RHODES UNIVERSITY
Grahamstown • 6140 • South Africa

MICHAEL JACKSON: A PSYCHOBIOGRAPHY

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by

Jeremy John Ruiters
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DECLARATION

I declare that **MICHAEL JACKSON: A PSYCHOBIOGRAPHY** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references and that this work has not been submitted before any other degree at any other institution.

Signed: …………………..   Date: ………………………

Jeremy Ruiters (G12R4177)

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ABSTRACT

In a psychobiography a psychological theory is used as a framework to uncover the story of an individual. The psychobiographical approach to research tends to be underutilised. The result of this is that an important area for the application of psychobiographical theory and the study of completed lives is neglected. The value of psychobiographical studies has been advocated by many scholars in the field of psychobiographical research for the development and testing of theories relating to human development. The subject under investigation in this psychobiography is Michael Jackson. Although much has been written about Jackson, not much of the existing literature adopts a psychological focus. The sampling procedure was purposive, as the subject was deliberately selected. The aim of this research was to explore and describe the life of Jackson through the use of the psychobiographical case method. Life history material in the form of biographies, newspaper articles, documentaries and interviews aided in creating a biographical sketch of Jackson's life. The progression of Jackson's personality development was analysed using Erikson's psychosocial development theory. The data collection and analysis were conducted according to Yin's analytical generalisation which consists of two main strategies: (1) using a theoretical framework as a guide to determine what data are relevant, and (2) developing a matrix as a descriptive framework for organising and integrating the data. Furthermore, the process of data analysis was aided by the use of guidelines prepared by Alexander with Erikson's psychosocial development as the theoretical framework. This research undertaking can be recognised as a positive demonstration of the value of Erikson's psychosocial developmental theory in understanding the process of Michael Jackson's personality development. Recommendations regarding future research that utilises the psychobiographical research design and methodology have been made.

Key words: Michael Jackson, Psychobiography, Psychosocial development theory.

CHAPTER 1

INTRODUCTION

1.1 Chapter Preview

In this introductory chapter, a general orientation to the research is presented. The research problem is stated and the aim of the study is explained. The chapter concludes with an overview of the chapters that encompass this study.

1.2 General Orientation to the Research Study

In this study the researcher attempts to explore and describe the personality development of Michael Jackson over his entire lifespan. Michael Jackson's life journey has been conceptualised and interpreted within the framework of psychological development across the lifespan. Erik Erikson's (1968) psychosocial development theory was utilised in this study in order to achieve the research aim.

The research undertaken is classified as a psychobiographical case study. Psychobiographies utilise psychological theory as a framework to uncover the story of an individual's life (McAdams, 1994). The current study involves the systematic use of aspects of a selected psychological theory to explore, describe and interpret the life of Michael Jackson into a coherent and illuminating narrative that represents his psychological movement through life.

The life history data collected for this study were of a qualitative nature. The material used was primarily in the form of books as well as articles published in journals and newspapers. Both primary sources (documents produced by the subject) and secondary sources (documents produced by others on the subject) were included.

1.3 Problem Statement

Although the value of the study of individual lives has been recognised and advocated by many scholars (Carlson, 1988; Fiske, 1988; McAdams, 2006; Runyan, 1984; Yin, 2009) psychobiography is often neglected as an approach to research. As a result of this underutilisation of the psychobiographical approach, an important approach to research has been neglected where psychological theories could be implemented. This also results in a failure to use a proven effective approach to the study of individual lives.

Roberts (2002) described psychobiographical research as an exciting, stimulating and fast-moving field which seeks to understand the changing experiences and outlook of individuals in their daily lives, what they see as important, and how to provide interpretations of the accounts they give of their past, present and future. Therefore, the appeal in the use of psychobiographical research is that it is able to explore, in diverse methodological and interpretive ways, how the individual accounts of life experience can be understood within contemporary cultural and structural settings (McAdams, 2006). Furthermore, it facilitates that task of understanding major social shifts by including descriptions of how new experiences are interpreted by individuals within families, small groups and institutions (Roberts, 2002).

Michael Jackson is recognised as the most successful entertainer of all time by the Guinness World Records (Sullivan, 2012). The greater part of Jackson's life was spent in the public eye. There is a lot of information documented regarding Jackson's life; however none of the literature regarding his life was from a psychological viewpoint. The researcher is of the opinion that a clearer understanding of Jackson's personality development in the context of his socio-historical time may be obtained through reinterpretation, by exploring his personality development through the framework of psychological theory. Therefore, an attempt was made to conceptualise Jackson's personality development according to Erikson's (1968) theory. This formed the theoretical setting in which Jackson's personality development was explored. This study explored his personality development over his entire life, focussing on Erikson's eight stages of psychosocial personality development theory.

Elms (1994) stated that psychobiography is not merely a way of doing biography, but can rather be seen as a way of doing psychology. He stated that psychologists have much to learn from

repeatedly looking at one whole human being or one life at a time. The field of psychology has been confronted by numerous dialogues in the past three decades, one of which pertains that there were a limited number of institutionalised programmes and research studies conducted at academic institutions (McAdams, 1994; Roberts, 2002). Elms (1994) challenged psychologists not to neglect their responsibility regarding their contributions made to psychobiography and to maintain quality and standard of work produced under the term psychobiography. This served as an important factor in the researcher's decision to follow a psychobiographical approach. Further motivating factors for adopting this approach include the following:

1. Elms (1994) stated that no psychobiography is without an autobiography. Therefore the process of studying the life story of another individual provides the psychologist with the opportunity to conduct extensive self-exploration.
2. The study of finished lives enables the psychologist to trace human development in ways beyond longitudinal research (Carlson, 1988).
3. This approach enables the researcher to achieve a high degree of consensual validation that is beyond the possibilities of clinical case studies (Carlson, 1988).
4. Carlson (1988) stated that judicious choice of life history materials allows for the detailed consideration of a variety of socio-historical contexts.

Howe (1997) stated that when psychobiographical studies are conducted, one of the rationales behind selecting a particular subject for study is based on the subject's significance of interest. The findings yielded from the study of the subject should enable some feature of a theory to be confirmed or refuted (McLeod, 1994). The subject under study should have qualities of an exemplary or extraordinary figure. The psychological study of extraordinariness provides the researcher with a scientific approach to understanding why and how particular children develop into unusually competent or creative men and women (Howe, 1997).

Michael Jackson is worthy of a psychobiographical study as he was one of the most influential entertainers in the history of the music industry. His contribution to the music industry surpasses most individuals. His ability to come from a humble background to become one of the most recognised names in modern pop culture highlights his extraordinariness.

The research problem of this study is related primarily to three research needs. Firstly, there is a need to conduct more academically institutionalised psychobiographical research. Secondly, exploring and describing the life story of one of the most influential figures in the music industry will add to the understanding of personality development in a specific context. Thirdly, there is a need for creating opportunity for more research between psychology and biography. It was stated earlier that psychologists stand to gain from studying the life history of individuals. At the same time biography can benefit from the scientific approach offered by psychological theories of human development. The value of researching the life of Michael Jackson from a psychological perspective is an example of this. Such a study not only sheds light on the personality development of Jackson, an incomplete aspect of previous research done on his life, but also provides the opportunity to informally test the content of the psychological theory being applied to the study.

1.4 Primary Aim of this Study

The primary aim of this study was to explore and describe the personality development of Michael Jackson, detailing his life, in terms of Erikson's (1968) psychosocial development theory. The objective was to explore and describe Jackson's personality development through his life course with emphasis on the eight stages of development presented in Erikson's theory, thus providing a better understanding of him as an individual and his personality development over time.

It was not the aim of this study to generalise findings to a larger population. Rather this study aimed to generalise the findings of the research to Erikson's theory, which according to Yin (2009) refers to the construct known as analytical generalisation. Roberts (2002) postulated that conceptual insights can be gained with regard to a psychological theory during the collection, interpretation and the presentation of psychobiographical research. Therefore this study aimed to gain new conceptual insights with regard to Erikson's psychosocial development theory.

1.5 Overview of the Structure of this Study

This study consists of five chapters. The first chapter serves as an introduction to the study, providing a general orientation to the study, as well as highlighting the problem statement and the primary aim of the research. Chapter 2 provides the literature review. It provides a brief overview of the psychobiographical approach, an overview of the theoretical approach used in this study and lastly an overview of the lifespan of Michael Jackson. Chapter 3 discusses the methodology used for this study. It provides an overview of the research objectives, research design, participant and sampling method, the data collection procedure, the data extraction and analysis procedure, validity and reliability considerations and lastly it provides an overview of the ethical considerations for this particular study. Chapter 4 provides the findings on Michael Jackson's life as well as the theoretical findings of Erikson's psychosocial development theory. Chapter 4 also presents a discussion of the findings of this study. Chapter 5 concludes the study by highlighting the limitations, and value of this study as well as recommendations for future research. Chapter 5 also provides a conclusion for this study.

CHAPTER 2

LITERATURE REVIEW

2.1 Chapter Preview

This chapter comprises three sections. Section one describes the psychobiographical approach, while section two provides an overview of the theoretical approach used in this study, namely Erik Erikson's (1968) psychosocial developmental theory. The third section presents a brief description of Michael Jackson's life history.

2.2 The Psychobiographical Approach

According to Fouché and van Niekerk (2010), psychobiographies are "the study of historically significant and extraordinary individuals over their entire lifespans with the aim to uncover and reconstruct their lives psychologically" (p. 2). Runyan (1988a) described psychobiography as an approach that allows for an in-depth understanding of individual life, focussed on bringing together evidence, theory and interpretation. In order to further understand this concept, this section will define and describe various terms related to psychobiography, provide an overview of the development of psychobiography and finally highlight the value of psychobiographical research.

2.2.1 Psychobiography: Definitions, Descriptions and Related Concepts

Over the years researchers have provided different definitions of what a psychobiography is. Although these definitions vary, the central elements encapsulating its essence are common to most, as illustrated in the following:

1. A psychobiography is the application of psychological concepts, developed in the twentieth century, to subjects who lived in earlier decades (Anderson, 1981a).

2. A psychobiography can be explained as the efficient use of psychological theory to convert the subject's life into a coherent and illuminating story (McAdams, 1988).

3. A psychobiography is a study of an entire life, from birth to death, with the aim of exploring or formulating the central story of the entire life structured according to psychological theory (McAdams, 2006).

4. A psychobiography is a way of doing psychological research in which biographical data is used to explore the growth of original thinking, creativity and productivity in extraordinary individuals (Howe, 1997).

It is possible that the term psychobiography may be more clearly understood if the concept is compared with other closely related and possibly confusing terms. Brief descriptions of these concepts are provided to highlight the differences of these concepts.

Autobiography – Bromley (1986) explained autobiography as the documentation of an individual life or part of it as authored by the individual. The author of the autobiography may refer to objective records and facts but it tends to be subjective and biased as it is written from a subjective perspective. Psychobiographies are written by an outside researcher which allows for more of an objective approach. Psychobiographies also include a psychological approach which autobiographies do not.

Life histories and Life stories – Life histories are a collection of autobiographies from a sample of individuals sharing ethnic lineage, social problems, occupations, or choice of lifestyle (Fouché & van Niekerk, 2005a). In life history research, investigators seek to understand similarities amongst individuals as opposed to the uniqueness of a single life (Rosenwald, 1988) which is the focus of a psychobiography. Life stories are written or oral accounts of lives or segments of lives are written by individuals (Atkinson, 1998; Cole & Knowles, 2001; Runyan, 1984). The essential feature of life stories are their subjectivity (Fouché & van Niekerk, 2005b).

Historical psychology, Psychohistory and Historiography – Historical psychology can be described as the history of psychological phenomena and the history of thought about psychological development and the life course (Runyan, 1988a). Psychohistory makes use of formal psychological theory in an effort to further interpret political, social and cultural events. It can therefore be seen as primarily a historical exercise (Berg, 1995; Loewenberg, 1983). Historiography refers to historical research that makes use of government documents, public records, confidential reports, newspaper editorials, photographs, films and artefacts in an effort

to collect information from the past and reconstruct a meaningful and suitable historical explanation for past events (Berg, 1995). Psychobiographies focus on individuals' development through the course of their lives specifically on their socio-historical and socio-environmental influences and not on the socio-historical changes on the whole (Elms, 1994).

Case studies – Psychological case studies deal primarily with the documentation of specific events or emotional episodes within a certain period in a person's life, using the evidence that is available to scientifically reconstruct and interpret it (Louw & Edwards, 1993). A psychological case study is one of the oldest methods of research and forms the backbone of research in the development of new approaches to therapy (Louw & Edwards, 1993). The single case research and the psychobiographical research approach investigate in-depth phenomena and aim to provide an illuminating description thereof. They enable theory building through the development and refinement of concepts and can be used for theory testing by confirming or disconfirming theory (Edwards, 1990). Psychobiographies are essentially a form of case studies; however psychobiographies focus on individuals' development throughout their lives from birth to death and not just at a given point in their lives (Edwards, 1990).

2.2.2 The Development of Psychobiography

Before the twentieth century, literary biographers rarely implemented psychological concepts to interpret the lives of their subjects (McAdams, 2006). The first psychobiography is considered to be Freud's study of *Leonardo da Vinci* written in 1910 (McAdams, 2006). In the case of Leonardo, Freud's theory of choice undoubtedly was psychoanalysis. The rising tide of psychoanalytic biographies during the 1910s and 1920s led to a number of criticisms on the method (Fouché & van Niekerk, 2005a). Despite these criticisms the production of psychobiographies continued.

The 1940s were a relatively slow period for psychological biography, with exceptions in this period being Guttmacher's 1941 study of *George III* and Langor's *The Mind of Adolf Hitler*, written in 1943, but published only in 1972 (Runyan, 1988a). Although the interest in study of individual life histories declined in the period from World War II until the mid-sixties, work on the study of life histories did not totally cease and a number of significant works by Erikson (1958) and White (1952) were produced (cited in Runyan, 1984). According to McAdams

(1988) Freud's Leonardo is seen as the first psychobiography, but Erikson's analysis of Martin Luther (1958) and Mahatma Ghandi (1961) can be viewed as leading examples of psychobiography's maturation (cited in McAdams, 1988).

Since the mid-1960s, an enormous amount of work related to the study of lives has been produced. In the social sciences much of it is associated with aggregate studies of the life course (Runyan, 1984). Roberts (2002) attributed this increased interest in this research method to a variety of factors: (a) a growing interest in the life course; (b) a developing disillusionment with static approaches to data collection; (c) an increased concern with lived experience and how best to describe it; and (d) an increase in the popularity of qualitative research in general.

Runyan (1988a) reported an increase in psychobiographical publications, particularly after the 1970s. This has been accompanied by a growing institutionalisation of the field, as indicated by the development of professional organisations, conferences, speciality journals and dissertations. During the past few decades a number of American academic institutions were identified as having institutionalised biographical studies of lives for example, the University of California; Northwestern University; the University of California, Berkeley; Rutgers State University and Duke University are among these institutions (Schultz, 2005).

