they are in the first stage of Erikson's psychological development. Infants are capable of feeling rage, albeit it may not appear exactly like adult anger. Crying, fussiness, or bodily motions like kicking or stiffening can all be signs of rage in newborns (Cherry, 2022). These angry outbursts can happen when an infant's needs or wants—such as those related to hunger, discomfort, or fatigue—are not addressed. Infants learn to express their needs and wants through words and actions as they mature and develop, and as a result, their angry outbursts may start to resemble those of adults (Buss & Goldsmith, 1998). Parents and other caregivers should consider this.

When their demands are not addressed, babies may scream to express their rage or displeasure. Additionally, crying can get a parent or caregiver's attention and speed up the process of meeting a child's demands. It might be challenging to calm or console a fussy or irritable baby who is angry or disturbed. The newborn may feel more worried and unhappy as a result, which may make it harder for a parent or caregiver to control the child's behavior. Infants that are upset may kick, arch their backs, or tighten their limbs as a means to express their displeasure. These actions can be challenging for a parent or caregiver to manage and can disturb their routine or activities.

It's crucial to keep in mind that newborns are still learning how to express and control their emotions, so any displays of rage may only last a short while and be quickly calmed down. To make the baby feel safe and secure and to promote healthy emotional development, parents and other caregivers must still react with empathy and support.

Pride: Pride is not a big obstacle for newborns since they are too young to feel it, and they are in the first stage of Erikson's psychological development. Pride is a complicated emotion that often includes emotions of fulfillment, self-worth, and admiration for oneself. While some experts believe that newborns and early children can also feel pride in reaction to

certain events, pride is frequently connected with later stages of development (Halgunseth, 2009).

A newborn could feel proud when they accomplish a job or hit a developmental milestone, like crawling or walking, for instance. Similar to this, a young kid may feel proud when they receive compliments or acknowledgement from a caregiver or a peer. The idea of pride in newborns and early children is still a subject of discussion and continuing study, and there is currently little empirical data on the subject.

Closed Mind: Typically, later phases of growth, such as adolescence and adulthood, are connected with the idea of a closed mind, or a hard and inflexible style of thinking. Although there is little study on the subject, it is generally accepted that newborns and early children do not yet possess the cognitive capabilities necessary for a closed mind since they are still developing foundational information and abilities (McLeod, 2023a).

As they are continually learning and creating new connections and associations, infants and early children are often seen as being in a state of cognitive openness and flexibility. They are open to new experiences and eager to experiment, which helps to advance their emotional and cognitive growth.

However, it's important to be aware that some situations, like neglect, abuse, or exposure to stress, can have a detrimental effect on a baby's or young child's development and may cause them to think more rigidly and inflexibly (Conkin et al., 2007).

Resistance to Change: Erikson's theory of psychosocial development has a first stage during which resistance to change might be perceived as a barrier. Resistance to change can emerge in babies and early children as a result of a number of events, including routine changes, exposure to novel and possibly dangerous stimuli, or inconsistent or unpredictable caring (Vogel-Scibilia et al., 2009). When faced with changes, infants and young children may act out their resistance by crying, becoming fussy, or becoming clingy.

It is crucial to remember that babies and young children's aversion to change is a typical and developmentally acceptable reaction. Most kids

learn to adjust to changes and gain more flexibility with time, patience, and continuous caring (Grolnick et. al., 1999). A doctor or child development expert should be consulted if there is persistent or overwhelming resistance to change since it may be a sign of underlying emotional or developmental problems.

The newborn may experience anxiety and discomfort when their accustomed routines and environs are changed. This could make them resistant to change, reluctant to try new things or interact with strangers. In the early stage of development, trust and the capacity to build bonds with new caregivers or settings are crucial, and this might impede such abilities.

Self-centered Attitude: Infants and little children often don't have self-centered attitudes since they are still learning about the world and their position in it, as well as fundamental social and emotional abilities. The evolution of these views, however, may be influenced throughout time by interactions and experiences with others (Daffin & Lane, 2021).

