INTRODUCTION TO HUMAN DEVELOPMENT

FEM 3001 (Unit 1-9/9)

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MODUL PEMBELAJARAN : FEM 3001 INTRODUCTION TO HUMAN DEVELOPMENT
disediakan dalam bentuk bahan pengajaran dan pembelajaran kendiri di bawah program Pendidikan Jarak Jauh, Universiti Putra Malaysia. Sebarang pertanyaan dan cadangan untuk memperbaiki gaya penyampaian dan isi kandungan modul ini bolehlah dikemukakan kepada penulis dengan menggunakan alamat Pusat Pendidikan Luar.

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Introduction

Selamat sejahtera. We, the module writers would like to congratulate you on enrolling in this program, particularly in this course – Introduction to Human Development. As a basic course for the entire program, this course is about us – the human beings. Human Development as a discipline helps us to understand changes and constancy that human-beings undergo throughout the life span.

You will study basic theories that define human beings from various perspectives, understand the changes that occur in our lives throughout the life cycle, comprehend the roles of different systems in our ecosystem where we interact and make daily transactions, in which may directly or indirectly influence our lives. Above all, this course aims to enable students to understand the objectives of our beings by understanding the philosophy of human being created as insan; for the well-being of others and the entire environment. Upon the completion of the module, we sincerely hope that students will be able to comprehend the concepts of human development and the influences they may have on the family system and other micro systems at large. We also hope that you will be able to use this basic knowledge in order to construct a better environment.

This module aims to deliver knowledge on human development, processes that involved and the contexts where the developments occur. Is important to note that an adequate understanding of human development can not be obtained from a single theory. However, we are using the ecological and developmental approaches as the governing theories along with other major theories that scrutinize specific topics in human development. This concerted effort is taken in
order to give a holistic understandings on the topics. This module covers 12 units, which are:

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We believe in commitment and continual improvement in order to obtain excellent outcomes in life. Therefore, it is expected that students would read all these materials and refer to the references that have been listed in the module regularly. Feel free to contact us should you ever encounter any difficulties with the module.

Best regards,

Associate Prof. Dr. Rumaya Juhari
Prof. Dr Rozumah Baharudin
a. The course:

<table>
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<tr>
<th>Department</th>
<th>Human Development &amp; Family Studies</th>
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<tr>
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c. **Course synopsis**

Perkembangan sepanjang hayat individu sebagai insan ciptaan Tuhan. Nilai murni, fitrah, potensi dan resiliensi individu. Meneliti konteks ekologikal perkembangan individu, keluarga, dan komuniti dalam menangani isu dan cabaran semasa dan masa depan.

*(Life span development of an individual as God-created being. Moral values, 'fitrah', potential and the resiliency of an individuals, family, and community in handling current and future issues and challenges)*

d. **Assessment:**

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e. References


f. The icons in the module:

All the icons are meant to facilitate your learning process. The meanings of each item are as follows.

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**GOOD LUCK & DO YOUR BEST**
UNIT 1
The Philosophy of Human Development: History, Religion & Theory

Introduction

Have you ever wondered on the whole idea of human development – our own development? How would you answer a question by a young child regarding the process of human development? Which perspective would you use? This unit is about understanding the basic philosophy and concepts of human development, human as God-created-being known as INSAN. Human beings are studied in both the micro and macro contexts across the life cycle. These are the contexts of our environments; where interactions & transactions take place; which will in turn influence and will be influencing the quality of life as well as the quality of the environment. Scholars in the field have noted that an adequate understanding of human development can not be obtained from one single theory. However, along with other major human development theories, the ecological and developmental approaches will be utilized through-out the module as the broad “tool” to understand human beings as indicated
by the "person-in-environment" context. The basic tenet is that human beings were created by the Supreme power – God, with specific purposes, which includes doing all good things possible for the betterment of life and improving the quality of the environment.

Objectives of the unit:

a. Define the philosophies of human development in the context of human beings as insan
b. Analyze the development of understandings about human development based upon the scientific and non-scientific efforts of the past proponents
c. Discuss major theories of human development

HISTORICAL PERSPECTIVE

In many aspects of life, looking back at the history may induce greater understandings of certain phenomenon. Some important historical perspectives in studying human developments:

Earlier days:

- Using developmental approach, studies on human development (normally) have been focussing on child development
• During the 6th – 15th centuries, children were assumed as mini adults, a concept known as preformationism;
• Children were also known as persons who need protection