Although South African psychologists have often born criticism for neglecting their role in the field of psychology by failing to study the lives of outstanding South African figures, much has been done in the past two decades (Fouché & van Niekerk, 2010). Examples of psychobiographies completed by South African students on South African figures include: Jan Smuts (Fouché, 1999); Helen Martins (Bareira, 2001); Bantu Stephen Biko (Kotton, 2003); Balthazar Johannes Vorster (Vorster, 2003); Wessel Johannes 'Hansie' Cronje (Warmenhoven, 2006); Bruce Fordyce (Morrison, 2004) ; Issie Smuts (Smuts, 2009); Alan Paton (Greeff, 2010) (all cited in Fouché & van Niekerk, 2010).

There is increasing acknowledgement of the value that psychobiographies bring to the field of psychology (Schultz, 2005). The number of psychobiographies undertaken internationally and at South African universities has increased, with the South African academic community recognising its effectiveness as a tool for theoretical development of South African psychology (Fouché & van Niekerk, 2010).

2.2.3 The Value and Benefits of a Psychobiographical Study

Life history research and psychobiographical case studies add depth and value to the field of research in general (Runyan, 1984). The value of life history research and psychobiographical studies can be illustrated by examining the psychobiographical case study's focus on: (a) the uniqueness of the individual case within the whole; (b) the social, historical and cultural context; (c) the process and pattern over time; (d) the subjective reality and theory testing and development (Elms, 1994, Runyan, 1984).

2.2.3.1 The Uniqueness of the Individual Case within the Whole

Psychobiography tends to be morphogenic in nature, emphasising the individuality of the whole person, rather than individuality found in a single element only (Runyan, 1984). This approach to research provides a unique and holistic description of the individual being investigated, which is considered to be one of the strengths of life history research (Carlson, 1988; Elms 1994).

2.2.3.2 Socio-historical Context

Various theorists and researchers reaching back into human history have explained how telling stories of individuals' lives or communities, creates those lives consistent with cultural, social and historical contexts (McAdams, 1994, 2006; Spence, 1982). By looking at individuals holistically, as in the case of psychobiographical research, attention is given to a larger contextualised background within which the individuals existed (Runyan, 1982). Emphasis is placed on the subject's socio-historical and cultural experiences, process of socialisation and family history (Roberts, 2002). This facilitates a greater understanding of individuals' development as numerous influences are taken into account and the possibility of their impact can be considered.

2.2.3.3 Process and Pattern over Time

Psychobiographies focus predominantly on finished lives. Carlson (1988) noted that this enables the researcher to trace patterns of human development over a continuum of time, from birth up to death. According to Fiske (1988) it becomes possible to form a more comprehensive understanding of personality in action. This helps the researcher to record different dimensions and processes in personality functioning at a point in time and a specific situation providing

insight into the person (Fouché & van Niekerk, 2005b). This helps to clarify the previously meaningless or incomprehensible information and helps to highlight previously unseen connections (Runyan, 1984).

2.2.3.4 Subjective reality

Mouton (1988) noted that life history research provides the researcher with an enlightening description and understanding of the thoughts, feelings and inner experiences of the subject. Through the researcher's in-depth exposure to the subjective reality of the chosen subject, the researcher develops a certain level of sympathy and empathy for the subject of the study (Runyan, 1984). It is the appreciation and understanding of this subjective reality that facilitates empathy and sympathy to provide a clear picture of the individual's life story (Runyan1984).

2.2.3.5 Theory testing and development

According to Yin (2009) the psychological theory used in a psychobiography serves as a template against which the researcher can compare and analyse the data collected. This aids in the conceptualisation and operationalising of case data within the framework of theoretical constructs and allows generalising from the case study to the theory (Yin, 2009). Roberts (2002) states that no conceptual insight can be gained, or existing theory illustrated during collection, interpretation and the presentation of research. Therefore life history material provides an ideal laboratory for testing and developing various theories of human development (Carlson, 1988).

2.2.4 Criticisms of Psychobiography

In the past the construction of psychobiographical case studies has been the recipient of much criticism. Although it is believed that psychobiographical research has advantages pertinent to its methodology, certain difficulties related to the effective execution of psychobiographical studies have also been identified (Anderson, 1981a). Critics (Anderson, 1981a; Runyan, 1984, 1988b) argue that psychobiographies: (a) are often based on retrospective and introspective data of uncertain validity; (b) are only the first step in the scientific method in that it is useful for generating hypotheses and not for testing them; (c) are low in external validity, as it is unsafe to generalise from a study of the individual case; and (d) are low in internal validity as alternative casual explanations can usually be found for observed patterns of events.

Adherents of psychobiographical studies argue that they have considerable theoretical and practical importance (Carlsmith, Ellisworth & Aronson, 1976; Runyan, 1984;). Therefore, it is evident that a tension exists in the social sciences between conflicting beliefs about the value of the study of individual life histories, and about the nature and seriousness of the methodological and conceptual difficulties believed to be associated with the enterprise (Elms, 1994; Runyan, 1982). Elms (1994) stated that psychobiography can be improved, and psychologists can do much to improve it. By being aware of the methodological shortcomings, before undertaking the study, one is in a better position to overcome these problems (Elms, 1994). Criticisms such as researcher bias, reductionism, cross-cultural differences, analysing an absent subject, validity and reliability, elitism and the easy genre and inflated expectations were considered during the undertaking of this study. These criticisms and how they were dealt with during this study are discussed further in chapter 5.

This section provided an overview of the psychobiographical approach to research. Its focus was on the different definitions, descriptions and related concepts, the development of the psychobiographical approach, the value of psychobiographical research and, lastly, criticisms that psychobiographical research is faced with. The following section will provide an overview of Erik Erikson's psychosocial development theory.

2.3 Overview of the Theoretical Approach

Erik Erikson is well known for his theory on human development, in which he identifies eight stages of development covering the total lifespan (Meyer, Moore & Viljoen, 1994). Although Erikson had been trained in psychoanalysis and influenced by Sigmund Freud (Roazen, 1976), his developmental theory differs from Freud's in important respects. One example of this difference is that Erikson contends that the development of personality continues throughout life and that the person can at each stage spontaneously rectify whatever problems may have arisen in the course of development (Meyer, Moore & Viljoen, 1994). Unlike Freud and most of the traditional psychoanalytic psychologists, Erikson's approach is generally more optimistic about the human condition (McAdams, 1994).

According to Erikson the ego is that aspect of personality that makes possible co-ordinated and planned functioning:

the domain of an inner 'agency' safeguarding our coherent existence by screening and synthesising, in series of moments, all the impressions, emotions, memories, and impulses which try to enter our thought and demand action, and which would tear us apart if unsorted and unmanaged by a slowly growing reliably watchful screening system. (Erikson, 1968, p. 218)

Erikson suggested that the ego develops throughout life, governed by a genetically determined ground plan (the epigenetic principle) which causes certain characteristics of the ego to emerge in a predetermined sequence (Meyer, Moore & Viljoen, 1994). The demands and opportunities of the social environment play a determining part in the way the ego develops. The social and environmental elements to which individuals are exposed influence the ways in which genetically predetermined stages of development are realised (Schultz & Schultz, 2009). Therefore personality development is affected by both biological and social factors, or by both personal and situational variables (Schultz & Schultz, 2009).

Erikson proposed that individuals experience a conflict during each stage and that the way these conflicts are resolved significantly impacts on psychosocial personality development (Fitzpatrick, 1976). The potential for these conflicts exists at birth as innate predispositions; these become prominent at different stages when the environment demands certain adaptations (Schultz & Schultz, 2009). The conflict experienced by the individual, through the continuous interaction between individual and environment is referred to as a *crisis* (Meyer, Moore & Viljoen, 1994). The crisis involves a shift in perspective, requiring the individual to refocus instinctual energy in accordance with the needs of each stage of the life cycle (Schultz & Schultz, 2009). Therefore, the ego presented in Erikson's theory is not only an executive agent trying to mediate between the id and superego, as in Freud's theory, but also an agent that chooses among different developmental possibilities and tries to find solutions for developmental crises (Meyer, Moore & Viljoen 1994).

2.3.1 The Eight Stages of Psychosocial Personality Development

According to Erikson (1978) every person must pass through a series of eight interrelated stages over the entire life cycle. Each developmental stage is characterised by what Erikson calls a developmental crisis arising from the interaction between genetic development and social influences (Meyer, Moore & Viljoen 1994). The needs, possibilities, expectations and opportunities which emerge in each stage invariably demand a choice between two opposing developmental possibilities (Meyer, Moore & Viljoen 1994). Individuals may respond either in a maladaptive (negative) way or in an adaptive (positive) way to the crisis (Schultz & Schultz, 2009).

Erikson (1968) states that only when an individual has resolved each conflict can the personality continue its normal developmental sequence and acquire the strength to confront the next stage's crises. If the conflict at any stage remains unresolved, the individual is less likely to be able to adapt to later problems; however a successful outcome is possible, but it will be more difficult to achieve (Schultz & Schultz, 2009).

The developmental possibilities should not be seen as mutually exclusive opposites, but rather as complementary opposites (Meyer, Moore & Viljoen 1994). Erikson believed that the ego must incorporate maladaptive as well as adaptive ways of coping (Schultz & Schultz, 2009). The ideal solution to each developmental crisis is therefore found in a healthy balance between the two extreme possibilities (Meyer, Moore & Viljoen 1994).

2.3.1.1 Trust versus Mistrust (Birth to about 18 months)

In the first stage the establishment of enduring patterns for the solution of the nuclear conflict of basic trust versus mistrust is explored. This is the first task of the ego (Erikson, 1964). Infants are torn between trusting and not trusting their parents (Morris, 1996). The extent to which infants learn to trust their environment depends mainly on the quality of the mother-child relationship (Meyer, Moore & Viljoen, 2003). If basic needs are not met an attitude of mistrust toward the world, especially interpersonal relationships, is developed (Schultz & Schultz, 2009).

2.3.1.2 Autonomy versus Shame and Doubt (18 months to about three years)

Children's growing physical development during the first three years of life allows them increasing autonomy and greater control within their environment (Morris, 1996). During this stage the balance between loving, goodwill and hateful self-instances is of utmost importance (Kaplan, Sadock & Sadock, 2003). This refers to the growing ability to control oneself, to hold on and let go with desertion, to stand on one's own feet (Erikson, 1963). The over-protectiveness of parents, which influences their children's development of autonomy or to explore their own capacity to deal with the world, plays an important role. However, it is also equally important not to completely leave children at the hands of their own lack of self-control or judgement (Kaplan, Sadock & Sadock, 2003). This brings to light the opposite of autonomy, namely shame and doubt. Therefore, a balance must be found for children to explore, experiment, and make mistakes (Schultz & Schultz, 2009).

2.3.1.3 Initiative versus Guilt (Three years to about five years)

During this stage of the life cycle, children begin to take initiative in their daily lives, striving to master, divide and conquer their worlds. They experience guilt when their aggressive attempts to make the world their own go wrong, as they often unwittingly threaten to hurt or damage others and their environment (McAdams, 1994). Initiative is the typical example of that pervading quality, which at every stage attends to a new miracle of vigorous unfolding, which constitutes a new hope and a new responsibility (Erikson, 1968). The alternative is a sense of guilt over the goals contemplated and the acts initiated in the individual's enjoyment of new locomotor and mental power, including acts of aggressive manipulation and coercion (Erikson, 1968).

2.3.1.4 Industry versus Inferiority (Six years to about 12 years)

Erikson (1968) points out that, during this stage, children first develop an idea of division of labour and of the associated notions of making things together with other people and of cooperating. Comparisons with skills and knowledge of other children are also frequent at this stage. The attitudes and behaviour of parents and teachers contribute to how the children perceive themselves to be developing and using their skills (Schultz & Schultz, 2009). If children receive negative feedback from parents and teachers, they will develop feelings of

inadequacy or inferiority; if the feedback is positive in nature, then children will develop feelings of competence and industry (Schultz & Schultz, 2009).

2.3.1.5 Identity versus Role Confusion (13 years to about 18 years)

During this stage the individuals will form self-image; the integration of ideas about one's self and ideas about how others perceive us take place during this time (Schultz & Schultz, 2009). In Erikson's view, identity is achieved through the integration of multiple roles into a coherent pattern that provides a sense of inner continuity (Morris, 1996). This is the time for formation of a lasting identity that is more than the sum of childhood identifications (Erikson, 1968). Individuals who fail to achieve a cohesive identity will exhibit a confusion of roles (Schultz & Schultz, 2009).

2.3.1.6 Intimacy versus Isolation (19 years to about 35 years)

The primary development task of the young adult, according to Erikson, is to achieve intimacy with another person (Morris, 1996). During this stage individuals establish independence from parents and begin to function more autonomously as mature adults (Schultz & Schultz, 2009). In Erikson's view, intimacy is not restricted to sexual relationships but is also encompassed by feelings of caring and commitment (Schultz & Schultz, 2009). Erikson (1968) believes that a full sense of intimacy, of love and mutuality, can be achieved only by individuals who have resolved their identity crises presented during the previous developmental stage. The inability to risk such intimacy characterises the alternative pole of this psychosocial crisis, namely a sense of isolation (Erikson, 1968).

2.3.1.7 Generativity versus Stagnation (35 years to about 60 years)

During this stage the individual's primary concern is to guide and establish the future generation (Erikson, 1968). Generativity involves the whole-hearted participation with others for the benefit of children and youth. Where such enrichment fails altogether regression to an obsessive need for pseudo-intimacy takes place, often with a "pervading sense of stagnation, boredom and interpersonal impoverishment" (Erikson, 1968, p. 138).

2.3.1.8 Integrity versus Despair (60 years to death)

This developmental stage is characterised by the individual's ability to look back on life and know that the end is near (Meyer, Moore & Viljoen 1994). It is this finality, according to Erikson (1968) that generates the crisis at this stage. Individuals who have successfully resolved previous crises in the developmental stages and are able to accept themselves and others fully have obtained ego integrity (Erikson, 1968). On the other hand, individuals who have not successfully dealt with previous crises are unable to feel satisfied, when looking back on life, and feel despair (Meyer, Moore & Viljoen 1994).

2.3.2 Critique of Erikson's Theory

Being aware of criticism is a way to gain a better understanding of Erikson and his work. There are four main areas of criticism that can be considered. The first concerns Erikson's idealism, that he avoids negative aspects of life and confuses what is with what he would like or thinks ought to happen (Rosenthal, Gurney, & Moore, 1981; Waterman, 1982). Some critics of Erikson's work point to ambiguous terms and concepts, conclusions drawn in the absence of supporting data, and an overall lack of precision.

The second area concerns the social and political implications of his work. His ideas have been said to support and justify an unjust status quo (Meyer, Moore & Viljoen 1994). Alternatively, his work is seen as part of an undermining of traditional culture and values. According to critics Erikson's personality theory does not apply to people in lower socio economic environments who cannot afford the time during adolescence to explore different roles and develop an ego identity (Schultz & Schultz, 2009).

