

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

In this review, I discuss some theories that support the analysis. One great point is that this discussion will be essential to facilitate me in making the analysis in the next chapter.

I use psychological approach by applying some related defense mechanisms theory: compensation, fantasy, displacement and the description of anxiety, depression, and authoritarian parenting style to answer the statement of the problem. For this analysis, the application of those theories helps me make a deep and logical analysis and finally makes me achieve the purpose of the study.

#### 2.1. Anxiety

Anxiety is an emotion, and overwhelming sense of apprehension and fear often marked by physiological signs such as sweating, tension, and increased pulse by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it (Merriam-Webster, 2001, Vol. 10). I include this theory because anxiety is also the cause of depression. Anxiety is an aversive inner state that people seek to avoid or escape. People come to feel anxious when they think about the danger, threat, problem or embarrassment. Anxiety may be focused on an object, situation, or an activity that is avoided (Morris & Kratochwill, 1985). Anxiety is identified into three types. First, *reality anxiety* is the most basic form of anxiety and is typically based on fears of real and possible events, such as being bitten by dog or falling from a ladder. The most common way of reducing tension from reality anxiety is taking oneself away from the situation, running away from the dog or simply refusing to go up the ladder. Second, *neurotic anxiety* is a form of anxiety that arises from an unconscious fear that the libidinal impulses of the id will take control at an in opportune time. This type of anxiety is driven by a fear of punishment that will result from expressing the id's desires without proper sublimation. The third is called *moral anxiety*. This form of anxiety comes from a fear of

violating values and moral codes, and appears as feeling of guilt and shame

(<http://www.rpi.edu/~verwyc/defmech.htm>).

Generally there are some symptoms associated with anxiety. Those symptoms are *psychological, behavioral, and cognitive symptom*. *Psychological symptoms* are like perspiration or profuse sweating, flushed face, trembling, enuresis, and tics or twitches (Barrios & Hartmann, 1994). *Behavioral symptoms* including trembling hands, shaky speech, crying, nail biting, and thumb sucking. While anxiety involving a person's mental experience is called the *cognitive symptoms* (Kendall, 1985). For example, an anxious person who thinks, "What will happen to me now?" and this thought remains excessive, unreasonable, and inaccurate.

The main character's fear of being rejected by her parent is categorized as reality anxiety. Catherine's inability to fulfill her parent's expectation brings humiliation and recrimination. She feels agitated that she thinks she has to avoid that kind of situation. Spending time with her grandfather, Klause, and Bette is her ways to escape from the unfavorable condition she feels at home.

## **2.2. Depression**

Depression is a psychoneurotic or psychotic disorder marked especially by sadness, inactivity, difficulty in thinking and concentration, a significant increase or decrease in appetite and time spent sleeping, feelings of dejection and hopelessness, and sometimes suicidal tendencies (Merriam-Webster, 2001, Vol. 10). It is characterized by a lowering of vitality or functional activity. Depression is ordinarily a reaction to a sense of loss. For example, depression may be a common response to a real tragedy, such as the death of the loved one (Kendall, 1992). Depression involves the body, mood and thoughts that people will take a little pleasure in life. They tend to be slow and inactive. Therefore, someone who is depressing will affect his or her activities such as sleeping, eating, and thinking. Some people possibly experience sleep abnormalities, for example insomnia, early-morning awakening, or oversleeping (Carroll, 1990). Most depressed people wake up too early and cannot go back to sleep. That is why the symptoms of depression basically can be seen clearly for it is associated with behavior because of losing their concern to do any activities. They have difficulty to concentrate, remember, and even

make decisions. Besides, people who have low-esteem, who consistently view themselves and the world with pessimism, are prone to depression.

Based on the causes of depression, it is divided into two forms, reactive depression and endogenous depression (Grigg, 1993). Reactive depression is caused by unpleasant events such as the death of the beloved ones. The person then will fail to respond to external event and lose interest in eating and doing any activities. While endogenous depression is caused by biological influence and cannot be traced to any single traumatic event. It usually occurs in women near menopause. Another study explains that it is also caused by genetic factors. For example, when one identical twin is afflicted by depression, there is a 67 percent chance that second twin also has depression (Zimbardo & Gerrig, 1986).

This description is used to show Catherine's feeling when the people she loves, Klaus and her grandfather die. She feels really in the deep sadness that she loses her interest to do anything because there will be nobody for her to find tranquility.