Stage 2- World of discipline

Distrust: For a variety of causes, including prior traumatic experiences, a lack of security and stability, inconsistent or harsh treatment, broken promises, or exposure to dishonesty, distrust in school-age children might emerge. The emergence of mistrust among school-age children can also be influenced by personality factors and family dynamics.

When school-aged children enter the fourth stage of Erikson's psychosocial development, distrust can be a barrier because it erodes their confidence in their capacity to solve issues, make decisions, and connect with others in a productive way (Cherry, 2022). Insecure and afraid as a result, the youngster may find it challenging to take the initiative, develop healthy connections, and interact with their environment.

For instance, a youngster who mistrusts adults or other authority figures may be more prone to disobey them, which might result in confrontations and unpleasant experiences. This mistrust may hinder the child's ability to acquire the self-confidence, independence, and autonomy necessary to successfully complete the fourth stage of psychosocial development.

Emotion: Children of school age (about 6 to 12 years old) are confronted with the dilemma of superiority vs industry throughout the fourth stage of Erikson's psychological development. Children are beginning to compare themselves to their classmates at this time and are attempting to comprehend their place in the universe. Additionally, they are beginning to feel more competent and proficient in a variety of tasks.

School-age children may suffer emotional obstacles as a result of a variety of events and circumstances. At this age, kids are frequently worried about fitting in and being liked by their classmates, which can cause them to repress their feelings in order to escape judgment or jeers. A coping method used by children who have undergone trauma, such as abuse, neglect, or abandonment, is the development of emotional walls. Children may create emotional walls as a kind of self-protection if they do not receive adequate emotional support from their parents, teachers, or classmates. Children who experience repeated criticism or punishment for expressing their feelings may acquire emotional defenses to protect themselves from rejection and criticism. Emotional barriers can be formed by children who have trouble effectively expressing their thoughts and feelings in order to prevent conflicts and misunderstandings.

Doubt and Uncertainty: Children's minds get more sophisticated as they age, and they may start to wonder about things they formerly took for granted. This could make them feel hesitant and doubtful. They may compare themselves to their classmates when they are this age, which can cause feelings of uneasiness and self-doubt. Children are exposed to more knowledge than ever before, both at school and through the media, which can cause them to feel uncertain and confused. They may be terrified of making errors and having to deal with the repercussions since they are beginning to be held responsible for their actions and decisions at this age. As they are exposed to new concepts and viewpoints, children may start to doubt their morals and beliefs, which can cause them to feel uncertain (Rymanowicz, 2016).

It's crucial for adults to identify this developmental stage in youngsters and to encourage curiosity and inquiry by assisting them in realizing that doubt and confusion are common. Children that experience this may become more resilient, self-assured, and equipped to deal with difficult circumstances.

Anger: As kids approach school age, they are growing in self-awareness and understanding of their role in the world. As a result of the difficulties and difficulties individuals face, this might cause sentiments of annoyance and unfairness. They frequently worry about fitting in and being liked by their classmates, which can cause arguments and irrational hostility. Children are beginning to think more logically and ask more questions, which can occasionally cause them to get irate or angry when they come across contradictory facts or viewpoints.

As a result of increased obligations and demands from parents, teachers, and others, children may feel more stressed out and irate. Children go through considerable hormonal changes throughout puberty, which can make them more irritable and angrier.

Pride: The psychological development of school-age children might be hampered by pride because it may hinder them from asking for help, owning up to their mistakes, and taking criticism. Overly proud kids could feel like they must show themselves all the time, which can be stressful and frustrating (Cherry, 2022). Due to their difficulty collaborating or apologizing, they may find it difficult to establish good connections with their peers as a result of their pride. Therefore, at this period of development, pride may become a barrier to learning and growth.