The third area of criticism is that his work is distorted by the assumptions of his own gender and culture (Meyer, Moore & Viljoen 1994). Erikson drew on his own experiences growing up and that informed a lot of his ideas about personality development; however it was not his only frame of reference. Critics believe that in light of this action Erikson's developmental stages are not applicable to women (Schultz & Schultz, 2009).

The fourth area is Erikson's method and style, namely a lack of rigor in his thinking; vagueness and ambiguity in his style have been criticised (Roazen, 1976). This critique is similar to the

first critique on Erikson's work. The lack of supporting data and Erikson's general approach to personality theory caused his work to be criticised.

There are those who attempt the general outline but question its details, such as the particular characterisation of each stage, the attribution of a particular crisis to a particular stage, the order in which the stages occur and the need for sub-stages and for overlap between stages (Welchman, 2000). Critics of Erikson's theory also question whether the stages must be regarded as sequential and only occurring within the age ranges he suggests (Roazen, 1976). There are questions around whether people only search for identity during adolescent years or if one stage needs to happen before other stages can be completed (McAdams, 2006). Another criticism relates to the incomplete description of the developmental stage of maturity. Critics question whether personality development after the age of fifty-five is as positive as Erikson suggests (Schultz & Schultz, 2009).

There are those who propose different developmental concepts. Jung (1960), for example, focussed attention on adult years. However, in Jung's view the earlier and later years have rather different purposes, whereas each of Erikson's stages is a preparation for the next (Welchman, 2000). There are individuals who challenge the validity of any kind of developmental scheme as an adequate way of making sense of human behaviour. Wrightman (1996) described Erikson as a leading stage theorist and compares this developmental approach to other paradigms of human life. One of these paradigms would be the dialectical approach which Wrightman (1996) described as putting emphasis on contending needs which create a state of constant tension in the individual throughout life. In the dialectical approach no significant issues are ever put to rest. Wrightman (1996) however, did acknowledge a dialectical thread in Erikson's theory in the sense that there is reworking of themes from earlier stages throughout life. Not everyone accepts the need for a developmental scheme such as Erikson's in making sense of their life.

In developing his personality theory, Erikson used data obtained primarily from play therapy, anthropological studies and psychohistorical analysis (Schultz & Schultz, 2009). Erikson's theory is now studied worldwide by psychologists and he ranks among the most famous modern psychologists, where his concept of identity and the identity crises in adolescence had considerable impact (Meyer, Moore & Viljoen 1994). Erikson's basic premises can be summarised as follows: the individual has multifaceted potential; the development of the

individual is determined by various factors; the epigenetic principle (a genetically fixed progression in development); the ego (the individual's urge to adapt to and control the environment); and the nature of the social and cultural environment. The individual develops throughout life (Meyer, Moore & Viljoen 1994). The following section of this chapter provides a brief overview of the life of Michael Jackson.

2.4 Overview of Michael Jackson's Life

Michael Joseph Jackson is recognised as the most successful entertainer of all time by the Guinness World Records (Sullivan, 2012). He was an American recording artist, entertainer, actor and businessman whose contribution to the entertainment world, along with his publicised personal life, made him a world renowned figure in pop culture for over four decades (Taraborelli, 2009).

2.4.1 The Early Years

Jackson was born on August 29, 1958, in Gary, Indiana, United States of America. He was the seventh of nine brothers and sisters. His father, Joseph Jackson, born in Fountain Hill, Arkansas, married Jackson's mother, Katherine Scruse, born in Barbour County, Alabama, in 1949, and a year later Jackson's eldest sister, Maureen 'Rebbie' Jackson was born. Jackie, Tito, Jermaine, La Toya and Marlon were all born before Michael, with Randy and Janet born after him (Sullivan, 2012).

The Jackson's lived in a small house in Gary, Indiana and was considered a working class family (Jackson, 1988). Joseph Jackson worked at a steel mill as a crane operator and at night would play music at local nightclubs with his band. He put his musical aspirations as a guitarist on hold to provide for his family. Katherine Jackson worked in a department store. She too could play musical instruments, namely the piano and clarinet. Music was a big part of growing up in the Jackson family and from a young age the Jackson children were exposed to different genres of music (Sullivan, 2012). Katherine was raised in the Jehovah's Witnesses faith and she instilled faith in God in her children from a young age. She would take Michael to church most Sundays from when he was a baby until adolescence. Although Katherine had nine children, she made

time to teach them life lessons and instilled in them a spirit of kindness and giving, never begging for anything. Rebbie, Michael's eldest sister helped their mother with household chores and helped to look after Michael as a baby. She played a big part in raising Michael in the early years (Jackson, 1988).

Michael reported always having been close to his mother, Katherine, and it was she who suggested to her husband, after hearing Michael sing at his kindergarten concert, that he join the group with his brothers. After hearing his son sing for the first time, Joe Jackson made Michael the lead singer of the group, The Jackson 5 (Sullivan, 2012).

2.4.2 The Jackson 5 Years

Michael Jackson showed talent as a performer from a young age and at the age of five he emerged as the lead singer of the group, The Jackson 5, which comprised of him and his four older brothers (Sullivan, 2012). The group performed at many local concerts and talent shows, winning most of the competitions they entered. Michael's father, Joe Jackson, had the group on a tight and rigorous schedule (Sullivan, 2012). Jackson (1988) reported in his autobiography that he would go to school in the mornings and straight afterwards he would come home and rehearse with his brothers. On Sundays he would attend church with his mother and sisters and then straight back into rehearsal. He reported that he remembered his childhood as "mostly work" (Jackson, 1988 p. 9). Although he loved music and performing with his brothers, Jackson felt that he had little opportunity to do what other kids were doing. There was no time to have fun and play. Jackson had few friends at school and in the 1993 interview with Oprah, he reported that he had had a very lonely childhood and he had felt unhappy most of the time (Winfrey, 1993). In this interview (Winfrey, 1993) Jackson also reported that his father was very strict when it came to rehearsal and at times he would be verbally and physically abusive if the group got the steps wrong or were not doing the song perfectly. Jackson was talented in a way that he was able to learn dance routines and performances quicker than his brothers and at times was used by his father as the benchmark of what the performance should look like, which put a lot of pressure on him to be the best (Anderson & Shaw, 2002).

By the time Jackson was twelve years old he had had great success with his brothers in The Jackson 5 appearing on numerous television shows and having their first four singles reach the

top of the pop charts, the first group to achieve this in history (Sullivan, 2012). The Jackson family relocated to Encino, California, where they lived on an estate, a massive upgrade from the small house in Gary, Indiana. Jackson graced the cover of Rolling Stone magazine, The Jackson 5 had their own animation television series and Jackson released his first solo album all at the age of thirteen. Although Jackson was making solo albums, he was still part of The Jackson 5 and he continued to rehearse, play concerts and go on tour with the group (Taraborelli, 2009).

Jackson talked of the time spent with his brothers in the group with fond memories. He had no friends outside of the music business and was unable to do things that other children were able to do freely. He met his first girlfriend at the age of sixteen and he reported that he loved her, but the thought of being intimate with her scared him. He thought that he was very wise in the ways of business, but naïve when it came to normal social interactions (Anderson & Shaw, 2002).

With the onset of adolescence Jackson became more concerned about his appearance. He reports that he had bad acne as a teenager and that his father would tease him about it and that he had a big, flat nose (Anderson & Shaw, 2002). He was no longer the cute seven year old lead singer of The Jackson 5, but an awkward teenager and he was scared that people would not respond to him the way they had in the past. These insecurities added to Jackson's shyness and feelings of loneliness. Consequently he would isolate himself from others, saying that he would not look in the mirror because he did not like what he saw (Sullivan, 2012).

2.4.3 The Solo Artist Years

By the time Jackson was eighteen years old, he had already had success with The Jackson 5 and as a solo artist. He continued to work and tour with his brothers, but at this stage Jackson's focus was on pursuing a solo career (Sullivan, 2012). In 1977 he started work on the film *The Wiz*, an adaptation of the film *The Wizard of Oz*. Jackson had a great love for films and acting, but realised that his greatest talent was as a singer and entertainer. Jackson met music producer Quincy Jones on the set of the film *The Wiz*. They became great friends and started working on his first solo album *Off the Wall*. Jackson moved away from the management of his father and at this stage took more control over how his music would sound. He got many different artists involved in his music and he put a lot of pressure on himself to do his best work. Jackson often referred to himself as a perfectionist (Jackson, 1988).

Throughout this time Jackson became more concerned with his appearance and was constantly worried about how the public would receive him as a solo artist (Jackson, 1988). He admitted that he was most comfortable on stage, but shy and lonely off stage (Winfrey, 1993). He was hesitant to be in the media and shied away from interviews, even though he was receiving a lot of media attention and was well liked by the public. Jackson achieved great success with the release of his albums, *Off the* Wall and *Thriller*. He received a record breaking eight Grammy awards for the album *Thriller* (Sullivan, 2012).

With all the fame and success, Jackson was still lonely and did not have many friends outside of the entertainment industry. During this stage he was romantically involved with actress Brooke Shields, but the relationship did not last long (Jackson, 1988). In the 2002 documentary, *Living with Michael Jackson,* he explained to reporter Martin Bashir that he had loved many women over time, women that he was romantically involved with and women that he admired (Anderson & Shaw, 2002).

Michael Jackson's music continued to grow in popularity and he continued winning numerous awards and accolades. He continued to produce albums that did well on the pop charts and he also made two films, *Thriller* and *Moonwalker*. During the late 1980s he bought a ranch in California and called it Neverland. The ranch was filled with exotic animals and theme park rides. It seemed that Jackson was trying to relive a childhood that he had never had and naming the ranch Neverland made it seem as though he did not want to grow up or had a "Peter Pan complex" (Sullivan, 2012). Various rumours about Jackson's lifestyle started to circulate in the media, rumours about lightening his skin as well as having numerous plastic surgery procedures. However, Jackson denied these rumours explaining that he was diagnosed with a rare skin disease, vitiligo, and that he had had only two operations on his nose to enhance his breathing so that he could sing better (Anderson & Shaw, 2002). During these years Jackson's focus was on his music career and again this left him feeling lonely and isolated. There was a strong desire to be a family man and have children of his own, yet he was unable to create and maintain a healthy romantic relationship (Anderson & Shaw, 2002).

2.4.4 The Later Years

Rumours about Jackson's personal life escalated and in 1993 the first allegations of child molestation were brought against him. Jackson settled the case out of court reporting that he just wanted to get the situation behind him (Anderson & Shaw, 2002). In 1994 Jackson announced that he had married Lisa Marie Presley; however the marriage seemed to be a publicity stunt to restore Jackson's reputation (Sullivan, 2012). They were divorced in early 1996. Later in 1996 Jackson married Debbie Rowe and they had two children together. Prince Michael Joseph Jr. was born in 1997 and Paris Jackson was born in 1998. Jackson and Debbie Rowe were divorced in 1999 and Jackson gained full custody of their two children (Sullivan, 2012).

Jackson continued to produce music. However his 1995 album *History: Past, Present and Future*, was not as successful as his previous albums. His 2001 album *Invincible* also sold well, however not as well as his earlier records. It seemed that the media were more interested in Jackson's eccentric behaviour and this was overshadowing his talent (Sullivan, 2012). In 2002 Jackson's youngest child, Prince Michael Jackson II 'Blanket', was born. Jackson reported that he had always wanted to be a father and had dreams of having a big family. In the 2002 interview with Martin Bashir, Jackson said that his wish was to adopt two children from each continent (Anderson & Shaw, 2002).

As the years passed Jackson was faced with various law suits, ranging from cancelling concerts to more allegations of child molestation. Jackson was acquitted of all charges of child molestation in 2005. However, at this stage his reputation was tainted (Sullivan, 2012). His finances were depleting due to high legal bills and he was unable to maintain the Neverland ranch and other financial needs to uphold his lifestyle. He then turned to the Prince of Bahrain, who helped him financially.

In 2008 Jackson announced that he would be doing a series of fifty concerts in London, England, as his last performance. Jackson died on June 25, 2009 while preparing for his last tour called *This Is It.* He was 50 years old and reports indicated that the cause of death was cardiac arrest (Sullivan, 2012). A further investigation into the cause of his death revealed that he had died from acute propofol intoxication, an overdose of a number of prescription drugs (Sullivan, 2012).

(See Appendix A. Timeline of Michael Jackson's life)

2.5 Conclusion

This chapter presented an overview of the psychobiographical approach to research, the theoretical approach used in this study and a brief overview of the life of Michael Jackson. The eight stages of Erikson's developmental theory will be discussed in more depth in the findings and discussion chapter. The environmental and social aspects of Michael Jackson's upbringing that may have had an influence on his personality development during the different stages of development will also be discussed in more detail in the findings and discussion chapter. The next chapter discusses the methodological procedures followed during this research study.

CHAPTER 3

METHODOLOGY

3.1 Chapter Preview

Psychobiographical researchers have to address a number of methodological considerations. Those relevant to this study will be discussed in this chapter, namely: research objectives; research design; psychobiographical subject; sampling method; data-collection, -extraction, and -analysis procedure; trustworthiness considerations; and, finally, ethical considerations.

3.2 Research Objectives

The aims of this study are to: (a) describe Michael Jackson's personality development; (b) describe the social, cultural, historical and political context in which he lived; (c) interpret his psychosocial personality development in terms of Erikson's (1968) theory; and (d) assess the applicability of Erikson's theory to Jackson's life story. These objectives can be seen as reflective of the explorative-descriptive nature of psychobiographical investigations (Edwards, 1990). Therefore the researcher aims to explore and describe the findings and then aims to present an accurate account and valid representation of these findings through interpretation.

3.3 Research Design

According to Gilgun (1994) the aim of exploration is to discover or uncover interesting and useful findings, whilst the aim of description is to present an accurate and valid representation of those findings. This study may be described as life history research (Runyan, 1988b) with a qualitative single-case research design (Yin, 1994). More specifically, it is a psychobiographical study of a single case over an entire lifespan. Case studies are systematic presentations of the lives of individuals and are useful in exploring individuals' experiences and developing morphogenic interpretations (Runyan, 1984).

Denzin and Lincoln (1998) describe research design as a flexible set of guidelines that connect theoretical paradigms to strategies of enquiry and methods for collecting empirical data. While attempting to gain a holistic picture of the single case, the researcher chooses to use a theory to direct the research of the particular case under study (Elms, 1994).

The research design employed in this study can also be described as qualitative-morphogenic in nature (Elms, 1994). In this method, the emphasis is placed on the individuality of the whole person instead of the individuality encountered in single elements (Runyan, 1982). Therefore, it provides the researcher with a qualitative holistic description of the individual within a particular socio-historical setting. Furthermore, in this study, the descriptive-dialogic approach involves a form of 'dialogue' between exploratory-descriptive findings on the one hand and the theoretical propositions of Erikson's theory on the other hand.