### **2.3. Defense Mechanisms**

Defense mechanisms are created to help explain individual response to deal with inner hurt, pain, anger, anxiety, sadness and self-devaluation. When anxiety occurs, the mind first responds by an increase in problem-solving thinking, seeking rational ways of escaping the situation. If this is under the pressure of excessive anxiety, the ego is sometimes forced to take extreme measures to relieve the pressure. These measures are called defense mechanism. In Freud's-language, these are tactics which the Ego develops to help deal with the ID and the Super Ego

([http://changingminds.org/explanations/behaviors/coping/defense\\_mechanisms.htm](http://changingminds.org/explanations/behaviors/coping/defense_mechanisms.htm)).

Ego defenses are normal, meaning that everybody uses them. It is not necessarily unhealthy. In fact, the lack of these defenses, or the inability to use them effectively can often lead to problems in life ([http://allpsych.com/psychology\\_101/defenses.html](http://allpsych.com/psychology_101/defenses.html)). The well-established defenses can prevent or protect an individual from anxiety or other unpleasant experiences. However, an individual sometimes employs the defenses at the wrong time or overuse them, which can be equally destructive. Defense mechanisms are unconscious, meaning that we are not consciously aware of their operation. They are also

individualized, meaning that different people use different sets of them. In this analysis, I will only stress on some defense mechanisms, which are compensation, fantasy, and displacement. Through those three theories, the main character's way to solve her psychological problems can be analyzed in details.

### **2.3.1. Compensation**

Where a person has a weakness in one area, they may compensate by accentuating or building up strengths in another area. Thus when they are faced with their weakness, they can say 'ah, but I am good at...', and hence feel reasonably good about the situation. In sum, compensation lets us avoid the discomfort of feeling inferior by counterbalancing this with a feeling of superiority in an area which is close enough to the uncomfortable situation such that where it appears, the compensation automatically is accessed. It is to excel in one area to cover their inferiority in another. "I know that I am not too great at math, but I do really good in art class."

### **2.3.2. Displacement**

Displacement is the shifting of actions from a desired target to a substitute target when there are some reasons why the first target is not permitted or not available. It occurs when the Id wants to do something of which the Super Ego does not permit. The Ego thus finds some other ways of releasing the psychic energy of the Id. Thus there is a transfer of energy from a repressed object-cathexis to a more acceptable object.

Displacement may involve retaining the action and simply shifting the target of that action. Where this is not feasible, the action itself may also change. Where possible the second target will resemble the original target in some way.

Displaced actions tend to be related into areas or subjects. If I want to shout at a person but feel that I cannot, then shouting at somebody else is preferred to going to play the piano, although this may still be used if there is no other way I can release my anger. Another example, a woman, rejected by her boyfriend, goes out with another man 'on the rebound'. Displacements are often quite satisfactory and workable mechanisms for releasing energy more safely.

### **2.3.3. Fantasy**

When we cannot achieve or do something that we want, we channel the energy created by the desire into fantastic imaginings. Fantasy also provides temporary relief from the general stresses of everyday living.

Fantasy can range from harmless imaginings to delusional obsessions, where a person loses track of reality as they switch for long periods into their fantasy world. For most of us, however, it is a welcome and temporary relief and adds harmless spice to our everyday worlds. For example, a man who is attracted to a beautiful woman but who realizes that she is unattainable fantasizes about seducing her (or being seduced by her).

Fantasy is a more mature of primitive withdrawal. It is the power or process of creating unrealistic or improbable mental image in response to psychological need. Fantasy can be unconsciously motivated as a means to break with reality. Daydreaming is the most common and healthy manifestation of fantasy. The benefit of fantasy is when it occurs during times of anxiety and stress.

Those mechanisms above help me analyze the main character's ways to overcome her problems dealing with anxiety caused by the family interaction.

### **2.4. Authoritarian Parenting Style and Its Effects**

Authoritarian parents are highly demanding and directive, but not responsive. "They are obedience-and status-oriented, and expect their orders to be obeyed without explanation"(Baumrind, 1991, p. 62). This parenting style is often evaluated in conflicting terms, with some aspects positive and others negative. Parents who are classified as authoritarian are high in demandingness but low in warmth and responsiveness. These parents do not engage in interactions that demand maturity and engage in little debate with their children (Darling & Steinberg, 1993). Meeting the expectations of parents who engage in authoritarian parenting is often a struggle for children and adolescents as they often respond to achievement with additional expectations as opposed to praise and support. Parents place a high value on obedience and conformity. Authoritarian parents are like unquestioned bosses who are highly demanding, controlling emotionally aloof of superior. They are demanding impossible

standards from a child always urging child to do better. They also over-control their children with orders, reminders, critics and warnings. The parents labeled as authoritarian do not permit their children to present their viewpoints regarding their own behavior or to participate in regulating their own behavior. They tend to favor more punitive, absolute, and forceful disciplinary measures. Verbal give-and-take is not common in authoritarian households, because the underlying belief of authoritarian parents is that the child should accept without question the rules and standards established by the parents.