The 16th – 17th centuries:
• 16th century: The religious perspective (Protestant) demanded parents to be strict in nurturing their children in order to train them to be able to tell right from wrong
• 17th century: John Locke pointed the importance of human dignity; respects; more behavioural in approach
• Children, known as tabula rasa (blank slate); originally “pure”; started form nothing; need to be guided through experiences
• The basic tenets of child development were:
  • passive mechanistic (children are passive individuals, everything must be done for them);
  • development occurred continuously; and
  • parents mold their children’s behaviour through warmth nurturing (this notion encourages caring parenting practices)

The 18th century
• Jean Jacques Rousseau (1712 – 1778) – a French philosopher; claimed that children are noble savages (have natural tendency/sense of differentiating right from wrong; can grow to
become healthy adults

- Children have internal senses; cognitive ability & unique emotions that are prone to be abused / corrupted by adults who trained them

- Rousseau introduced the stages of development and maturity concepts

- Children are organismic (active designer of their own destiny); development does not occur continuously, but in stages; nature's role in determining changes in life

- Aristotle indicated: Human beings are the thinking, social, political animal who run various functions in order to live

**Exercise:** Compare all the important elements proposed by the above historical facts. How do they differ from each other? Discuss the strengths and weaknesses of each concepts as well.
THE SCIENTIFIC APPROACH

Some formal, structured research were carried out to support the scientific claims about human development. These research were done repetitively, over a long period of time before a strong claim can be made based on the findings. Some theories were built upon the earlier constructs of other theories. Some were built with the idea of improving or challenging the former ones. One most important fact is that all the efforts can be considered as the knowledge building process, which in turn have helped us to arrive at the understandings about human development.

• Charles Darwin (1809 – 1882), a British “naturalist” who studied variations in plants and animal species

• He claimed that no two items/persons/specimens that are 100% the same in this world. Each species is unique in its own way.

• Darwin is known as the founder of the Evolution theory

Evolution Theory

• 2 basic principles of the evolution theory: **natural selection & survival of the fittest**

• **Natural selection**: some species are naturally selected to survive in certain environment because they have the *fit with* characteristic

=> ability to adapt; which in turn guarantees continuity
• Others ... died / perished
• Those who survived will continue to live for a long time,
• Task: Reproduce & continue to generate quality characteristics for their next generations
• This approach focussed on the physical & behavioural adaptations
• Darwin claimed that at the early stage (prenatal), some species are similar to each other
• He concluded that all species including human beings have the same ancestors → Monkeys as our ances
• This idea has initiated debates and finally proven to be false

Normative Era

• Key proponent, G. Stanley Hall (1846 – 1924), an American psychologist
• Also known as the forefather of research on child development
• Together with Arnold Gesell (1880 – 1961) – they claimed that human development as:

"genetically determined, develop automatically.. Just like flowers"
• The normative method refers to research on human behaviour based on responses from MANY respondents; often linked with certain age group

Mental/Cognitive Testing Era

• Alfred Binet (1857 – 1911), a French Psychologist, applied normative method to test human intelligence

• He developed the Stanford-Binet Intelligence Test which has been used world-widely until today

• It initiated heated debates over the issue of nature vs nurture as well as the issue of cultural bias upon items covered in the test.

• The debate was on whether the genetic factor supersedes environmental factor in determining one’s intelligence.

![Note]

Write your own points for the debate. Do you support or oppose the argument that genetic factor plays a more important role in determining one’s intelligence? Explain.
THE RELIGIOUS PERSPECTIVE

- Human beings are not machines (there are mind & spirit); not animals nor angels, and not GOD who creates himself
- In Islam, human beings are created by Allah in the best form of creation, to become *khalifah*

Al-Hijr: 26 which means:

“We created man from sounding clay, From mud folded into shape”

“Dan sesungguhnya kami (Allah) telah menciptakan manusia (Adam) dari tanah liat kering, (yang berasal) dari tanah lumpur hitam yang diberi bentuk

At-Tin: 4 which means:

“We have indeed created man in the best moulds”

“Sesungguhnya telah kami (Allah) ciptakan manusia itu di dalam sebaik-baik cara, kami menjadikan sesuatu kelengkapan sesuai dengan keadaannya”

Al-Mu’minun: 12 – 14 which means:

“Man We did create from a quintessence (of clay), Then we placed him as (a dropof) sperm in a place of rest, firmly fixed; Then We made the sperm into a clot of congealed blood; Then of that clot We made a (foetus) lump; then We made out of that lump bones and clothed the bones with flesh; when We developed out of it another creature. So blessed be Allah, The Best to create”