3.4 Participant and Sampling Method

One of the rationales behind selecting a particular individual for study is related to the individual's extraordinariness and interest (McLeod, 1994). According to Howe (1997), the psychological study of extraordinariness provides biographers with a scientific approach to understanding how particular children develop into unusually competent or creative adults.

This study is a single-subject qualitative psychobiography, with the subject having been selected via a purposive sampling technique. In purposive sampling, the researcher's judgement is important in determining the characteristic attributes desired and to ensure richness of data (Strydom & Delport, 2005). Michael Jackson serves as the subject selected for study in this qualitative research. Jackson was one of the most influential people within the entertainment industry in the twentieth century. He was purposively selected as the subject on the grounds of the interest value, uniqueness and significance of his life. The complexity and controversy surrounding his life also played a role in the identification of him as an appropriate individual to explore through psychobiography.

3.5 Data Collection Procedure

Biographical data pertaining to the entire lifespan of Michael Jackson were collected during this study. The data collected includes mostly primary sources, those materials produced specifically by Jackson (e.g., interviews), as well as secondary sources, produced by others (e.g., biographies as well as newspaper, journal and magazine articles). Secondary data were selected on the basis that they are relevant to the development of Jackson. The sources of data that were consulted are indicated in the reference list of this study.

Table 3.1

List of Primary and Secondary Sources

Primary Sources	Secondary Sources
Anderson, J. (Producer), & Shaw, J. (Director). (2002). *Living with Michael Jackson* (Documentary). United Kingdom: Granada Television.	Kakutani, M. (1984, September 2). *Why these pop singers have risen to superstardom*. New York Times. Retrieved from www.nytimes.com/top/reference/timestopics.
Jackson, M. (1988). *Moonwalk.* New York, NY: Doubleday.	Pareles, J. (1984, January 14). *Michael Jackson: At 25 a musical phenomenon.* New York Times. Retrieved from www.nytimes.com/top/reference/timestopics.
Sawyer, D. (1995). *Michael Jackson with Diane Sawyer.* (Video file). Retrieved from: https://www.youtube.com/results?search_query=diane+sawyer+interviews+michael+jackson.	Sanneh, K. (2005, June 15). *The pop star who's so hard to love and hate*. New York Times. Retrieved from www.nytimes.com/top/reference/timestopics.
Winfrey, O. (1993, February). *Michael Jackson talks to Oprah*. (Video file). Retrieved from: http://www.youtube.com/results?search_query=michael+jackosn+talks+to+oprah&sm=3	Stanley, A. (2003, February 17). *With Michael Jackson, the gloves are off.* New York Times. Retrieved from www.nytimes.com/top/reference/timestopics.
	Sullivan, R. (2012). *Untouchable: The strange life and tragic death of Michael Jackson.* Great Britain, UK: MPG Books Group.
	Taraborelli, J. R. (2009). *Michael Jackson: The magic, the madness, the whole story.* New York, NY: Pan Books.

The use of multiple sources of data has minimised the potential impact of researcher bias, and has allowed for data triangulation or cross-referencing, which has enhanced the internal validity of the data collected (Yin, 2009). The other advantages of using both primary and secondary sources relate to enhancing the study's reliability during the data collection stage and the creation of an established database for other researchers to access (Yin, 2009).

According to Yin (2009), the use of published material in psychobiographical studies is advocated for a number of reasons. Firstly, published material represents a stable source of data that can be repeatedly accessed. Secondly, it is useful for verifying factual data such as events, dates, places, names and titles. Thirdly, published material is useful in corroborating information from other sources. And lastly, it is a convenient data source because it can be accessed anytime and anyplace.

3.6 Data Extraction and Analysis Procedure

Alexander (1988) and McAdams (2006) suggested that one of the most difficult tasks that confront psychobiographers is the examination, extraction, categorisation and analysis of the collected data material. This section describes the procedures for the extraction and analysis of the research data that was followed in this study.

Qualitative data is analysed by extracting themes, and the unit of analysis is holistic, focussing on relationships between elements, contexts and other factors (Schurink, 1998). Yin (2009) described data analysis as a matter of examining, categorising and tabulating, or otherwise recombing the evidence to address the initial propositions of the study.

Yin (2009) suggested that data collection should be approached systematically. The data collected were assessed using the psychobiographical model of Irving Alexander (1988; 1990), which incorporates the strategies proposed by Yin.

Alexander's (1988) method of analysing personal data places emphasis on the extraction of core identifying units, also referred to as "themes or schemas". This study employed Alexander's (1988) method of asking the data questions as a means of extracting the most relevant data related to the study. The questions asked serve to highlight core themes with the purpose of

achieving the objectives of the study. They are based on the theoretical approach to the study, and the objectives or aims of the research. All relevant indicators of personality development were elicited from the literature by systematically categorising information into different "themes" corresponding to each of Erikson's eight stages of psychosocial development. Relevant data was then extracted and placed into these stages.

This approach was used as a source of extracting data about the personality. The researcher extracted all relevant sequences or indicators of psychosocial development from material by systematic categorisation of information into "core identifying units". The questions that were asked served to highlight core themes with the purpose of achieving the objectives of the study. Two questions were asked:

Question 1: What sources of data will allow for the exploration and description of the personality development of Michael Jackson?

Question 2: What sources of data will allow for the interpretation of Jackson's psychosocial personality development according to Erikson's theory?

By asking the data questions related to the content of the theory and the research aim, the researcher attempted to establish a consistent approach in order to enhance the study's "trustworthiness" and "auditability" (Fouché, 1999). In the process of answering these questions the researcher was able to identify data that was relevant to this particular study and identify data that would help achieve the research objectives. This approach also assisted in identifying data that was irrelevant to this study.

3.6.1 The Conceptual Framework

In order to facilitate the process of questioning the data, the researcher needed to categorise the most relevant data available. This was achieved by developing a conceptual matrix by which to categorise the indicators of the psychosocial development over Jackson's lifespan according to Erikson's (1968) psychosocial developmental theory. The horizontal columns were used to represent the major historical years of Jackson's life course. The vertical columns represent Erikson's eight stages of development.

Table 3.2

Matrix of the psychosocial development over the lifespan of Michael Jackson

Periods in development	Erikson's Stages of psychosocial development							
	Trust versus Mistrust	Autonomy versus Shame & Doubt	Initiative versus Guilt	Industry versus Inferiority	Identity versus Role Confusion	Intimacy versus Isolation	Generativity versus Stagnation	Integrity versus Despair
The Early Years	▓	▓	▓					
The Jackson 5 Years				▓	▓			
The Solo Artist Years						▓		
The Later Years							▓	

Source: Based on Erikson's (1968) psychosocial development theory.

The researcher's efforts to remain systematic and consistent during the process of data collection and analysis were aided by asking the data questions and the aforementioned matrix. Firstly, the researcher investigated each life stage of the subject, by asking the data questions. The process of psychosocial development that appeared to occur during each life stage was then explored in terms of what is postulated by Erikson's stages of psychosocial development.

3.7 Trustworthiness Considerations

Criticisms regarding validity and reliability form the most widespread criticisms of the psychobiographical design and methodology (Yin, 2009). Runyan (1984) highlighted reasons for these criticisms being due to low validity and problems in generalisation. Miles and Huberman (1994) stated that qualitative studies have few guidelines for shielding the study against misinterpretations, let alone in displaying unreliable or invalid conclusions in any research study. The criteria to test validity in the conventional, scientific paradigm are well known. They include exploring the truth value of the inquiry or evaluation (internal validity), its applicability (external validity), its consistency (reliability) and its neutrality (objectivity) (Lincoln & Guba 1985a). Lincoln and Guba (1985a) state that the increase in trustworthiness and authenticity of qualitative research increases the validity of that research study. They propose criteria that correspond to those of the conventional paradigm that will enhance trustworthiness in qualitative research, thus enhancing validity (Lincoln & Guba, 1985a). The criteria are as follows.

3.7.1 Credibility

Lincoln and Guba (1985a) have suggested credibility as a correspondent of internal validity. Credibility for qualitative inquiry depends on a number of related inquiry elements (Patton, 1999):

- Prolonged engagement – refers to lengthy and intensive contact with the data or subjects in the field to assess possible sources of distortion and especially to identify saliences in the data (Lincoln & Guba, 1985a).
- Persistent observation – refers to an in-depth pursuit of those elements found to be most salient through prolonged engagement (Patton, 1999).
- Triangulation of data – refers to using different sources, methods, and at times different investigators to cross-check the data (Patton, 1999).
- Peer debriefing – refers to gaining help from a professional peer, not involved in the study, to assist in developing working hypotheses, develop and test the emerging design and obtain emotional catharsis (Patton, 1999).

- Negative case analysis – refers to the active search for negative instances relating to developing insights and adjusting the latter continuously until no further negative instances are found (Lincoln & Guba, 1985a).

A philosophical belief in the value of qualitative inquiry, that is, a fundamental appreciation of naturalistic inquiry, qualitative methods, inductive analysis, purposeful sampling and holistic thinking will enhance credibility (Patton, 1999).

To ensure the credibility of this study the researcher employed the methods of prolonged engagement with the data, persistent observation and triangulation of the data. Through the lengthy engagement with the data the researcher was able to observe and identify data that was relevant to the study. Through the collection of numerous sources the researcher was able to cross-check relevant facts needed for this study. The use of a conceptual matrix assisted in identifying and cross-checking relevant data.

3.7.2 Transferability

Transferability refers to establishing the domain to which a study's findings can be generalised. Transferability is viewed as an equivalent of external validity (Lincoln & Guba, 1985a). Lincoln and Guba (1985a) describe what they call thick descriptive data, as a narrative developed about the context, so that judgements about the degree of fit or similarity may be made by others who may wish to apply all or part of the findings elsewhere. Within the area of psychobiography the emphasis is on the uniqueness and in-depth understanding of the subject (Stake, 1995). In this study the researcher's aim is to generalise the findings to the theory and not to other case studies or the larger population (Edwards, 1990). Therefore transferability was not a concern during the course of this study. However, the findings of this study can be viewed as a starting point for future research on the subject's personality development.

3.7.3 Dependability and Confirmability

Lincoln and Guba (1985a) suggest that an external audit requiring both the establishment of an audit trial and the carrying out of an audit by a competent, external, disinterested auditor be carried out on the research to ensure dependability and confirmability. The part of the audit that examines the process findings is a dependability judgement, while the part concerned with the

data and reconstruction findings is a confirmabilty judgement. Dependability is thus an equivalent of reliability (Lincoln & Guba, 1985a). This refers to demonstrating that the procedures of the study, such as data collection procedures, can be repeated with the same findings (Yin, 2009). Reliability (and dependability) can be achieved by making certain that replication of the results of the study is made possible by following a consistent coding scheme during the collection of raw biographical data. This was achieved by identifying primary and secondary data, extracting relevant biographical data and placing it into the coinciding developmental stages of Erikson's (1968) theory.

3.8 Ethical Considerations

A psychobiographical study raises a number of ethical issues about the invasion of privacy and about potential embarrassment or harm to the subject and the individual's relatives and associates (Runyan, 1988a). These issues are particularly acute in psychobiographical studies of living figures, while there seem to be few ethical problems in psychobiographical studies of deceased subjects. Elms (1994) suggested two guidelines regarding ethical issues in a psychobiographical study:

1. A psychobiography may not be conducted on living individuals unless informed consent has been given by the person.
2. A psychobiography may be conducted preferably on non-living individuals, who have no surviving relatives close enough to be embarrassed by the findings of the study.

These guidelines make no specific reference to confidentiality in psychobiographical studies. Elms (1994) suggested that the researcher must treat and document all data that is obtained with respect. Furthermore, Elms (1994) also indicated that every psychobiography needs to be justified ethically to some degree.

Ethical considerations were posed during the course of this study and the researcher took into account that Jackson has been deceased for over three years and all data collected were available for use in the public domain. The researcher requested permission from the Jackson Family Foundation to conduct this study. Permission was sought via letter (Appendix B) informing the

foundation of the aims and purpose of the study as well as explaining that only data found in the public domain was accessed and was treated in such a manner as to ensure that no harm comes to the reputation of Jackson and his family. The researcher nevertheless made an effort to stay objective and to treat and document the intimate knowledge obtained with respect and empathy, thereby upholding the ethical code of psychological research.

3.9 Conclusion

Methodological considerations are essential in performing a research study to recognise and minimise possible shortcomings. Qualitative research focusses on describing and exploring, therefore all design decisions are based on this focus to explore and describe the different meanings in people's lives. This chapter has presented an overview of the key methodological considerations relevant to the qualitative approach, and to this particular study. Procedures such as research objectives, research design, participant and sampling method, data collection procedure, data extraction and analysis procedure, validity and reliability, and finally ethical considerations were discussed. The following chapter will present the findings of this study and provide a discussion of the findings.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 Chapter Preview

This chapter examines the psychosocial development of Jackson by integrating his historical and personal lifespan development with that of Erikson's psychosocial developmental theory. This is achieved by utilising the conceptual matrix described in chapter 3. The development of personality is a complex process and one cannot expect to understand it in its entirety. Therefore, this study focusses specifically on integrating Erikson's eight stages of psychosocial development with the life history of Jackson.

This chapter is divided into eight sections to coincide with Erikson's eight developmental stages. Within each section the theoretical findings for that specific stage is provided as well as the findings on Jackson's life during that stage. Lastly, a discussion integrating the theory of Erikson's psychosocial development theory and Jackson's life history is provided at the end of each section. The findings are discussed in terms of the influence that Jackson's involvement in the different components of his life structure had on the process of his personality development.

4.2 Trust versus Mistrust (Birth to about 18 months)

This section presents the theoretical findings of Erikson's first stage of development, trust versus mistrust. It also provides the findings of Jackson's life during this developmental stage. Lastly, a discussion integrating the findings is provided.

4.2.1 Theory

In the first stage the firm establishment of enduring patterns for the solution of conflict of basic trust versus mistrust is explored. This is the first task of the ego (Erikson, 1968). Infants are torn between trusting and not trusting their environments (Morris, 1996). The extent to which infants learn to trust their environment depends mainly on the quality of the mother-child relationship

(Meyer, Moore & Viljoen, 2003). The relationship between infants and their world is not exclusively biological, it is also social (Schultz & Schultz, 2009). The infants' interaction with their mother does determine whether an attitude of trust or mistrust for future dealings with their environments will be incorporated into their personalities (Schultz & Schultz, 2009).

To be more specific, trust is a state of being and responding (Welchman, 2000). It is in the "sameness and continuity" of the parents, but also trust of oneself and the capacity of one's own organs to cope with urges (Erikson, 1950, p. 247). The quality of the relationship and not the extent of frustration or deprivation are crucial at this stage. Ultimately children become neurotic not from frustrations, but from the lack or loss of societal meaning in these frustrations (Erikson, 1968). Children feel inadequate due to frustrations, but a quality relationship with the mother is restitution to a more adequate sense of self (Meyer, Moore & Viljoen 1994).