Closed Mind: Children of school age who have a closed mentality have a rigid or inflexible style of thinking and are hesitant to explore novel concepts or viewpoints. Their capacity to learn, develop, and adjust to new experiences—all critical components of their growth at this stage—may be constrained by this attitude. Children who have a narrow mentality may find it difficult to build relationships with others, comprehend and value variety, and find solutions to issues (Cherry, 2022). This may obstruct their psychological maturation and limit their development in several spheres of life.

Resistance to Change: Children of school age who resist new ideas, experiences, or circumstances are said to be resistant to change. Children may find it difficult to adjust to new chances and obstacles at this time of life, which might impede their growth and development. Children may find it challenging to step outside of their comfort zones and embrace

novel experiences that can aid in the development of the skills and competences necessary for success in their future lives.

Children are developing their own identities and understanding of their own views and values throughout this time. As individuals hold to their ingrained views and ideals, this might yet result in reluctance to change. Children may find it challenging to be open to new ideas and viewpoints as a result, which may hinder their growth and development. They may find it more difficult to effectively traverse the difficulties and changes that come with this period of development if they exhibit resistance, which can also result in rigidity and an unwillingness to adjust to novel circumstances.

Self-centered Attitude: A self-centered attitude is one that prioritizes one's own wants, interests, and desires over considering other people and their points of view. This mindset may prohibit school-age children from entering the fourth stage of Erikson's psychosocial development because it may hinder their ability to build empathy and positive interpersonal interactions with their peers and instructors. Self-centered kids may find it difficult to make good friends, comprehend and appreciate other people's viewpoints, and work well in teams.

In school-age children, the self-centered attitude, which is defined by an excessive concentration on one's own needs, interests, and viewpoints, can be a hindrance. Children are working to establish a sense of competence and mastery in a variety of abilities and activities at this period. However, a self-centered outlook might impede the growth of healthy interpersonal interactions because the youngster may find it difficult to consider others' points of view or may put their own objectives before of teamwork or other activities. In addition, the youngster may be less inclined to ask for criticism or guidance or to value other people's perspectives as a result of this attitude, which may hinder their capacity to learn from others and acquire new abilities.

Stage 3 - Teenagers: Icon of Romance

Distrust: In Erikson's psychosocial development theory, distrust as a barrier in the stage of lover refers to a lack of trust in personal relationships, which can obstruct the development of deep relationships

with others. This might result from prior betrayal or disappointment events that left you with sentiments of distrust, apprehension, or cynicism toward other people (Cherry, 2022). As a result, people in this stage could find it difficult to establish trust with others, create close connections, or open up emotionally, which can result in feelings of loneliness and isolation.

Emotions: In Erikson's psychosocial development model, the stage of the lover is when emotions may act as a roadblock by impairing reasoning and leading to impulsivity or indecision in romantic relationships. The trust and closeness required for a healthy and satisfying relationship can be shattered by strong emotional reactions such as envy, wrath, or insecurity. Additionally, the capacity to fully participate in and enjoy new love relationships might be impacted by unresolved emotional difficulties from prior encounters. To establish strong and lasting relationships, people in this stage must learn to control their emotions and deal with any emotional baggage.

Doubt and Uncertainty: Doubt and uncertainty can act as roadblocks to the growth of intimacy and commitment in relationships throughout the young adult stage in the lover stage of Erikson's psychological development. The person could be unsure about their emotions, the course of the relationship, or their own capacity for closeness and love. This might make it challenging to establish and keep lasting relationships since it can cause hesitancy, ambivalence, and a lack of commitment. The person's capacity to trust their spouse and to feel secure and stable in the relationship might also be hampered by this doubt and uncertainty.

Anger: Young adulthood's stage of lover might be impeded by anger since it interferes with good connections and intimacy. When anger is not dealt with, people may become defensive, irritated, and emotionally aloof. This makes it challenging for people to develop strong, meaningful connections with others and can result in misunderstandings and problems in relationships. Additionally, self-doubt and insecurity brought on by anger can make it challenging for someone to build meaningful connections and trust others. As a result, at the stage of lover in Erikson's psychological development, anger can be a significant roadblock.