“Dan sesungguhnya Kami telah menciptakan manusia dari (saripati) tanah. Kemudian Kami jadikan (saritanah) itu air mani yang tersimpan dalam tempat yang kukuh (rahim). Lalu kami jadikan air mani itu segumpal darah, lalu gumpalan darah itu
Kami jadikan segumpal daging, dan Kami jadikan gumpalan daging itu tulang belulang, lalu kami lapisi tulang belulang itu dengan daging. Kemudian Kami bentuk ia menjadi makhluk yang lain. Maha Suci Allah, sebaik-baik pencipta“

• Men were created with certain purposes (amanah), with capacities and responsibilities – to function as khalifah who Obeys his Creator;

• The coordination of both mind and spirit forms INSAN

• Spiritual = related with 4 elements: spirit, the nafs, mind, and qalb

• Roh = it’s God’s business;

• Nafs’ – basis for the reality of human-beings – 3 levels of nafs’ that urge or motivate behaviour: Ammarah, Lawwamah, Mutmainnah)

• Akal – bases for nobility; to seek for knowledge

• Qalb’ (hati)- to feel, basis of morale; central core – based upon the hadith of the Prophet Muhammad S.A.W. which indicate the role of the qalb in monitoring human’s conduct / life. If the qalb is evil, the whole system is vanished, visa versa

• Men have tendencies to committ good and bad deeds; the faith makes the different

• Born pure and clean, given the power (brain) to think, able to strive, given the urgency to need & want; and bestowed with energy; therefore human beings

• The QALB plays a big role in determining personality & behaviour where a person has to be responsible for
• If you are interested in the above topic and want to explore further, do refer to relevant books written by famous and established scholars regarding the topic.

• You are encouraged to explore on other religions / belief systems in order to find out other facts about human development. Note that down and see how do they similar with or differ from each other.

WHAT IS HUMAN DEVELOPMENT?

A Philosophy Of Life-Span Development

• Every single age period of life is important.
• Using the life span developmental approach, focus is given on the processes that take place at a specific age of human being’s life.
  The ecological approach highlights the importance of understanding the contexts where all these processes take place.
• There are other prominent perspectives that support this philosophy:
The 11 perspectives about human development:

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<td>1</td>
<td>Development is multi dimensional &amp; inter disciplinary</td>
<td>7</td>
<td>Development is variable</td>
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<td>2</td>
<td>Development continues through the life span</td>
<td>8</td>
<td>Development is sometimes cyclical &amp; repetitive</td>
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<td>3</td>
<td>Both heredity &amp; environment influence development</td>
<td>9</td>
<td>Development reflects individual differences</td>
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<td>4</td>
<td>Development reflects both continuity &amp; discontinuity</td>
<td>10</td>
<td>Development reflects cultural differences</td>
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<td>5</td>
<td>Development is cumulative</td>
<td>11</td>
<td>Development influences are reciprocal</td>
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<td>6</td>
<td>Development reflects both stability &amp; change</td>
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Read the following explanations on each perspective, compare the major concepts of each with each other.
1.0 DEVELOPMENT IS MULTI DIMENSIONAL & INTER-DISCIPLINARY

- Human development is a complex process which can be divided into 4 dimensions:
  a) Physical development
  b) Cognitive development
  c) Emotional development
  d) Social development

- Even though each dimension is unique, there is interdependency among them.

Examples:
  o Cognitive skills depend heavily on physical & emotional well-beings as well as social experiences
  o A "slow learner" may be also an emotionally disturbed teenager due to her physical appearance which may have kept her peers away

- Each dimension has its own general characteristics in accord with the life stages e.g: infants start to walk by the age of approximately 12-18 months

- The unique characteristics of each dimension differentiate one person from the others.
a) **Physical Development**

- Includes genetic foundation for development; physical growth of all components of the body; changes in motor development, senses and bodily systems, i.e.
  - Height & weight
  - Main organ system (central nerves system, brain)
- Also includes health care, nutrition, sleep, substance abuse, sexual functioning; all that are needed to lead a healthy lifestyle

b) **Cognitive Development**

- Cognition is the act of knowing and perceiving
- Includes changes in intellectual processes (knowledge and ability in:
  - Thinking
  - Learning
  - Remembering
  - Judging
  - Problem solving
  - Communicating
- Human beings think, perceive and understand (the cognition process) and use these skills to survive and excel in life
- The cognition process is influenced both by biological (genetic) as well as environmental factors.
c) Emotional Development