Erikson termed hope as the basic strength resulting from a successful resolution of the crisis of trust versus mistrust (Schultz & Schultz, 2009). Erikson described this strength as the belief that our desires will be satisfied. Hope involves a persistent feeling of confidence, a feeling individuals maintain despite temporary setbacks (Schultz & Schultz, 2009).

The alternative to trust is mistrust. Welchman (2000) highlights that mistrust arises out of the inevitable natural frustrations, paternal inadequacy and absences. It is also a result of the defensive splitting which characterises the process of differentiating inner and outer self, with all its accompanying distortions of reality, projections and introjections (Welchman, 2000). It is thus against a powerful combination of a sense of having been deprived, of having been divided and of having been abandoned that basic trust must maintain itself throughout life (Erikson, 1968).

4.2.2 Life History

Michael Jackson was born on August 29, 1958, in Gary, Indiana, U.S.A. He was the seventh of nine brothers and sisters (Sullivan, 2012). The Jacksons lived in a small two-bedroom house in Gary, Indiana and was considered a working-class family (Jackson, 1988). Gary, Indiana was an industrial town, with most of the town's income coming from the Gary Steel Mill (Sullivan, 2012). Most of the black families living in Gary, Indiana were considered to be poor, with the

Jackson's being among the poorest in this social class, due to the size of their family (Sullivan, 2012).

Joseph Jackson worked at the Gary Steel Mill as a crane operator and at night would play music at local nightclubs with his band. Joseph Jackson was a strong and aggressive man, who was intimidating to most people who met him (Taraborelli, 2009). Katherine Jackson worked in a department store, although she had nine children, to help with the family's income (Sullivan, 2012). Katherine was brought up in the Jehovah's Witnesses faith and she instilled faith in God in her children from a young age. She would take Jackson to church most Sundays from when he was a baby right through till adolescence (Taraborelli, 2009). She is described as a gentle and soft person (Taraborelli, 2009). Maureen 'Rebbie' Jackson, Michael's eldest sister helped their mother with household chores and looking after Jackson as a baby. She played a big part in raising Jackson in the early stages of his life (Jackson, 1988).

Unfortunately, there is not a lot of information about the early childhood years of Michael Jackson, from birth to five years old, before he became famous. Although there is no detailed information about the relationship between Jackson and his parents during this stage of development, it is reported that he has always had a close relationship with his mother, a bond that started from an early age and continued through to adulthood (Sullivan, 2012).

4.2.3 Discussion

This section discusses the personality development of Jackson during the first stage of Erikson's psychosocial development theory, trust versus mistrust. Erikson points out that the relationship between infants and their world is not exclusively biological; it is also social (Schultz & Schultz, 2009). Therefore, while discussing Jackson's personality development during this stage it is important to look at his social influences.

A big part of the social influence during this stage comes from the infant's relationship with the parents, more so the relationship with the mother. The infant's interaction with the mother determines whether an attitude of trust or mistrust for future dealings with the environment will be incorporated into their personality (Schultz & Schultz, 2009). Therefore, the relationship between Jackson and his mother play an important role during this stage in understanding his personality development.

Jackson has always had a close bond with his mother, a bond that started from birth and continued through to adulthood (Sullivan, 2012). Katherine Jackson is described as a gentle and soft person, who shared her faith in God with her children from an early age (Taraborelli, 2009). She had nine children with Jackson being her seventh born. She also had to work in a department store, despite having nine children, in order to help the family's economic situation. Even with this information it is difficult to gain an understanding of the relationship between Jackson and his mother during this stage because of the lack of detailed information available.

Jackson's parents were both busy and had to have jobs to support the family, therefore Rebbie Jackson, his oldest sister played a role in raising him during this stage. Rebbie's involvement can be viewed as a social influence during this stage and perhaps influenced Jackson's development. In considering that Jackson's primary care givers differed at times during this stage of development, it would have been difficult for him to develop a sense of trust. Jackson's interaction with his parents may have been limited during this stage, with him being the seventh born and his parents having to work. This would have influenced his ability to trust and would have had an impact on his ability to trust people during later stages of development. This may add to the reason that he was unable to maintain a long term romantic relationship.

Although Jackson had a close relationship with his mother from a young age, there is not enough information to say whether Jackson successfully overcame the developmental crises of this stage of development or whether he was able to achieve the basic strength of hope.

4.3 Autonomy versus Shame and Doubt (18 months to about three years)

This section provides the theoretical findings of Erikson's second stage of development, autonomy versus shame and doubt. It also provides the findings of Michael Jackson's life during this developmental stage. Lastly, a discussion integrating the findings is provided.

4.3.1 Theory

Children's rapid physical development during the first three years of life allows them increasing autonomy and greater control within their environment (Morris, 1996). During this stage the balance between loving, goodwill and hateful self-instances is of utmost importance (Kaplan,

Sadock & Sadock, 2003). This refers to the growing ability to control oneself, to hold on and let go with desertion, to stand on one's own feet (Erikson, 1963). Of all the abilities learned during this stage, Erikson believed the most important involved holding on and letting go (Shultz & Schultz, 2009). Erikson considered these to be prototypes for reacting to later conflicts in behaviours and attitudes (Schultz & Schultz, 2009).

The important point is that during this stage, for the first time, children are able to exercise a degree of choice, to experience autonomy (Morris, 1996). Children are still dependent on parents, but during this stage they begin to see themselves as individuals in their own right and there is a want to exercise the newfound strength (Schultz & Schultz, 2009).

Children should be allowed to exercise autonomy, but not too much should be expected of them because too many failures will induce shame and doubt about their abilities (Meyer, Moore & Viljoen 1994). The over-protectiveness of parents, which will impress their child's development of autonomy or to explore their own capacity to deal with the world, plays an important role. However, it is also equally important not to completely leave children at the hands of their own lack of self-control or judgement (Kaplan, Sadock & Sadock, 2003). Therefore, a balance must be found for the child to explore and experiment and to make mistakes (Schultz & Schultz, 2009).

A healthy resolution of the crisis at this stage leads to the development of the basic strength of will. This involves the determination to exercise freedom of choice and self-restraint when faced with environmental and societal demands (Schultz & Schultz, 2009).

4.3.2 Life History

Although there is a lack of information about the early childhood years of Jackson, specifically the years ranging from his birth to five years old, it should be noted that during this stage of his life there were no significant changes to his social or environmental influences. His family were still living in the same house in Gary, Indiana and as he became older he shared a bed with his brother due to the lack of space in the house (Sullivan, 2012). The social and environmental influences that Jackson experienced in the first developmental stage of his life were similar if not the same during the second developmental stage.

4.3.3 Discussion

This section discusses the personality development of Michael Jackson during the second stage of Erikson's psychosocial development theory, autonomy versus shame and doubt. Of all the abilities learned during this stage of development, Erikson believed the most important involved holding on and letting go (Schultz & Schultz, 2009). Erikson considered these abilities to be prototypes for reacting to later conflicts in behaviours and attitudes (Schultz & Schultz, 2009). Therefore it is important to explore the social and environmental influences Jackson experienced during this stage that may have had an impact on his ability to hold on and let go, which in turn would impact on his personality development.

Because of the lack of detailed information about Jackson's interaction with his environment during this stage of development it is difficult for the researcher to know with certainty the outcome of such interaction on his personality development. One has to take into account that Jackson's social influences during this stage are similar if not the same as the social influences he would have experienced during his first stage of development. However, this still does not indicate whether Jackson was able to obtain a healthy resolution of the developmental crisis presented during this stage of development.

Due to the lack of information pertaining to Jackson's life during this stage of development one cannot acknowledge whether or not Jackson developed the basic strength of will. The researcher believes that in exploring the later stages of development that perhaps an indication of whether or not Jackson obtained a healthy resolution of the earlier developmental crises will become evident. This could be seen through the way Jackson interacted with his environment and how he was impacted by his social influences during those later stages.

4.4 Initiative versus Guilt (three years to about five years)

This section provides the theoretical findings of Erikson's third stage of development, initiative versus guilt. It also provides the findings of Michael Jackson's life during this developmental stage. Lastly, a discussion integrating the findings is provided.

4.4.1 Theory

During this stage of development children begin to take initiative in their daily lives, striving to master their worlds (Meyer, Moore & Viljoen 1994). They experience guilt when their aggressive attempts to make the world their own go wrong, as they often unwittingly threaten to hurt or damage others and their environment (McAdams, 1994). Initiative is the typical example of that pervading quality which at every stage attends a new miracle of vigorous unfolding, which constitutes a new hope and a new responsibility for all (Erikson, 1968). Erikson distinguishes initiative from autonomy in that initiative adds to autonomy the quality of understanding, planning and attacking a task for the sake of being active and on the move (Schultz & Schultz, 2009).

The alternative is a sense of guilt over the goals contemplated and the acts initiated in one's enjoyment of new locomotor and mental strength (Erikson, 1968). These new found strengths include acts of aggressive manipulation and coercion (Meyer, Moore & Viljoen 1994). Such overreacting provokes a reaction from parents and siblings and comes up against inherent dangers and intractability of the environment (Welchman, 2000). This leads to the internalisation of a sense of guilt.

Also during this stage children's guilt stems from wanting to compete with the parent of the same gender for the attention of the other parent while simultaneously experiencing anxiety and anticipated punishment (Kaplan, Sadock & Sadock, 2003). What happens is identification with the parent of the same gender and a jealous attachment to the parent of the opposite gender; this is regarded as the oedipal relationship (Schultz & Schultz, 2009). The oedipal stage results in the oppressive establishment of moral sense. Nevertheless, in Erikson's view, it also sets the direction towards the possible and tangible, which permits the dream of early childhood to be attached to the goals of an active adult life (Erikson, 1968).

The ideal resolution of the crisis lies in finding a balance between the childlike enthusiasm for doing and making things and the tendency to be too strict in self-judgement (Meyer, Moore & Viljoen 1994). Erikson (1968) calls this basic strength purpose. Purpose arises from initiative and involves the courage to envision and pursue goals (Schultz & Schultz, 2009). Erikson

(1968) proposes that the guilt that underlies the anxiety around purpose drives individuals into productive activities, thus initiating the next stage of development.

4.4.2 Life History

Again there is little information regarding Michael Jackson's life during this stage of development. Circumstances regarding the Jacksons' social economic state had not changed significantly; however there was a change in Jackson's environmental influences. During this stage Jackson started attending kindergarten (Sullivan, 2012). Jackson enjoyed school and was well liked by both his teachers and his peers (Jackson, 1988). Another change in Jackson's world was that his mother was pregnant and later gave birth to his younger brother, Randy Jackson, when he was five years old (Sullivan, 2012).

Music was a big part of growing up in the Jackson family and from a young age the Jackson children were exposed to different genres of music (Sullivan, 2012). Jackson showed talent from an early age and it was his mother, Katherine, who had noticed the talent first when she overheard him singing in the bedroom (Taraborelli, 2009). Jackson sang at his kindergarten concert in which he received much praise and admiration from the audience. After hearing his son sing, Joseph Jackson made Jackson the lead singer of the group, comprised of himself and his brothers, The Jackson 5 (Sullivan, 2012).

4.4.3 Discussion

This section discusses the personality development of Michael Jackson during the third stage of Erikson's psychosocial development theory, initiative versus guilt. During this stage of development children begin to take initiative in their daily lives, striving to master their worlds (McAdams, 1994). The ideal resolution of the crisis lies in finding a balance between the childlike enthusiasm for doing and making things and the tendency to be too strict in self-judgement (Meyer, Moore & Viljoen 1994). Therefore it is important to identify if Jackson was able to achieve this balance regarding the social influences he experienced.

During this stage of development Jackson started attending kindergarten, he enjoyed school and was well liked by both his peers and teachers (Jackson, 1988). He was exposed to music from an early age and his mother recognised his talent for singing. He received much praise for his

performance at his kindergarten concert, which increased his enthusiasm toward music. Although there were many changes in Jackson's social influences, there were no changes regarding his environmental influences. The Jackson family were still living in Gary, and Jackson attended kindergarten in the same area. During this stage Jackson was exposed to people outside of his family and had to interact with them without the guidance of his parents.

It is important to recognise the social changes that Jackson faced during this stage of development; however there is no detailed information of how these changes influenced his personality development. The researcher cannot assume that Jackson's self-judgement was too strict or that his enthusiasm for making and doing things was appropriate at this stage of development. The lack of information on Jackson's life during this stage makes it difficult to verify the impact that social changes had on his personality development.

The information available gives no indication of how he reacted to certain changes and leaves room to speculate and hypothesise on Jackson's personality development during this stage, which is not the primary aim of this research study. Perhaps the information pertaining to Jackson's later years of development will give a better understanding of whether he was able to resolve this developmental stage's crisis in a healthy way. By exploring how Jackson is impacted by social and environmental influences and how he interacts with his environment during the later years of development could provide an indication of how his personality development was influenced during the early stages of development.

4.5 Industry versus Inferiority (six years to about 12 years)

This section provides the theoretical findings of Erikson's fourth stage of development, industry versus inferiority. It also provides the findings of Michael Jackson's life during this developmental stage. Lastly, a discussion integrating the findings is provided.

4.5.1 Theory

This period has positive and unique consequences for developing personality (Erikson, 1968). By now children have mastered the various organ modes and learn to get recognition by producing things (Meyer, Moore & Viljoen 1994). The sexual and aggressive initiative of the

phallic period now becomes diverted into positively constructive and socially acceptable channels of activity. These activities involve learning to use tools and other aspects of the cultures technology (Kaplan, Sadock & Sadock, 2003).

During this stage children begin school and are exposed to new social influences. Children of the other families in the neighbourhood and school become more frequently encountered (Schultz & Schultz, 2009). Children learn work and study habits, which Erikson refers to as industriousness, primarily as a way of receiving praise and obtaining satisfaction derived from the successful completion of a task (Schultz & Schultz, 2009).

Erikson (1968) points out that during this stage, children first develop an idea of division of labour and of the associated notions of cooperating together with other people. Comparisons with skills and knowledge of other children are also frequent at this stage. The attitudes and behaviour of parents and teachers contribute to how children perceive themselves to be developing and using their skills (Schultz & Schultz, 2009). If children receive negative feedback from parents and teachers, they will develop feelings of inadequacy or inferiority; if the feedback is positive in nature, children will develop feelings of competence and industry (Schultz & Schultz, 2009).

The basic strength that emerges from industry during this stage of development is competence. It involves the exertion of skill and intelligence in pursuing and completing tasks (Schultz & Schultz, 2009).

4.5.2 Life History

Michael Jackson showed talent as a performer from a young age and at the age of five he emerged as the lead singer for the group, The Jackson 5, comprised of himself and his four older brothers. The group performed at many local concerts and talent shows; winning most of the competitions they entered (Sullivan, 2012) and beating bands and acts with more experience than they had. They would also perform in local nightclubs and strip clubs to gain exposure and increase their popularity; this was the thinking of their manager and father, Joe Jackson (Sullivan, 2012). The Jackson 5 started performing in bigger cities like Chicago and New York and their fame increased among all demographics of the population (Taraborelli, 2009).