Pride: In Erikson's psychosocial development model, pride may operate as a barrier during the young adult stage of lover because it can cause people

to feel superior and want independence, which can inhibit them from making deep connections with others. Conflicts and strained relationships can result from this overbearing pride, which can make people defensive and unwilling to change. Additionally, people may become too preoccupied with their own needs and wants, which can lead to a lack of empathy and understanding for others and obstruct the development of close relationships and intimacy.

Closed Mind: In Erikson's psychosocial development model, the closed mind refers to a person's refusal or incapacity to explore new ideas, viewpoints, or possibilities. This may seem as stiffness, inflexibility, or a lack of receptivity to novel situations. When a person is in the stage of love, they may find it difficult to build relationships with others and may find it difficult to adjust to new situations and problems (McLeod, 2023b). This may impede their capacity for personal development and prevent them from resolving the crucial dilemma of isolation vs closeness that characterizes this phase.

Resistance to Change: Erikson's psychosocial development model's stage of love describes resistance to change as a barrier as a hesitation or hostility to adapting to new ideas, experiences, or ways of thinking. It may take the form of a propensity to hold onto tried-and-true routines or methods of operation as well as a resistance to considering or accepting novel ideas or methods. This intolerance to change can obstruct personal development and keep people from meeting new people and having meaningful experiences. Additionally, it may hinder one's capacity to develop deep relationships with other people and may lead to missed chances for personal development and education.

Self-centered Attitude: According to Erikson's theory of psychosocial development, the challenge of creating closeness as opposed to isolation characterizes the period of young adulthood. At this stage, a self-centered mindset might operate as a barrier by impeding people from developing genuine connections with others. This mentality can promote a focus on one's own needs and desires above those of others, which can obstruct the growth of closeness and lasting connections (McLeod, 2023a). Due to their inability to form deep relationships with others, people with a self-centered attitude frequently feel alone and unsatisfied with their lot in life.

Stage 4 - Unwarranted Rebellion

Distrust: When people are trying to develop a feeling of trust in the world and other people, distrust can be a roadblock. Cynicism and skepticism can result from sentiments of distrust, which can harm relationships and inhibit the emergence of a sound sense of trust. This lack of trust may also discourage people from taking chances and experimenting, which may hinder their ability to progress personally and professionally.

Emotions: Individuals are currently dealing with the psychological conflict of "industry vs. inferiority," which calls for the growth of competence and a good self-concept. Unmanaged emotions like worry, fear, or self-doubt can impede the growth of competence and have a detrimental influence on a person's self-esteem (Hallinan et.al., 2023). Inability to meet the demands of this stage and a lack of confidence in one's talents might result from this, which can have a detrimental effect on one's overall development and inferiority complexes.

Doubt and Uncertainty: At this point, people must choose between generativity and stagnation. In this stage, confusion and doubt might function as a barrier by making people question their successes and feel underwhelmed (Lally & Valentine-French, 2019). This may result in feelings of stagnation due to a lack of drive, purpose, and direction in life.

Anger: An individual's capacity to handle difficulties and disagreements in a constructive and healthy manner might be severely impacted by anger. The fourth stage, according to Erikson's theory of psychosocial development, is defined by the psychosocial crisis of industry vs. inferiority, in which people concentrate on developing a sense of competence and self-worth (Hallinan et. al., 2023). If anger is not controlled, it can obstruct this growth by impairing judgment, leading to impulsive and violent conduct, and destroying interpersonal connections. Anger-prone people may find it difficult to build good connections with others and to feel confident in their own talents, which can make them feel inferior and undermine their sense of competence.

Pride: A person is often focused on developing a sense of identity and position in the world while they are in their mid-twenties to early thirties and are in the fourth stage. According to Erik Erikson's psychosocial

theory, people must decide whether to develop a sense of superiority or industry at this point. While inferiority relates to emotions of inadequacy, industry alludes to a sense of competence and skill mastery.

