THEORIES OF DEVELOPMENT

A tentative explanation of facts that have been observed.

Besides Ecological theory, 5 major theories are discussed.

The Psychoanalytic Theories

A tentative explanation of facts that have been observed.

Many theories regarding human development.

Besides Ecological theory, 5 major theories are discussed.

Basic structure of personality: 3 components – id, ego & superego.

Id = present from birth, basic instinct & urges that seek immediate gratification; left unchecked, id may cause conflict.

Ego = developed during 1st year of life; mental processes, powers of reasoning & common sense; seek to help id find expression without getting into trouble; operates according to reality principle.

Superego = developed as a result of socialization; represents social values; becomes the conscience that seeks to influence behavior to conform to norms.

Id & superego are always in conflict, cause guilt, anxiety, disturbance; ego minimize the conflict by balancing instinct & norms through defense mechanism.

Repression = unacceptable impulses are pushed down into unconscious mind (will cause more conflict).

Regression = revert to earlier, childish forms of behavior.

Sublimation = replace unacceptable behavior with ones that are socially acceptable (an angry/hostile man participates in sports, lest he commits violent act).
Displacement = transfer strong emotions from a source of frustration to other object/person (scapegoat)

Reaction formation = act completely opposite of the way to hide unacceptable feelings/tendencies

Denial = refuse to acknowledge the existence of a situation (anxiety)

Rationalization = make up excuses for behaviour that would be unacceptable

Erik Erikson Psychosocial Theory

- A student of Freud; disagreed with Freud – too much emphasis on sexual bases of behaviour
- Introduces psychosocial motivations & needs that drive human development & behaviour
- Erikson introduced 8 stages of psychosocial development

1. Trust vs mistrust – infants learn to trust caregivers or to distrust when their needs are not met
2. Autonomy vs shame & doubt – learn control through eliminative function; self feeding, allowed to play alone & explore the world (within safe limits) – evolves. Some degree of independence; unmet.. Shame of own “abilities”
3. Initiative vs guilt – increased motor & intellectual abilities; explore env; new things; > responsible to initiate plans & actions; unaccepted dev. By adults = children will feel guilty
4. Industry vs inferiority – learn to meet school/home demands; dev. Self worth through accomplishment & interaction with others; otherwise == inferior

Freud further developed psychosexual theory of development:

- Center of sensitivity or erogenous zones shifts from one body zone to another as children mature
- 5 stages of psychosexual dev:
  1. Oral stage (1st year of life)
  2. Anal stage – ages 2 - 3 (anal)
  3. Phallic stage – ages 4 – 5 (exploring body; genital)
     - Oedipal complex
     - Electra complex
  4. Latency stage (age 6 - puberty) – focus on learning; physical & social activities; source of pleasure shifts from self to others – dev. Friendships
  5. Genital stage = sexual maturation; stimulation & satisfaction from others of the opposite sex; continues through adulthood.

Freud claimed that children received too little of too much gratification of each stage can become fixated (incomplete psycho-sexual dev.)
5. Identity vs role confusion – strong sense of self; confused over role & identity
6. Intimacy vs isolation – development close relationship or remain in isolation
7. Generativity vs stagnation – assume responsible adult roles; guiding next generation or personally impoverished, self-centered & stagnant

 Classical Conditioning
- Russian Psychologist Ivan Pavlov (1849-1936) – link between stimulus & response
- Classical conditioning: a form of learning through association; an old behaviour can be elicited by a new stimulus
- Experience & environment shape human behaviour

8. Integrity vs Despair – evaluate life, accept it as what it is or despair because they find no meaning in life

How do they differ? Similar?

Learning Theory
- BEHAVIOURISM – emphasizes the role of environmental influence in molding behaviour
- Behaviour becomes the sum total of learned or conditioned responses to stimuli → mechanistic or deterministic
- Not interested in unconscious motives; learning progress continuously, not in stages
- Process of learning is known as conditioning (2 types: Classical & Operant)

Social Learning Theory
- Albert Bandura – Psychologist; claimed that children learn by observing the behaviour of others & by modelling their behaviour after them
**Evaluation of Learning Theory**

- It highlights the role of environment in shaping behaviour
- But it is too mechanistic; neglected the role of biological/psychological & maturation influences

**Buhler: Developmental Phase Theory**

- Phase 1: 0-15 years: Progressive biological growth, child at home, life centers around narrow interest, school, family
- Phase 2: 16-27 years: Continued biological growth, sexual maturity, expansion of activities, self determination, leaves family, enters into independent activities & personal relations

**Humanistic Theory**

- A modern psych. Theory, emphasizes the ability of individuals to make the right choices & reach their full potentials
- Positive, optimistic view of human nature
- Humans are free agents with superior ability to uses symbols & to think in abstract terms
- Use holistic view: the functioning of the total individual to try to grow, improve & reach full potentials

**Buhler: Developmental Phase Theory**

- Charlotte Buhler – Viennese psych.
- The real goal of human beings is the fulfillment they can attain by accomplishment in themselves & in the world. (fulfillment through accomplishment)
- Basic of human tendency is self actualization; >> the peak experiences of life come through creativity (own initiative in fulfilling goals)

**Maslow’s Hierarchy of Needs Theory**

- Behaviour is motivation to satisfy needs
- 5 needs: psychological, safety, love & belongings, esteem needs, self-actualization needs (highest, the culmination of life)
- Healthy children enjoy growing up & moving forward, gaining new skills, capacities & powers... in the normal dev. of a healthy child, if he is given a full choice, he will choose what is good for his growth”
Maslow’s hierarchy of needs

- Physiological needs (food, water)
- Safety needs (security, stability)
- Love & belonging (affiliation, affection)
- Esteem (success, status)
- Self-actualization

Carl Rogers: Personal Growth Theory

- Rogers, a minister; focused on client-centered therapy discussions of clients thoughts & feelings
- If human beings are given freedom & emotional support, they can develop into fully functioning persons
- We need unconditional positive regard

Evaluation of Humanistic Theory

- It highlights the importance of believing in oneself & to assume the reponsibility for developing full potential
- We have needs that must be met for growth & development; must respect each other, even young children
- Critics: TOO optimistic

Information processing

- It highlights the progressive steps, actions, & operations that take place when a person receives, perceives, remembers, think about & utilizes information >>> decision making etc.

Evaluation of Cognitive Theory

- Focused on mental processes & their roles in behaviour
- It neglected the importance of environmental influence & unconscious & psychodynamic causes of behaviour

Cognitive Theory

- Cognition: the act/process of knowing
- Jean Piaget – Swiss psych.; emphasizes qualitative changes in the way people think as they develop
- 4 stages of cognitive development:
  - Sensorymotor (0-2 yrs)
  - Preoperational (2-7)
  - Concrete operational (7-11)
  - Formal operational (> 11)
### Ethological Theories

- Ethology = the view that behaviour is a product of evolution & biology
- Adaptations are needed; through the process of natural selection, the fittest live to pass on their traits to their offsprings
- Konrad Lorenz – novel prize winner; imprinting: biological ability to establish attachment on first exposure to an object/person

### Bonding & Attachment Theory

- Parent-child bonding esp at early hours upon birth is VERY crucial
- Bonding = formation of a close relationship between a person & a child through early & frequent association
- John Bowlby – Attachment Theory; infants develop close emotional dependence on one or more adult caregivers
- Robert Hinde: “Sensitive period” = times in life when one is more affected by particular experiences

### Evaluation of Ethological Theories

- Focussed on evolution & biological influences
- It neglected the importance of environmental influence