Jackson and his brothers were on a rigorous rehearsal schedule (Sullivan, 2012). Jackson (1988) reported in his autobiography, *Moonwalk*, that he would go to school in the mornings and straight afterwards he would come home and rehearse. On Sundays he would attend church with his mother and sisters and then go straight back into rehearsal. He reported that he remembers his childhood as "mostly work" (Jackson, 1988 p. 9). Although he loved music and performing with his brothers, Jackson felt that he had little opportunity to enjoy his childhood. There was no time to have fun and play and all his free time was spent rehearsing for the next show.

Jackson had few friends at school and in the 1993 interview with Oprah, he reported that he had had a lonely childhood and had felt unhappy most of the time. Jackson also reported in the interview (Winfrey, 1993) that his father was very strict when it came to rehearsal and at times he would be verbally and physically abusive if the group got the steps wrong or were not performing the song perfectly. Jackson was talented in a way that he was able to learn dance routines and performances quicker than his brothers and at times was used by his father as the benchmark for what the performance should look like, which put a lot of pressure on Jackson (Anderson & Shaw, 2002).

When Jackson was ten years old The Jackson 5 released their first record and later that year they signed with Motown Records, one of the biggest and most successful record labels at the time (Sullivan, 2012). Michael had to learn to be a professional performing artist before the onset of puberty. He was learning what he had to do in order to keep the record label as well as his fans happy (Taraborelli, 2009). In 1969 The Jackson 5 appeared on the Ed Sullivan show; Jackson was eleven years old at the time, but when he was asked his age he replied with a lie saying he was only nine years old (Sullivan, 2012) because he was told to do so by his management team.

By the time Jackson was twelve years old he already had great success with his brothers in The Jackson 5 appearing on numerous television shows and having their first four singles reach the top of the pop charts, the first group to achieve this in history (Sullivan, 2012). The Jackson family relocated to Encino, California, where they lived on an estate, an upgrade from the small house in Gary, Indiana. He had made friends with famous people well established in the music industry and formed bonds with the likes of Diana Ross, who was much older than he was (Sullivan, 2012). The Jackson 5 was becoming world famous teen icons.

4.5.3 Discussion

This section discusses the personality development of Michael Jackson during the fourth stage of Erikson's psychosocial development theory. Along with the natural social and environmental changes that individuals are faced with during this stage, Jackson's rise to fame and the process by which his increase in popularity was influenced caused significant changes in his social and environmental influences during this stage of development.

During this stage of development children are exposed to new social influences. Children encounter other families more frequently in the neighborhood and at school (Shultz & Schultz, 2009). According to Erikson (1968) children also learn work and study habits during this stage of development, primarily as a way of receiving praise and obtaining satisfaction derived from the successful completion of a task (Schultz & Schultz, 2009).

Along with the normal social changes experienced during this stage of development such as attending school and encountering other children, Jackson also experienced social changes that are not usually experienced during this stage of development. Jackson started performing in local night clubs and strip clubs to gain exposure (Sullivan, 2012). He also started performing in big cities and his popularity grew the more he performed with his brothers. Jackson's fame grew during this stage, releasing records and appearing on television shows, which led to his family becoming wealthy and being able to relocate to California to live on an estate (Sullivan, 2012). This was a change in Jackson's environmental influences and he was the primary member who made this change possible. These experiences are not common for individuals during this stage of development.

Jackson was on a tight and rigorous work schedule, made up by his father (Sullivan, 2012) always rehearsing for the next performance. He had no time to play and do things that other children were doing. The work and study habits learned by children during this stage are primarily to do with school work; however Jackson's work habits were schoolwork and predominately to do with the music industry and performing. He had to learn from a young age how the music industry worked, (Jackson, 1988), which caused him to miss out on the experiences that most individuals are exposed to during this stage.

Comparisons of skills and knowledge of other children are also frequent at this stage of development (Erikson, 1968). Jackson recognised at this stage that his skills and talent were better than most of his peers. Jackson and his brothers performed in many local talent shows and competitions, winning most of the competitions they entered (Sullivan, 2012). The Jackson 5 beat groups and acts that were much older than they were at the time. This experience would have added to Jackson's sense of industry. Although Jackson's skills were perceived as better than his peers, he was able to recognise that he was not experiencing the same social activities as those around him. His Jehovah's Witness faith did not allow for the celebration of Christmas or birthdays and this was another experience that Jackson missed out on during this stage, which may have impacted the way he viewed himself in comparison to those in his community, therefore having an impact on his personality development. Jackson would have felt the contradiction in his actions during this stage. The conservative values imposed by the Jehovah Witness faith, which restricted him from enjoying certain celebrations, to being allowed to perform in strip clubs would have caused him to feel confused. This confusion would impact his view on his skills during this stage.

The attitudes and behavior of parents and teachers contribute to how children perceive themselves to be developing and using their skills (Schultz & Schultz, 2009). Jackson may have perceived his developing skills as adequate during this stage of development. The fact that he and his brothers won most of the competitions they entered, as well as the praise received from audiences and recognition from influential people in the music industry, would have added to his sense of competence. This would have led Jackson to continue to enhance his skills in order to keep receiving praise and for the sense of satisfaction of task completion (Schultz & Schultz, 2009). However, the feedback from Jackson's father, Joe Jackson, was not always positive. He would often be verbally and physically abusive if Jackson did not rehearse perfectly (Jackson, 1988). This may have instilled a sense of inadequacy in Jackson and perhaps hindered his ability to successfully overcome the crisis presented during this stage of development.

It is evident from the findings on Jackson's life history that during this stage of development he was faced with more social changes than most individuals' experience. Due to his rigorous work schedule and his exposure to adult night life and the business world, he was unable to experience the healthy balance in developing work habits and childlike experiences. The rapid increase in

his popularity and the contradictory feedback from audiences and parents, mainly his father, made it more difficult for him to overcome the crisis of industry versus inferiority. Jackson experienced more changes in his social influences during this stage of development than most individuals would experience during an entire lifespan.

4.6 Identity versus Role Confusion (13 years to about 18 years)

This section provides the theoretical findings of Erikson's fifth stage of development, identity versus role confusion. It also provides the findings of Michael Jackson's life during this developmental stage. Lastly, a discussion integrating the findings is provided.

4.6.1 Theory

During this stage individuals form a self-image; the integration of ideas about one's self and ideas about how others perceive us takes place during this time (Schultz & Schultz, 2009). With the onset of puberty and its vast number of social and physiological changes, adolescents become preoccupied with the question of identity (Kaplan, Sadock & Sadock, 2003). Until now, the sense of identity has been only partial, emerging or budding, held within a framework of economic and emotional dependence in the family, a series of identifications rather than identity (Welchman, 2000). In Erikson's view, identity is achieved through the integration of multiple roles into a coherent pattern that provides a sense of inner continuity (Morris, 1996). This developmental stage is the time for the formation of lasting identity that is more than the sum of childhood identifications (Erikson, 1968). Erikson (1968) further notes that it is the accrued experience of the ego's ability to integrate all identifications with the changes of the libido, with the aptitudes developed out of endowment and the opportunities offered in social roles.

The quest for identity often causes adolescents to clash with the rules of society and with the rules of the family (Meyer, Moore & Viljoen 1994). The danger of this stage is that adolescents may become confused in the search for identity and a suitable social role. Individuals who fail to achieve a cohesive identity, who experience identity crises, exhibit a confusion of roles (Schultz & Schultz, 2009). A particular emphasis on the importance of occupation at this stage and the inability to settle on an occupational identity adds to adolescents' role confusion (Erikson, 1968).

Erikson introduces two other ideas around adolescents' identity crises. The first is the idea of the psychosocial moratorium (Welchman, 2000). This implies a socially sanctioned period in which adolescents can be allowed to flounder and explore before settling on a more permanent identity, a time of extended play and experimentation between childhood and adulthood. The second is the concept of ideology as a defined world image by which young adults find some sense of order and orientation (Erikson, 1968). Erikson explains typical adolescent behaviour, such as participation in group activities and falling in love, as part of the search for identity (Meyer, Moore & Viljoen 1994).

The basic strength that should develop during this developmental stage is fidelity, which emerges from a satisfactory resolution of the identity crisis (Schultz & Schultz, 2009). Fidelity encompasses sincerity, genuineness and a sense of duty in relationships with other people (Schultz & Schultz, 2009).

4.6.2 Life History

By the time Michael Jackson had entered into this developmental stage much had changed concerning his environmental and social influences. His family had relocated from Gary, Indiana to Encino, California. He was fast becoming a household name in America and he was friends with people in the entertainment industry.

Jackson was on the cover of Rolling Stone magazine, The Jackson 5 had their own animation television series and he released his first solo album, all at the age of thirteen (Sullivan, 2012). Although Jackson was making solo albums, he was still part of The Jackson 5 and he continued to rehearse, play concerts and go on tour with the group (Taraborelli, 2009). At the age of fourteen Jackson and The Jackson 5 went on their first overseas tour to Europe (Sullivan, 2012). The Jackson 5's popularity was growing worldwide.

Jackson talks of the time spent with his brothers in the group with fond memories. He had no friends outside of the music business and was unable to do things that other children were able to do freely. As the fame of The Jackson 5 grew so did the workload, and due to the increase in tours and demands from their record label Jackson was unable to attend a regular high school and had to be educated through the use of private tutors (Sullivan, 2012). While on tour Michael would often hear his older brothers bring girls back to the hotel room and he would hear them

having sex (Anderson & Shaw, 2002). Jackson was never interested in girls at that age and did not like the fans pulling on him or trying to touch him. His lack of interest in the opposite sex caused the media to question his sexuality and rumours about him being gay arose – he was only fourteen years old at the time (Sullivan, 2012). He met his first girlfriend at the age of sixteen and he reports that he loved her, but that the thought of being intimate with her scared him and that he felt that he was very wise in the ways of business, but naïve when it came to normal social interactions Anderson & Shaw (, 2002).

Jackson witnessed his father cheating on his mother on a number of occasions while they were on tour; however he never told his mother and was loyal to his father (Sullivan, 2012). Katherine filed for divorce in 1973; however the couple did not separate (Sullivan, 2012).

With the onset of adolescence Jackson became more concerned about his appearance. He reports that he had bad acne as a teenager and that his father would tease him about it and that he had a big, flat nose (Anderson & Shaw, 2002). Jackson felt that he was no longer the cute seven-year-old lead singer of The Jackson 5, but an awkward teenager and he was scared that people would not respond to him the way they once did. These insecurities added to Jackson's shyness and feelings of loneliness and he would isolate himself from others, reporting that he would not look in the mirror because he did not like what he saw (Sullivan, 2012).

During this stage Jackson witnessed the conflict within the music industry when The Jackson 5 left Motown Record Label and joined CBS. Also during this time Jermaine Jackson left the group and Jackson's younger brother Randy Jackson joined the group; they renamed the group, The Jacksons (Sullivan, 2012). The Jackson's variety television show debuted in 1976. However Jackson was not happy with the way he and his brothers were being portrayed in the show; he felt it would damage the image that they had worked hard to establish (Jackson, 1988).

4.6.3 Discussion

This section discusses Michael Jackson's personality development during the fifth stage of Erikson's psychosocial development theory, identity versus role confusion. During this stage of development individuals form self-image, the integration of ideas about themselves and ideas about how others perceive them (Schultz & Schultz, 2009). Understanding Jackson's personality development during this stage is crucial to gain an understanding of how he may have viewed

himself during earlier stages of development. It can also give an understanding of the reasons behind some of the ways he interacted with his environment and social influences during later stages of development.

With the onset of puberty and its vast number of social and physiological changes, adolescents become preoccupied with the question of identity (Kaplan, Sadock & Sadock, 2003). As an adolescent Jackson became more concerned about his appearance. The physiological changes that he experienced caused him to question how his audience would receive him and added to his insecurities (Anderson & Shaw, 2002). Till now Jackson was viewed as the child star who was the lead singer of The Jackson 5 and audiences responded favourably to that description of him. Jackson identified with this role as others perceived him, however the social and physiological changes presented during this stage, would make it difficult for Jackson to form his own identity. The conflict between being the young 'cute' lead singer of The Jackson 5 versus growing up and experiencing normal adolescent physiological changes may have caused confusion in how Jackson viewed himself in the earlier part of this developmental stage. It may have confused Jackson in his search for his identity.

Jackson's fame increased during this stage as well as his workload. He was not able to attend regular high school, like adolescents do during this stage, and had to be educated by private tutors due to his workload (Sullivan, 2012). This is another example of how Jackson missed out on regular experiences because of his commitment to music. This could have caused Jackson to view himself purely as a person who is meant to entertain and enhanced his occupational identity, however the lack of normal social activities added to his struggle to gain a sense of social identity. He had no friends outside of the music industry (Jackson, 1988). This may have impacted on his search for identity in that he may have felt that he had no social identity, but rather that his identity would be forged entirely according to his career. Jackson felt that he was wise in the way of business at this age, but felt naïve with regard to normal social interactions (Anderson & Shaw, 2002).

Jackson's increase in popularity led to an increase in attention from the media. Jackson's lack of interest in the opposite sex during this stage caused the media to speculate about his sexuality and rumours about his being homosexual arose (Sullivan, 2012). The negative attention from the media added to Jackson's insecurities and added to the challenges he faced during the search for

identity. The Jehovah Witness faith imposed certain ideas on Jackson about sex and other social activities, but his career and his social environment were displaying a contrast in these ideas. The confusion caused by these two opposing influences added to Jackson's struggle to achieving a healthy identity in which he could feel comfortable.

A particular emphasis on the importance of occupation at this stage and the inability to settle on an occupation identity adds to adolescents' role confusion (Erikson, 1968). Jackson was comfortable with his occupation identity as an entertainer. He knew exactly in what direction he wanted his career to go. This was evident when he raised concerns about how he was being portrayed in his television show (Jackson, 1988). His role confusion may have been influenced by how he thought the public would view him as he got older.

Jackson experienced many challenges during his search for identity, having to struggle with the normal challenges an adolescent faces during this stage, along with the increase in fame, the media attention and the inability to partake in normal adolescent activities. Erikson explains typical adolescent behaviour, such as participation in group activities and falling in love, as part of the search for identity (Meyer, Moore & Viljoen 1994). Although Jackson had experienced a few of the normal adolescent activities he also missed out on most of them. From the findings it can be noted that Jackson was able to obtain an occupational identity. However, because of all the significant social challenges he faced during this stage of development, he struggled to merge how he viewed himself with how others viewed him to forge a healthy social identity.

4.7 Intimacy versus Isolation (19 years to about 35 years)

This section provides the theoretical findings of Erikson's sixth stage of development, intimacy versus isolation. It also provides the findings of Michael Jackson's life during this developmental stage. Lastly, a discussion integrating the findings is provided.