Because pride or excessive self-esteem prevents people from seeing their own limitations and flaws, it can be a barrier to this stage of growth. People who put too much emphasis on their own accomplishments and skills may become overconfident and resistant to criticism and personal development. As a result, people may feel unmotivated to keep learning new things and superior to others, which may make them feel even worse when they encounter difficulties, they are unable to conquer.

In the fourth stage of the seven ages of man, known as the soldier, pride can therefore operate as a barrier by stopping people from accepting their own limits and pursuing further growth and development, perhaps resulting in feelings of feeling inadequate and inferior in the long term.

Closed Mind: In this stage, having a closed mind can be a barrier since it limits an individual's capacity to adjust to new circumstances, prevents them from exploring new chances and ideas, and stunts their personal development. This stage relates to the industry versus inferiority stage in Erikson's psychological development, which emphasizes the growth of a sense of competence and production. A closed mentality might prevent people from expanding their horizons and learning new things, which could result in feelings of inadequacy and a lack of satisfaction in their military careers.

Resistance to Change: In this stage, resistance to change can be a hindrance since it may inhibit the person from seeking out new experiences, accepting change, and discovering their actual selves (McLeod, 2023b). It can be challenging for someone to adjust to new experiences and challenges if they have a closed-minded approach that results in rigid views and ideals. This could prevent them from maturing and forming a solid sense of self.

Self-centered Attitude: When someone prioritizes their own needs and wants above those of others, it can be challenging to build meaningful relationships and develop an integrated sense of self with the larger community. This is where a self-centered attitude can act as a barrier. This

limited concentration might impede personal development and the capacity to establish a sense of closeness and connection with others, both of which, in accordance with Erikson's theory, are crucial duties at this stage of development.

Stage 5 - Wisdom (Sense of Peaceful Acceptance)

Distrust: Focusing on the formation of an identity and a need for closeness in relationships are characteristics of this stage. A person may find it challenging to fully engage in relationships and may struggle with building a sense of identity if they have a history of distrusting events. This lack of trust can lead to uneasiness and a fear of being wounded, which can make it difficult for them to build strong bonds with others and have self-assurance (McLeod, 2023b).

Emotions: People are currently developing their own views, values, and sense of identity as they navigate their sense of self. A person's ability to reflect on their own experiences and beliefs and to make decisions that are consistent with their sense of self might be hindered by emotions like anger, worry, or self-doubt at this stage (Orenstein & Lewis, 2022). Due to these emotions of ambiguity and confusion, people may experience "role confusion," in which they are unclear of their place in society.

Doubt and Uncertainty: In this phase, people must strike a balance between the values of justice, compassion, and love in their interpersonal interactions. In order to maintain their ties and community, they must build trust and respect for the rules, customs, and values that guide them (Orenstein & Lewis, 2022). However, if people have questions or misgivings about these ideas, it can be confusing and unpredictable in their interactions with others, which breeds distrust and insecurity. As a result, they could find it challenging to advance in their life and may not be able to completely embrace this period of growth.

Anger: While doubt may result in hesitation and a lack of trust in one's skills, anger can lead to rash action and a lack of empathy for others. These elements may make it challenging for people to cultivate a feeling of equilibrium and fairness in their interactions with others, which is a crucial component of the justice stage (Robins, Caspi & Moffitt, 2002).

Pride: Pride may act as a barrier because it makes a person too confident and close-minded to other people's thoughts and viewpoints. The result may be a lack of personal development and possible interpersonal difficulties since they are unable to thoroughly explore and comprehend their own views and values. The fifth stage of Erikson's psychosocial development is concerned with the formation of personal identity, pride might obstruct the emergence of a strong sense of self.(Cherry, 2022).

Closed Mind: In this stage, people strive to establish a sense of identity and identify their direction in life. This stage is marked by the crisis of identity vs. role confusion. People with closed minds may find it difficult to create a sense of self and determine their life's direction because they are unable to contemplate new ideas, gain new information, or accept other points of view (Cherry, 2022). This may also hinder their capacity to build lasting bonds and strengthen the feeling of community in general.