- Emotion is the state of feeling
- Development of attachment, trust, security, love, affection, and other emotions/feelings and temperament
- Development of feelings and expressing them within the context of development with other people/objects
- Development of concepts about self and autonomy
- Emotions are media for communication;
- Important for social interactions & catalysts for behavioural development
- Emotions are source for happiness / sadness that can influence moral development

d) Social Development

- Emphasizes socialization process; moral development & relationships with others
- Various context of development: family, neighbourhood, community, state, country, world
- Human beings can influence & be influenced by the whole process of social development
- Electronic & printed media; mosque/church/temple/; schools other world events can influence the socialization process
2.0 DEVELOPMENT CONTINUES THROUGH-OUT THE LIFE SPAN

- Development starts at conception and ends with death
- Some aspects of physical growth stop with age; developments in terms of change and adaptations continue
- There are sickly infants/adolescents who manage to live as healthy adults
- Emotional maturation and socialization as well as cognitive development continue

3.0 HEREDITY & ENVIRONMENT INFLUENCE DEVELOPMENT

- Human development is influenced by both factors (genetic—heredity and environment)
- The concept of "nature (heredity) vs. nurture (environment)" stressed the importance of how to use or control the influence of both in order to optimize development
- Some aspects of development seemed to be influenced more by one factor than the other
- However, in most aspects in life both factors are influential
4.0 DEVELOPMENT REFLECTS CONTINUITY & DISCONTINUITY

- Certain aspects of development are gradually and continuously growing / changing (e.g. physical, language)
- Other aspects of development progress in distinct stages; each preceded by abrupt changes – from one stage to the other
- Continuous development indicate high influence of environmental factor
- Discontinuous/stage theory = indicate heredity

Compare the above perspective to the ones you read earlier from the historical perspective. Discuss the similarities or differences among / between them.

5.0 DEVELOPMENT IS CUMULATIVE

- Our lives are influenced by events that had happened before (earlier experiences)
- Accumulated earlier experiences may impact later lives
- Many studies have indicated significant relationships between bad or traumatic experiences in earlier lives with negative outcome of later lives.
  - i.e. sexual assault at young age may impair intimate relationships amongst adults
• Many divorced cases are of men and women whose parents were divorced when they were young

6.0 DEVELOPMENT REFLECTS STABILITY & CHANGE
Certain aspects of development remain stable, others may change
• i.e. a problematic teenager may end up as a successful adult
• personality may or may not change
• sometimes things remain the same no matter what

7.0 DEVELOPMENT IS VARIABLE

Human beings experience variability and growth in development
i.e. A 12 years old boy may be much taller and bigger as compared to his peers but would still think that he is still a small kid.
i.e. A person may be allergic to certain allergen when she was young but become more tolerant when she grows up; some remain allergic throughout life.
8.0 DEVELOPMENT IS CYCLICAL AND REPETITIVE

- Some aspects of development may repeat during different phases in life
  - i.e. Identity crisis that arises during adolescence may repeat during middle age
- Phases for adjustment occur as we grow where changes are inevitable and adaptations are needed
  - i.e. from childhood to adolescence to adulthood
  - or from being single to married to divorce to remarriage
  - from working to retirement

9.0 DEVELOPMENT REFLECTS INDIVIDUAL DIFFERENCES

- Individuals differ in terms of timing and rate of development
- Height, weight, maturity, body build, physical ability, health, cognitive ability, emotional reactions, personality, social ability etc. may differ from one person to another
- General or average ‘value’ of these characteristics or normally referred to when we discuss “normal development”
  - i.e. normally a toddler starts walking between the age of 10 to 18 months;
10.0 DEVELOPMENT REFLECTS CULTURAL DIFFERENCES

- Cultural differences influence many aspects of development
- i.e. western values promote independence; others may promote closeness with parents; differences in racial/ethnic; educational level may influence quality of parent-child relationship; meaning of puberty, arranged marriage; age at marriage

- Certain aspects of development are “prescribed” in certain cultures

11.0 DEVELOPMENTAL INFLUENCES ARE RECIPROCAL

- Reciprocal influences of environment and significant others on child well-being and children on caregivers
- A pleasant, easy to smile infant “attracts” more, the effect is bidirectional, thus influence overall development
Objectives of the unit:

By the end of the module, students will be able to:

a. Describe major constructs of human ecological theories
b. Relate specific aspects of human development with components of other major theories of human development
c. Differentiate each theory based upon the focus of the constructs

THE HISTORY BEHIND ECOLOGICAL APPROACH

• There were many distinguished figures who can be considered as proponents of ecological concepts. Aristotle and Plato used ecological perspective in observing population growth and the stability of the environment (to some extent, Darwin did too)
• Ernest Haeckel, a German zoologist (1969) introduced the term ecology, which is a Greek term, Oikos which means home or family
• Therefore, human ecology covers the study of individual in the context of family, household and environment. According to Haeckel, individuals are formed and developed from the interaction between the environment and heredity
• Interestingly, another Scientist, a Chemist, Ellen Swallow Richards proposed a Scientific field of study to examine the influence of home environment onto the family. She studied the quality of air and water, sanitation, food and nutrition.