4.7.1 Theory

The primary development task of young adults, according to Erikson, is to achieve intimacy with other people (Morris, 1996). During this stage individuals establish independence from parents and begin to function more autonomously as mature adults (Schultz & Schultz, 2009). As

Erikson (1968) has pointed out, psychoanalysis has always emphasised that genitality is the core of developmental maturity, yet goes far beyond mere orgasm. It means love, generosity and intimacy.

Erikson (1968) believes that much of the sexual motivation during adolescence, the previous developmental stage, is essentially of the self-seeking, identity-hungry kind where each partner is really trying only to reach themselves, or it remains a kind of genital combat, in which each tries to defeat the other. In Erikson's view, intimacy is not restricted to sexual relationships but is also encompassed by feelings of caring and commitment (Shultz & Schultz, 2009). These emotions should be displayed openly without resorting to self-protecting or defensive mechanisms and without fear of losing one's sense of self-identity (Shultz & Schultz, 2009). Erikson (1968) believes that a full sense of intimacy, of love and mutuality, can be achieved only by individuals who have resolved their identity crisis presented during the previous developmental stage. The inability to risk such intimacy characterises the alternative pole of this psychosocial crisis, namely a sense of isolation (Erikson, 1968).

The basic strength that emerges from intimacy during this developmental stage is love, which Erikson considered to be the greatest human virtue. He described it as a mutual devotion in a shared identity, the fusing of oneself with another person (Schultz & Schultz, 2009).

4.7.2 Life History

By the time Jackson was nineteen years old, he already had success with The Jackson 5 and as a solo artist. He continued to work and tour with his brothers, but at this stage more of his focus was on pursuing a solo career (Sullivan, 2012). In 1977 he started work on the film *The Wiz*, an adaptation of the film *The Wizard of Oz*. This was the start of Jackson's breakaway from being in entertainment with his family. Jackson had a great love of films and acting, but realised that his greatest talent was as a singer and entertainer. On the set of the film *The Wiz* is where Jackson met music producer, Quincy Jones. They became great friends and started working on his first solo album *Off the Wall*. Jackson moved away from the management of his father and at this stage took more control over how his music would sound in the future. He got many different artists involved in his music and he put a lot of pressure on himself to do his best work. Jackson often referred to himself as a perfectionist (Jackson, 1988). During this stage, Jackson

also withdrew from the Jehovah's Witnesses, the religion that he was affiliated with since birth (Sullivan, 2012).

Throughout this time Jackson grew increasingly concerned with his appearance and was constantly worried about how the public would receive him as a solo artist (Jackson, 1988). He admitted that he was most comfortable on stage, but shy and lonely off stage (Winfrey, 1993). He was hesitant to be in the media and shied away from interviews, even though he was receiving a lot of media attention and was well liked by the public. Jackson achieved great success with the release of his albums, *Off the* Wall and *Thriller*. He received a record breaking eight Grammy awards for the album *Thriller* (Sullivan, 2012). With the great success of his music and his popularity increasing as a performer, Jackson's finances increased accordingly and at this stage he was considered a multi-millionaire (Taraborelli, 2009).

Even with the increasing fame and success, Jackson was still lonely and did not have many friends outside of the entertainment industry. During this stage he was romantically involved with actress Brooke Shields, but the relationship did not last long (Jackson, 1988). In the 2002 documentary, *Living with Michael Jackson,* he explains to reporter Martin Bashir that he had been in love many times with women, both those that he was romantically involved with and those that he admired (Anderson & Shaw, 2002). However there is little evidence that documents Jackson's romantic relationships with woman.

Michael Jackson's music continued to grow in popularity and he continued winning numerous awards and accolades. He continued to produce albums that did well on the pop charts and he also made two films, *Thriller* and *Moonwalker*. During the late 1980s he bought a ranch in California and called it Neverland. The ranch was filled with exotic animals and theme park rides. Jackson would invite children to the ranch to spend the day with him, doing all the activities together (Taraborelli, 2009). It seemed that Jackson was trying to relive a childhood he had never had, and naming the ranch Neverland made it seem as though he did not want to grow up or had a "Peter Pan complex" (Sullivan, 2012).

Various rumours about Jackson's lifestyle started to circulate in the media over the years. Rumours around his lightening his skin as well as having numerous plastic surgery procedures arose. However, Jackson denied these rumours explaining that he was diagnosed with a rare skin

disease, vitiligo, and that he had only two operations on his nose to enhance his breathing so that he could sing better Anderson & Shaw (, 2002). During these years most of Jackson's focus was on his music and career and again this left him feeling lonely and isolated. There was a strong desire to be a family man and have children of his own, yet he was unable to create and maintain a healthy romantic relationship (Anderson & Shaw, 2002).

4.7.3 Discussion

This section discusses Michael Jackson's personality development during the sixth stage of Erikson's psychosocial development theory, intimacy versus isolation. According to Erikson, the primary development task of young adults, during this stage of development, is to achieve intimacy with other people (Morris, 1996). It is important to look at the relationships Jackson had during this stage of development as well as all the other social influences that may have impacted on his personality development.

During this stage individuals establish independence from parents and begin to function more autonomously as mature adults (Shultz & Schultz, 2009). Jackson started to focus more on his solo career during the early part of this stage of development. He left the management of his father and experimented in films and other entertainment ventures (Sullivan, 2012). During this stage Jackson withdrew from the Jehovah's Witnesses faith (Sullivan, 2012). Jackson's decision to move away from his family's faith and to move away from working with his family can be viewed as a continued search for his identity, perhaps to create an occupational identity not affiliated with The Jackson 5. Jackson admitted that he was most comfortable on stage, but shy and lonely off stage (Winfrey, 1993), which indicates that perhaps he had not yet overcome the previous stage crisis in his search for social identity. The inability to overcome the crisis from the previous stage then impacted on Jackson's ability to achieve intimacy with another person.

There is little evidence of Jackson's romantic relationships during this stage. His focus was on developing his career and he had success in doing so, however the negative consequence was that he still felt lonely (Taraborelli, 2009). Jackson's romantic relationships that were made public did not last long. Jackson had a desire to be a family man and have children of his own, during this stage, however he was unable to create and maintain a healthy romantic relationship (Bashir, 2002).

Erikson (1968) believes that a full sense of intimacy, of love and mutuality, can be achieved only by individuals who have resolved their identity crisis presented during the previous developmental stage. Jackson's inability to create a healthy intimate relationship was a result of his inability to resolve the identity crisis presented during the previous developmental stage. He was able to feel secure within his occupational identity and therefore achieve success; however his search for social identity was unresolved therefore impacting on his ability to find intimacy with another individual, hence leaving him with the feeling of isolation.

During this stage Jackson bought a ranch in California, called Neverland. He would invite children to the ranch and partake in the activities with them (Taraborelli, 2009). The media speculated that Jackson was trying to relive the childhood he had never had. Jackson's childlike behaviour during this stage of development could be viewed as a way of his trying to obtain intimacy. Erikson (1968) points out that developmental maturity goes beyond mere orgasm, as traditional psychoanalysis emphasises, but involves love, generosity and intimacy. Therefore, Jackson's feelings of isolation, caused by his not being able to resolve the identity crises presented in the previous developmental stage may have led him to seek love by being generous to children, with whom he was able to be comfortable with his identity.

Jackson's inability to create a positive social identity and the social influences experienced during this developmental stage impacted on his ability to overcome the crisis presented therefore influencing the way he interacted with his environment. The feeling of isolation follows on into the next developmental stage and influences how Jackson responded to the crisis presented during that stage of development. This will be discussed in more detail in the next section of this chapter.

4.8 Generativity versus Stagnation (35 years to about 60 years)

This section provides the theoretical findings of Erikson's seventh stage of development, generativity versus stagnation. It also provides the findings of Michael Jackson's life during this developmental stage. Lastly, a discussion integrating the findings is provided.

4.8.1 Theory

During this stage the individual's primary concern is to guide and establish the future generation (Erikson, 1968). Thus parents have special relationships in this stage, but also other relationships such as those with society in general. Generativity involves the participation with others for the benefit of children and youth. Where such enrichment fails altogether, regression to an obsessive need for pseudo-intimacy takes place, often with a pervading sense of stagnation, boredom and interpersonal impoverishment (Schultz & Schultz, 2009). Individuals in such a condition seek to be pampered, treating oneself as one's own child (Erikson, 1968). Such people may unconsciously seek sickness and invalidism, thus guaranteeing that others will not look after them (Meyer, Moore & Viljoen 1994).

Stagnation is not the only or even worse alternative outcome of this stage. Erikson points out that this period brings us full cycle. As individuals we have progressed through most of the psychosocial stages, with outcomes made better or worse by the social environments we encountered. Now we reach the point at which it is our turn to be a social environment for the members of the next generation. The outcomes of their psychosocial crises are now in our hands. By our behaviour as parents and teachers we can create the conditions of trust instead of mistrust, for initiative instead of guilt, for industry instead of inferiority (Erikson, 1968). Therefore, there is added pressure on the individual to provide a healthy environment for the next generation and at times failure to resolve this crisis leads to regression into an earlier developmental stage (Meyer, Moore & Viljoen 1994).

Care is the basic strength that emerges from generativity during this developmental stage. Erikson defined care as a broad concern for others and believed it was manifested in the need to teach, not only to help others but also fulfil one's own identity (Schultz & Schultz, 2009).

4.8.2 Life History

Rumours about Jackson's personal life escalated and in 1993 the first allegation of child molestation was brought against him, he was thirty five years old at the time. Jackson settled the case out of court, reporting that he just wanted to get the situation behind him (Anderson & Shaw, 2002). In 1994 Jackson announced that he had married Lisa Marie Presley. The couple had met in early 1993 and started dating. However the marriage seemed to be a publicity stunt to restore Jackson's reputation (Sullivan, 2012). Jackson and Lisa Marie Presley were divorced in

early 1996. Later in 1996 Jackson married Debbie Rowe and they had two children together; Prince Michael Joseph Jr. was born in 1997 and Paris Jackson was born in 1998. Jackson got divorced from Debbie Rowe in 1999 gaining full custody of their two children (Sullivan, 2012).

Throughout this time Michael Jackson continued to produce music. However his 1995 album *History: Past, Present and Future*, was not as successful as his previous albums. His 2001 album *Invincible* also sold well, however not as well as his earlier records. It seemed that the media were more interested in Jackson's eccentric behaviour and this was overshadowing his talent (Sullivan, 2012). In 2002 Jackson's youngest child, Prince Michael Jackson II, nicknamed Blanket, was born. Jackson used an unknown surrogate to help conceive his son. Jackson reported that he had always wanted to be a father and always had dreams of having a big family. In the 2002 interview with Martin Bashir, Jackson said that his wish was to adopt two children from each continent (Anderson & Shaw, 2002).

Jackson faced various law suits, ranging from cancelling concerts to more allegations of child molestation. He was acquitted of all charges of child molestation in 2005; however his reputation was tainted (Sullivan, 2012). His experienced financial difficulties due to high legal bills and he then turned to the Prince of Bahrain, who helped him financially. In 2008 Jackson announced that he would be doing a series of fifty concerts in London, England as his last performance. The preparation for this event had Jackson on a rigorous work schedule and he was overseeing all the preparations himself as well as on-going rehearsals.

Jackson died on June 25, 2009 while preparing for his last tour called *This Is It.* He was 50 years old and reports indicated the cause of death as cardiac arrest (Sullivan, 2012). A further investigation into the cause of his death revealed that he had died from acute propofol intoxication, an overdose of a number of prescription drugs (Sullivan, 2012).

4.8.3 Discussion

This section discusses the personality development of Michael Jackson during Erikson's seventh stage of his psychosocial development theory, generativity versus stagnation. During this developmental stage individuals' primary concern is to guide and establish the future generation (Erikson, 1968). It is important to look at how Jackson's ability to overcome previous crises

presented in earlier developmental stages and how new social influences impacted on his personality growth during this developmental stage.

Jackson was married twice during the early part of this developmental stage; both relationships did not last. This is an indication that Jackson had still not resolved the crisis from the previous stage. His search for intimacy may have been impacted by the social changes he was faced with. The negative attention from the media, the allegations of child molestation and the demands of the music industry all had an effect on Jackson's ability to obtain intimacy at this earlier part of this developmental stage. During the latter part of this developmental stage Jackson reported to be in a committed long term relationship (Anderson & Shaw, 2002); however there is no detailed information on this relationship. This suggests that as Jackson progressed through this stage he was able to find intimacy, and perhaps social changes during this stage helped him to resolve a crisis presented in an earlier stage.

During this developmental stage Jackson had three children (Sullivan, 2012). This may have increased his sense of generativity. Erikson (1968) points out that during this developmental stage, individuals reach a point at which it is their turn to be a social environment for the members of the next generation. The outcomes of the next generation's psychosocial crises are now in the hands of the older generation. Jackson would have felt the added pressure from this change in his social environment and acted in a way to protect and guard his children from the media. This suggests that Jackson was concerned with the future of his children, therefore indicating his growing sense of generativity.

During this developmental stage Jackson continued to work on his career. The albums released during this stage were not as successful as his earlier albums (Sullivan, 2012). This could have brought about feelings of stagnation with regard to his work; however Jackson was still able to produce work and continue to create a legacy in the music industry. There was no significant change in his work environment and he still had full control as to how he wanted his music to be produced and received.

As Jackson progressed through this stage of development he faced various law suits, ranging from cancelling concerts to more allegations of child molestation. He received negative attention from the media and although he was acquitted of all allegations of child molestation his

reputation was tarnished (Sullivan, 2012). His finances were depleting due to high legal bills and he sought financial help. These changes in Jackson's social environment would have impacted on his sense of generativity. The uncertainty around being able to provide a healthy environment for his children may have hindered his ability to overcome this psychosocial crisis. Erikson states that failure to resolve this crisis may lead to regression into an earlier developmental stage (Meyer, Moore & Viljoen 1994). Jackson was faced with a lot of social changes that may have influenced him to feel a sense of stagnation. However, as he progressed through this developmental stage he was able to continue to work and look to the future, suggesting that he did not regress into an earlier developmental stage. The fact that he was able to overcome the negative social changes and continued to make the effort to better the future of his children suggests that he was able to resolve the crisis presented during this stage of development.

Erikson described the basic strength that emerges from generativity, care, as a broad concern for others and believed it was manifested in the need to teach, not only to help others but also fulfill one's own identity (Schultz & Schultz, 2009). Jackson's basic strength of care was manifested by the birth of his children. This change to his social environment influenced his ability to negotiate other social influences and help him resolve this developmental crisis as well as aid in the fulfilment of his own identity. The different social changes experienced during this stage may have caused Jackson's ability to resolve the crisis presented during this developmental stage to fluctuate over time. Ultimately Jackson's ability to overcome difficult social changes influenced his ability to resolve this developmental crisis.

4.10 Conclusion

This chapter has provided the theoretical findings as well as the findings regarding the lifespan of Michael Jackson. The findings were divided according to Erikson's eight developmental stages of his psychosocial development theory. A discussion integrating the theoretical findings and the findings on Jackson's life were provided to gain a better understanding of Jackson's personality development throughout his entire life.