Resistance to Change: Developing a sense of fairness and balance in their interactions with others is difficult for people to do at this time. A person who is resistant to change may feel set in their ways and unable to perceive the need for improvement and progress, which might result in a stagnation of their sense of justice and fairness.

Self-centered Attitude: An individual with a self-centered attitude may put their own wants and desires ahead of the needs and aspirations of others throughout this stage, which requires the formation of a sense of fairness and morality. This may result in a lack of justice, empathy, and the inability to comprehend and appreciate the viewpoints of others. As crucial components of this period of psychosocial development, a person's sense of justice and ethics might also be hindered by this attitude.

Stage 6 - Lucky to be Alive

Distrust: At this point, people must decide whether to maintain their ego integrity or give up. It becomes crucial to have faith in oneself, other people, and life itself. Distrust can make it difficult for people to build healthy connections and see the positive parts of their experiences, which can result in feelings of hopelessness and a conviction that life is meaningless.

Emotions: Emotions can act as a barrier since they can cause unpleasant feelings like worry, fear, and melancholy. This may make it more difficult for the person to handle aging's obstacles and fully take advantage of its advantages, such as the chance for introspection, wisdom, and spirituality (Isaacowitz et al., 2017). A person's sense of self and interactions with others can be affected by emotions, which could result in feelings of loneliness and isolation. The primary goal of the pantaloons stage, according to Erikson's psychosocial development theory, is to establish a feeling of detachment and discover a sense of meaning and purpose in life.

Doubt and Uncertainty: As they can make it more difficult for someone to accept their mortality and really comprehend their role in the world, doubt and ambiguity might be viewed as obstacles. The dilemma of "Despair vs. Wisdom," which requires the person to accept their limits and the certainty of death, is said to characterize this stage, according to Erikson's psychosocial development theory. Doubt and ambiguity can make it difficult to discover a sense of direction and meaning, which can result in hopelessness and a lack of understanding (McLeod, 2023b).

Anger: Anger can be a barrier because it can make it difficult for someone to deal with the possibilities and problems they face at this point. It can be challenging to keep a good view and healthy relationships when one is angry, since these emotions can result in feelings of dissatisfaction and disappointment. People in this period of life are frequently concerned for their later years and may feel overtaken by the changes and transitions that come with getting older. If anger is not controlled, it may hinder a person's capacity to adapt to and cope with aging.

Pride: People go through a deterioration in their physical capabilities and struggle to accept their own death throughout this time. It can be challenging for people to acknowledge their limits and adjust to their changing circumstances when they are filled with pride or stubbornness (Cherry, 2022).

Closed Mind: Erikson thought that people in this stage could fail to develop deep, meaningful relationships with others and instead experience a dilemma of intimacy against solitude. A person who has a closed mind may find it difficult to build these kinds of connections with others since

they may be resistive to new experiences and ideas as a result (Legg & Lewis, 2020).

Resistance to Change: Resistance to change can impede this process by making people inflexible in their thoughts and behaviors, restricting their capacity to develop and adapt. At this point, people are frequently considering their legacy and producing something for future generations.

Self-centered Attitude: This stage, which happens in late adulthood, is marked by a decline in mental and physical faculties and a concentration on introspection and figuring out what life is all about. Self-centeredness can inhibit people from acknowledging and embracing aging-related changes as well as from participating in meaningful relationships and activities that are crucial for their general wellbeing (Willis & Reid, 1998).

Stage 7 - Physical frailty and incapacity

Distrust: Erikson's psychosocial development theory's seventh stage does not often list mistrust as a barrier, although it may undoubtedly be a problem for older people. Individuals must balance their integrity and despair in the last stage of Erikson's theory. This phase usually starts in late adulthood and entails looking back on one's life and accepting the decisions and events that have brought one to where they are today (McLeod, 2023b).