In addition, Psychological control "refers to control attempts that intrude into the psychological and emotional development of the child" (Barber, 1996, p. 3269) through the use of parenting practices such as guilt induction, withdrawal of love, or shaming. Authoritarian tend to be high in psychological control because it is close to suggestions, non-negotiable strictness.

In terms of the social learning theory as discussed by Bandura, parents "transmit skills, attitudes, values, and emotional proclivities" through modeling (Evans, 1989, p. 5). This transmission can lead to the formation of the characteristics in children. Parenting style has been found to predict child's well being in the domains of social competence, academic performance, psychosocial development, and problem behavior. Research based on parent interviews, child reports, and parent observations consistently finds: Parenting in authoritarian style can lead to the formation of poor psychosocial skills (Radziszewska, Richardson, Dent, & Flay, 1996). A child learns to model relationships after the primary relationship in his or her life, most often the parent-child relationship. If a parent child-relationship is distant, it may not only lead to inept formation of future relationships and an inability to form close ties, but it may lead the child to look to others for guidance. Children feel rejected if they cannot fulfill their parent's expectations. They find substitute parents or crumbs of affection outside the home they must face life uncertainties and hurts without help from others, and they must reach for what life might offer without anyone guiding or encouraging them. For example, the situation in which a child is left with a sense of incompleteness. Perhaps the desire for getting closer to parents is never fulfilled, or that admiration that child is hoping to have for their parents never comes. Children will feel emotionally empty that they may be caught up in an emotional problem where they are looking for a replacement for their mother and father.

They want to be taken care of and nurtured that they want someone to spoil them. Therefore, they unconsciously seek out someone to admire or someone to be close to (Arthur T. Jersild, Judith S. Brook, David W Brook, 1978). Most of the studies dealing with the effect of being rejected on the fortunes or misfortunes of adolescents have been made, for example, adolescents who are emotionally disturbed, or delinquent, or who are failing at school, discover conditions in their upbringing like derision and humiliation that might account for their misfortune. Emotionally rejecting, unspoken attitudes are much harder to evaluate than actual physical abuse or neglect.

Moreover, parental demand is associated with instrumental competence and behavioral control (i. e., academic performance and deviance). These findings indicate: children and adolescents from authoritarian families (high in demandingness, but low in responsiveness) tend to perform moderately well in school and be uninvolved in problem behavior, but they have poorer social skills, lower self-esteem, and higher levels of depression (<http://www.vtaide.com/png/ERIC/Parenting-Styles.htm>). Children's behavioral outcomes of authoritarian parenting vary as a function of parenting style. Those who are raised in authoritarian homes are more dependent, more passive, egoistic, less socially adept, less self-assured, and less self-intellectually curious. Generally, children from this setting have fewer social skills due to the lack of discussion in setting boundaries. In addition, this lack of dialogue can contribute to the passive attitude frequently observed in children raised in authoritarian households (Daring & Steinberg, 1993). Children in this setting are accustomed to doing as told without questioning authority. The obedient behavior demanded by this style of parenting can also result in lower self-esteem and less of a need for the child to engage in intellectual activities. Finally, behavioral problems can stem from the oppression experienced by the child.

Authoritarian parents use power assertive techniques of control, an attempt to mold the behavior of the offspring to conform to a fixed standard of conduct (Baumrind, 1968). Authoritarian parents always try to be in control and exert their control on the children. These parents set strict rules to try to keep order, and they usually do this without much expression of warmth and affection. They attempt to set strict standards of conduct and are usually very critical of children for not meeting those standards. They

tell children what to do, they try to make them obey and they usually do not provide children with choices or options.

Authoritarian parenting may also result in child's rebellion toward their parents. A study of Swedish adolescents reports that rational authority that concern for the welfare of the child is accepted by adolescents, whereas inhibiting authority that is based on the need to exploit is rejected by the adolescents (Pikas, 1961). If a child cannot communicate, he/she will not learn either. Children will feel withdrawn and lonely as if they do not belong to or would be accepted. They do not enjoy being with their parents, and have difficulty in viewing things from the parents' point of view. Another study has found that excessive parental use of power-assertive command is often associated with aggression in delinquent males (Bandura and Walters, 1995; Hetherington, 1971) as well as in delinquent females (Hetherington, 1971). It is also stated that aggression by the adolescent toward the parent may result in further aggression by the parent (Martin, 1975).

This description helps me see clearly the parenting style that is adopted by Catherine's parent that finally lead to her anxiety. This description will also emphasize the reasons why Catherine loves Klause deeply. Klause is her place to seek comfort to fulfill her emotional need of affection.