The following chapter will bring this study to a conclusion and will provide further recommendations for future research.

CHAPTER 5

CONCLUSION, RECOMMENDATIONS AND LIMITATIONS

5.1 Chapter Preview

This chapter begins with the researcher's experience of the potential limitations of the psychobiographical method of research. It then discusses the limitations experienced specific to this study. Lastly, this chapter provides the researcher's opinion on the value of this study as well as recommendations for any further research on this topic.

5.2 Possible Limitations Related to the Psychobiographical Case Study

The psychobiographical case study method employed in the study required preliminary considerations as it has been noted to have possible limitations related to the methodology (Anderson, 1981a; Elms, 1988; Runyan, 1988b). Therefore, the researcher of this study considered issues related to researcher bias, reductionism, cross-cultural differences, analysing an absent subject, validity and reliability, elitism and easy genre as well as inflated expectations. Upon completion of this study the researcher is able to comment from a retrospective view on the experience of conducting a psychobiographical case study in terms of the preliminary methodological considerations (Stroud, 2004).

5.2.1 Researcher Bias

Due to the fact that psychobiography is a lengthy process which requires an in-depth look at the subject's life it is not uncommon for researchers to develop intense, complicated emotions toward the person being studied (Elms, 1994). Anderson (1981a, 1981b) stated that countertransference-like reactions become common occurrences. Therefore the possibility of idealising or denigrating the subject becomes one of the most dangerous threats of the psychobiographical methodology (Elms, 1988). Elms (1994) stated that psychobiography is a delicate and treacherous pursuit that can go wrong for even the most well-meaning researcher.

With regard to researcher bias, the researcher of this study found it difficult to empathise with the subject at times. Jackson's complex interpersonal relations, childlike behaviour and the allegations of child molestation all added to the difficulty of empathising with him as the research subject. On the other hand the researcher found himself developing a sense of admiration toward Jackson because of his achievements throughout his life and his work ethic. The researcher found it necessary to take breaks from the study in order to facilitate the data with a fresh and objective outlook. Further investigation and review of the data allowed the researcher exposure to greater samples of the subject's behaviour and allowed for a balanced view of the subject. The researcher's ability to reflect on his feelings toward the subject throughout the process of this study helped him to maintain a balanced and empathetic perspective.

5.2.2 Reductionism

This critique is said to be threefold. Firstly, that the psychological factor is overemphasised at the cost of external and historical facts (Runyan, 1984). Secondly, psychobiography focusses too heavily on the psychopathological process and gives inadequate attention to normality. Thirdly, is the explanation of adult characteristics and behaviour exclusively in terms of early childhood experience (Runyan, 1988b).

With regard to reductionism the researcher utilised multiple sources during this study to gain a clearer understanding of the subject's socio-historical context. The researcher experienced frustration about the limited sources of personal data pertaining to Michael Jackson's early childhood. The researcher found that the utilisation of Erikson's psychosocial developmental theory added more perspective when analysing the data, and facilitated an understanding of the subject from a holistic viewpoint. The researcher found that he had to constantly be aware of the period of history in which Michael Jackson lived.

5.2.3 Cross Cultural Differences

Psychobiography can be seen as cross-cultural research due to the fact that the subject's culture deviates remarkably from our present day culture. Anderson (1981a, 1981b) stipulated that psychological concepts would not necessarily be applicable to the behaviour of the subject on account of them not being culturally sensitive. Runyan (1984) noted that this specific critique is

common to all biographical and historical writings but is not insurmountable. It is therefore advocated that the researcher learn about the culture and historical context of the subject in order to be culturally empathetic in understanding behaviour (Anderson, 1981a, 1981b).

The researcher did not experience the cultural divide between himself and the subject as a significant limitation, as he gained knowledge of each of Jackson's socio-historical contexts throughout his lifespan. This process was facilitated by gathering a wide range of information, including readings on peripheral issues and events of Jackson's socio-historical context, and also by the extended period of time spent conducting this research.

5.2.4 Analysing an Absent Subject

Researchers have criticised psychobiographers as being less advantaged than psychotherapists for the reason that the former has no direct contact with the subject and therefore less information is available. Anderson (1981a) responded to this criticism by highlighting that the psychobiographer is more advantageous than the psychotherapist in that the psychobiographer is able to access various informants and has the opportunity to analyse events in the light of their eventual effects. Furthermore, Anderson (1981a) pointed out that psychobiographers are in the advantageous position since they are not limited by therapeutic considerations.

The researcher found analysing an absent subject to be a relief at times in that he was free from constraints of maintaining a safe therapeutic environment and adhering to the ethical guidelines of the therapeutic relationship. At times, however, he experienced frustration and felt that his level of understanding would have been enhanced if the possibility of asking the subject questions had existed.

5.2.5 Validity and Reliability

The potential validity and reliability considerations discussed in chapter 3 were implemented as described, with the consequence that the study has acceptable levels of validity and reliability. The researcher did experience anxiety round the lack of data pertaining to Jackson's early childhood and how this would affect the validity of this study. However, the aim of this study was to explore and describe Jackson's personality development according to Erikson's psychosocial theory with the data collected and not to hypothesise about the findings. It was

important for the researcher to maintain a high level of credibility in making references throughout the study as well as crosschecking data throughout the data collection and extraction procedure; therefore with regard to validity and reliability the researcher is of the opinion that he maintained the required standards.

5.2.6 Elitism and Easy Genre

The researcher's experience of psychobiography research approach is contradictory to criticisms of it being an easy method of research. The completion of this study has required in-depth research and the review of an extensive volume of data, the ability to apply psychological theory to a focussed research question and a lengthy time spent writing.

Jackson was chosen as the subject of this study because of his extraordinariness and on the interest value to the researcher. He was selected because of his unique profile of lifespan achievements and the struggles he faced and overcame, not his membership in any social grouping.

5.2.7 Inflated Expectations

As the psychobiographical approach is prone to numerous shortcomings, Anderson (1981b) advised that psychobiographers should be aware of these shortcomings and recognise that psychological explanations do not replace, but add to, other explanations. According to Anderson (1981b) psychobiographical explanations should be recognised as speculative and not be viewed as the final word about the subject.

This consideration did not present a challenge during this study. The researcher recognises and admits that this study on Michael Jackson has been conducted primarily from a psychological perspective. Therefore it cannot account for or explain the full complexity of such a unique and extraordinary individual.

5.3 Specific Limitations to this Study

While there appeared to be sufficient literature available relating to the subject's life, the literature focussed mainly on Jackson's years as an entertainer. There were some periods where

accessible information was limited, namely Jackson's early childhood. Unfortunately, as a result of limited information regarding Jackson's early childhood a proper investigation in terms of his personality development could not take place. However the data that was collected regarding his early childhood (i.e., socio-historical and socio-economic information) was considered in understanding his personality development.

While conducting this psychobiographical study of Michael Jackson the researcher became increasingly aware that the small scale nature of this study does not do sufficient justice to the complex nature of the subject. As a requirement for the partial fulfilment of the degree of Masters in Psychology, the parameters of this study made it difficult to afford the kind of in-depth, detailed focus that would provide an even more holistic understanding of the subject. Thus, a more comprehensive 'illuminating' of Michael Jackson's personality development was not possible.

The use of more than one conceptual model could have contributed to the enhancement of the study's validity and reliability. However the limited nature of the study also limited the number of specific theorists that could be applied within the realm of this study. Contrary to the existing psychobiographies that utilise a psychodynamic theory, the researcher decided to utilise the psychosocial development theory (i.e., stage approach) to personality development. This, however, did reduce the focus of the study and the framework within which the data was interpreted. The outcome has thus been limited to a conceptual framework relating to specific viewpoints. As with all theories, Erikson's theory has been subject to criticisms regarding certain proponents (see Chapter 2 for a detailed critique).

All psychobiographies are subjected to specific limitations. The researcher feels that, even with the limitations faced during this study, the critiques of the psychobiographical approach to research were noted and taken into consideration and a study was produced that was able to achieve its primary research objective.

5.4 Value of the Study

Life history researchers have advocated the importance of studying extraordinary figures in an attempt to unravel not only why they became extraordinary, but also uncover the lessons they can teach humanity (Elms, 1994; McAdams, 1988; Runyan, 1984). Michael Jackson was such an extraordinary figure in the history of the music industry, from which individuals can learn a great deal.

The researcher is of the opinion that because Michael Jackson was admired by many all around the world, his contribution to the entertainment industry, his achievement and success obtained through his work ethic, are some of the aspects that bring value to this research study. This study afforded the researcher the opportunity to explore the personality development of an extraordinary individual. It allowed for the application of a psychological theory and serves the opportunity for further research on the subject to take place. These are the attributes that add value to this specific study.

The value of this study can also be noted in the learning opportunity it afforded the researcher. Not only has the researcher had the opportunity to explore the personality development of an extraordinary individual, but he has had the opportunity to learn more about the psychobiographical approach to research. This study has added to the researcher's ability to undertake future research with increased knowledge and awareness of specific limitations and challenges, both on a personal and academic level, presented throughout this process.

5.5 Recommendations for Future Research

Although this research study provided some initial answers to the questions about personality development, the researcher recommends that in a future undertaking of a related study consideration would be given to doing this on a larger scale. A doctoral thesis, for example, might be better able to accommodate the intricacies of the research subject and thereby do a greater justice to the complex nature of such an undertaking.

The researcher is of the opinion that the findings presented in this study should be considered as a point of departure in studying the personality development of Michael Jackson in a more in-

depth and analytical manner. It should therefore not be considered a final product in terms of providing an understanding of Jackson's total psychological development, but rather as a foundation upon which to build an even more all-inclusive understanding of the subject matter. Future researchers could also consider utilising additional theoretical approaches to psychological and personality development, thereby supplementing the findings of these research undertakings. Consistencies could be highlighted thereby increasing the reliability of these studies.

The researcher proposes that future researchers, who conduct a more in-depth research on this subject, should consider working on a multi-disciplinary basis. The psychobiographer might enlist the assistance of experts who specialise in entertainment history, as well as a historian who could provide more detail regarding possible influences of the historical period in which the subject lived and developed.

5.6 Conclusion

With any undertaking it is important to consider the parameters within which the research is being conducted. Although these parameters often contribute in some way to the limitations of a study, it is the opinion of the researcher that these limitations must not be viewed in a negative light, but rather as facilitating the possibility of conducting new and improved studies in the future.

Taking into account the limitations noted earlier in this chapter, the researcher is of the opinion that this study has nonetheless proved to be a valuable research undertaking. It is a good example of how a psychological theory can be utilised to illuminate a life. This study served to facilitate a more holistic understanding of Michael Jackson, as it took significant components of his personality development across his lifespan into account.

The general aim of this study was to facilitate a better understanding of Michael Jackson by describing his personality development over his lifespan and specifically exploring his personality development. On another level, it aimed to illustrate how gaining a clearer

psychological understanding of people can facilitate the reinterpretation of people's lives. From this perspective the researcher is of the opinion that the aim of this study has been accomplished.

With regard to Michael Jackson's life and gaining an illuminating understanding of him as a person, the researcher's concluding opinion is that Jackson was an extraordinary person who lived an extraordinary life and contributed a great deal to the entertainment industry. In doing so, he inspired many people across the world and his legacy will remain with many people for many years.

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Appendix A

Timeline of Michael Jackson's Life

August 29, 1958	Michael Joseph Jackson is born.
September, 1963	Michael Jackson performs at his kindergarten and joins the Jackson 5.
August, 1965	Jackson 5 wins Tiny Tots competition.
April, 1966	Jackson 5 wins talent show at Roosevelt High School.
February, 1967	Jackson 5 wins talent show at Chicago's Regal Theatre.
August, 1967	Jackson 5 wins Amateur Night contest at the Apollo.
January, 1968	Steeltown Records releases the Jackson 5's first record "Big Boy".
July, 1968	Jackson 5 signs with Motown Records.
October, 1969	Jackson 5 releases "I Want You Back".
December, 1969	Jackson 5 appears on the Ed Sullivan Show and they release their first Motown album.
October, 1970	Jackson 5 becomes the first group to have first four singles top the pop charts.
February, 1971	The Jackson's relocate to California.
April, 1971	Michael Jackson appears on the cover of Rolling Stone.
September, 1971	The Jackson 5 animated series debuts on ABC.

January, 1972	Michael Jackson's first solo album is released, "Got to be there".
August, 1972	Michael Jackson's second solo album is released, "Ben".
October, 1972	Jackson 5 begins their first European tour.
July, 1975	Jackson 5 signs with CBS.
June, 1976	The Jackson's variety show debuts on CBS.
July, 1977	Michael Jackson moves to New York to work on the film, "the Wiz".
December, 1978	The Jackson's "Destiny" album is released.
August, 1979	Michael Jackson releases "Off The Wall" album.
December, 1982	Michael Jackson releases "Thriller" album.
February, 1984	Michael Jackson wins a record breaking eight Grammy Awards.
September, 1985	Michael Jackson purchases the ATV Music Publishing Company.
August, 1987	Michael Jackson releases "Bad" album.
April, 1988	Michael Jackson's autobiography "Moonwalk" is released.
November, 1991	Michael Jackson releases "Dangerous" album.
May, 1994	Michael Jackson marries Lisa Marie Presley.
June, 1995	Michael Jackson releases "History" album.
January, 1996	Lisa Marie Presley files for divorce.
May, 1996	Debbie Rowe becomes pregnant with Michael Jackson Jr.

November, 1996	Michael Jackson marries Debbie Rowe.
February, 1997	Michael Joseph Jackson Jr. is born.
April, 1998	Michael Jackson's daughter, Paris Michael Katherine Jackson is born.
October, 2001	Michael Jackson releases "Invincible" album.
February, 2002	Michael Jackson's youngest son, Prince Michael Jackson is born.
November, 2003	Michael Jackson releases "Number Ones" album.
January, 2005 – February 2008	Michael Jackson is faced with various lawsuits
January, 2009	Michael Jackson signs a deal to perform his final Concert, "This Is It".
June, 2009	Michael Jackson is pronounced dead.

Appendix B

Letter to the Jackson Family Foundation

Dear Sir/Madam

My name is Jeremy Ruiters and I am planning to obtain my Masters in Psychology (MA) degree in the Department of Psychology at Rhodes University. My area of focus is a psychobiographical study of Michael Jackson. The primary aim of this psychobiographical study is to explore and describe the psycho-social development of Michael Jackson according to Erik Erikson's theoretical framework.

I would like to request your permission to conduct the study on Michael Jackson. The research entails me accessing biographies written about Jackson as well as accessing archival interviews conducted with him. These sources of information will be treated in a manner in which no harm comes to the reputation of Michael Jackson and /or his affiliations.

Your approval will be greatly appreciated. Please do not hesitate to contact me should you require any further information.

Kind regards

Jeremy Ruiters (Intern Psychologist)

076 6060057

j.ruiters@ru.ac.za