Individual may battle with emotions of hopelessness in this last phase if they have had severe trauma or disappointment throughout their life. As a result of feeling let down or deceived by others, this might seem as a widespread sense of mistrust in the people and things around them. It's important to note, though, that not all elderly people will encounter this kind of obstacle. In fact, many are able to achieve a sense of integrity and fulfillment when they take stock of their experiences.

Emotions: According to Erikson, as people reflect on their lives and consider their death in the terminal stage of life, they may feel gloomy or depressed. Feelings of melancholy, regret, and disappointment may result from this, which may make it difficult to find meaning and purpose as we age. But according to Erikson, those who make it through this period

successfully might develop a feeling of wisdom and tolerance and find calm in their later years (Lally & Valentine-French, 2019).

Doubt and Uncertainty: According to the conventional concept, doubt and uncertainty are not often regarded as a barrier in the seventh stage of the seven ages of man. If a person believes they haven't been able to contribute meaningfully or if they are unsure of the results of their activities, doubt and uncertainty may develop. A sense of generativity and fulfillment in later life may be difficult to achieve when doubt and ambiguity are present.

Anger: The urge to support the next generation and the satisfaction that comes from giving back to society define this stage. If people in this stage are overly preoccupied with their own needs and wants and neglects their obligations to others, anger may become a hindrance. This could make them feel unfulfilled and stagnant.

Pride: This phase of life begins in late adulthood, often at age 65, and lasts until death. At this point, people consider their lives and assess if they have led meaningful, rewarding lives. They acquire a feeling of integrity if they feel pride in their connections and accomplishments and a sense of success. However, if individuals experience regret or sorrow about their life decisions, they start to feel hopeless. Therefore, pride is not viewed as a hindrance at this point but rather as a successful consequence.

Closed Mind: Growing and developing as we age may be hampered by a closed mentality or a lack of receptivity to new experiences and viewpoints. Being receptive to new experiences and ideas can aid in this process, which is defined by Erikson's seventh stage as the struggle to retain integrity in the face of bodily and social deterioration.

Resistance to Change: At this point, it may be difficult to achieve a feeling of integrity due to resistance to change. In order to fully engage with life and take advantage of new chances, people may get more used to their routine and be hesitant to attempt new things (Lally & Valentine-French, 2019). It's important to remember, though, that consistency and regularity may be helpful as people age since they can provide them with a sense of ease and safety.

Finding a healthy balance between welcoming new experiences and taking time to think back on the past is necessary for this, as is recognizing the limitations and reality of age.

Self-centered Attitude: At this point, developing a feeling of integrity might be hindered by a self-centered attitude. A person could, for instance, become excessively preoccupied with their own needs and wants while ignoring their links to others and their obligations to them. Additionally, they could lose interest in new things and social contacts, which could result in feelings of loneliness and solitude.

Finding a healthy balance between attending to one's own wants and interests and preserving meaningful relationships with others is necessary for this. It also entails discovering a sense of significance and direction for one's life that goes beyond one's own requirements and preferences.

Conclusion

In conclusion, this study has examined the complex emotional elements present in Shakespeare's "Seven Ages of Man," illuminating the significant relationship between human emotions and the process of personal development. This research has effectively studied the emotional difficulties that people experience from birth to old age by positing the concept that each period of life correlates to various psychographic obstacles. The study has offered a thorough understanding of how these emotional aspects affect character reactions to life's difficulties, drawing on Erikson's Psychosocial Development Theory.

This research has shown a profound awareness of the intricacies of the human emotional landscape using a qualitative method that thoroughly explores the emotional challenges and coping strategies of Shakespeare's characters. It has been demonstrated that the identified psychographic barriers—trust, emotions, doubt and uncertainty, anger, pride, closed-mindedness, reluctance to change, and a self-centered attitude—significantly influence character development and dictate how people respond to problems in life.

The results of this study highlight the significance of emotional resilience and coping mechanisms in determining how people experience life and

develop personally. The research shows that emotional growth is an important part of the human experience, affecting how people go through different periods of life and react to challenges they face. This research adds to a deeper knowledge of the human psyche by linking the domains of literature and psychology, providing both disciplines with new perspectives on the intricacies of emotion-driven character growth.

This study essentially shows the continued applicability of Shakespeare's portrayal of human emotions in "Seven Ages of Man" and how these feelings relate to the psychographic obstacles people encounter throughout their lives. Through careful analysis and thoughtful interpretation, this research not only enhances the appreciation of literary artistry but also provides valuable perspectives on the interwoven nature of emotions and personal development. As we traverse the diverse landscapes of life, it is the understanding and mastery of these emotions that ultimately shape the course of the individual odyssey.

In broader contemplation, the synthesis of literature and psychology achieved through this study illuminates the universal truths that underlie the human experience. The characters in "Seven Ages of Man" transform from literary works into mirrors that intricately reflect one's own emotional successes and challenges. In addition to providing insights into character arcs, the careful analysis of psychographic obstacles at each stage of life has a profound impact on readers because they may recognize parts of their own travels in the stories.

The study of human emotions and difficulties in Shakespeare's works also serves as more evidence of the ageless nature of his writing. His depictions of the emotional landscapes of the life cycle bridge cultural and chronological borders, serving as a reminder of the universality of the human experience. As windows into the depths of human psychology, the emotions that shape the experiences of the characters serve as a constant reminder that emotions are lasting forces that shape our perceptions, choices, and development.

We are reminded that emotional growth is a continuing process, a continual interplay of responses to the ups and downs of life, when we stand back from the study's canvas. The characters' emotional fortitude is a reflection of humanity's indomitable spirit, its ability to change and adapt,

to triumph over challenges, and to continue on the path of self-discovery. By being aware of these emotional phases and obstacles, we get a better awareness of the emotional complexities within ourselves, enabling us to face the problems of life with more empathy and understanding.

The contributions of this work have broad resonance. Creating a meaningful relationship between literature and psychology not only benefits both disciplines but also gives readers a chance to interact with the eternal themes of human emotion and development. The study set out on an intellectual journey through the "Seven Ages of Man," guided by the feelings that set our direction and the psychographic obstacles that both test and mold our search for self-discovery. In this intersection of literature and human psychology, one discovers a monument to the lasting power of narrative and its potential to shed light on the unfathomable depths of common human experience in this intersection of literature and human psychology.

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Abstract

The deep emotional themes in Shakespeare's play *Seven Ages of Man* are examined in this article, which also advances the idea that each period of life has its own unique psychographic struggles that humans must confront. The research investigates how emotional challenges impact people's growth and development from childhood to old age using Erikson's Psychosocial Development Theory as a foundation. Through a careful examination of these emotional components, the research aims to understand the characters' psyches and how they respond to life's difficulties. In order to evaluate the hypotheses, the researcher employs a qualitative methodology to carefully study the emotional challenges and coping mechanisms demonstrated by the characters in Shakespeare's play at all ages of life. To find fundamental psychological and emotional elements that assist the growth of the overall storyline and characters, the researcher employs literary analysis. Investigate the *Seven Ages of Man*'s depictions of emotional exchanges and their significance for the human journey by using a comparative approach.

The research findings shed light on the complexity of human emotions and their impact on personal growth and development. The analysis reveals that characters' responses to life's trials and tribulations in *The Life Cycle Odyssey* can be effectively analyzed through the lens of emotional resilience and coping mechanisms, thereby supporting the initial hypothesis. In conclusion, this research contributes valuable perspectives on the intricate interplay of emotions in the human journey as depicted in *Seven Ages of Man*. By bridging the gap between literature and psychology, this study underscores the

significance of emotional development in shaping individual experiences, enriching both fields with a deeper understanding of the human psyche.

Keywords: Emotional, Shakespeare's play, Seven Ages of Man