General System Theory

• Basic concepts from the General Systems theory are applied in the ecological theory
• The concept of holistic or holism, looking at living nature as interacting wholes (the whole is greater than the sum of the parts)
• Every system has four (4) elements: Objects; Attributes; Relationships and Environments

1. Objects = parts of the system; what the system is made of (in a family – each member = object); Objects are basic elements of the system
2. Attributes = qualities and properties of the system and its members; attributes indicate characteristics of the system as well as its uniqueness
3. Relationships = connection between or among the elements of the system, that is between the object and the environment. Systemic thinking where one is thinking relationally; observe happenings in surrounding systems or environment as an interaction occurs is needed to survive
4. Environment = anything that surrounds; can affect systems both in negative and positive ways.
Therefore, studying the system is actually an effort in trying to understand a person-in his or her context.

What is ECOSYSTEM?

- An ecosystem is a type of system; it is the ecological system
- Made up of living organism (O) with their environments (E)
- Originates from ecology: a Science that investigate and describe reciprocal relationships between O & E
- Basis: A survival unit never consist of O or species in a static environment; but rather, that it is an ecosystem with all O in reciprocal relationships with each other & with E
- Human behaviour is influenced by the environment visa versa
- Even though the environment changes due to technology, human beings need to impose control on life & environment to ascertain quality of life
- Ecosytems seek a steady / stable / balanced state of existence in order to reach HOMEOSTASIS
- O adapts to reach homeostasis

Read further on the above concepts.
Characteristics of ecological approach:

- Unique: The basic concepts exist in multiple disciplines such as social science, arts and humanities, applied science.
- Holistic, multi-discipline and systemic
- Focus: Interaction (bi-directional) and inter-relationships and mutual influence between organisms (individual and family) and the environment

Basic ecological concepts

Human Ecology Theory utilizes basic concepts from the major components of concepts within the General System Theory. These concepts are that applied in the familial context and known as Family Ecological Theory. Table 2.1 depicts the concepts underlying each theory:

<table>
<thead>
<tr>
<th>General System Concepts</th>
<th>Human Ecological Concepts</th>
<th>Family Ecological Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>System</td>
<td>Human Ecosystem</td>
<td>Family ecosystem</td>
</tr>
<tr>
<td>Elements/Objects</td>
<td>Organism /individu</td>
<td>Family</td>
</tr>
<tr>
<td>Attributes</td>
<td>Environment</td>
<td>Resource</td>
</tr>
<tr>
<td>Relationships</td>
<td>Interaction</td>
<td>Needs</td>
</tr>
<tr>
<td>Environments</td>
<td>Patterns</td>
<td>Values</td>
</tr>
<tr>
<td>Information</td>
<td>Interdependence</td>
<td>Goals</td>
</tr>
<tr>
<td>Energy</td>
<td>Perception</td>
<td>Judgement</td>
</tr>
<tr>
<td>Matter</td>
<td>Organization</td>
<td>Decision making</td>
</tr>
<tr>
<td>Space</td>
<td>Diversity</td>
<td>Communication</td>
</tr>
<tr>
<td>Time</td>
<td>Adaptation</td>
<td>Human development</td>
</tr>
<tr>
<td>Homeostasis</td>
<td>Technology</td>
<td>Personality</td>
</tr>
<tr>
<td>Feedback</td>
<td>Functionalism</td>
<td>Well-being</td>
</tr>
<tr>
<td>Boundary</td>
<td>Holism</td>
<td>Human quality of life</td>
</tr>
<tr>
<td></td>
<td>Limitations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Niche</td>
<td></td>
</tr>
</tbody>
</table>

35
Human Ecological System Perspective

6 assumptions for the human ecological framework

1. Human-beings are not passive receivers of information of inputs (we act and react)
2. Systems are dynamic which means that the systems are always changing
3. Individuals and social systems have the capacity to change (they also wish to change)
4. Changing one element of a system will cause change(s) to other parts of the system
5. Systems rely interdependently on one another to operate
6. All systems have boundaries

There are a few key figures who have been promoting the ecological concepts through-out their work. They may use different approach to arrive to the similar understandings on the “person-in-environment” idea.
Pioneer

• Beatrice Paolucci (Michigan State University) employed the home-economics approach.
• Suggested that family is a social system that depend on:
  - The natural environment for physical maintenance
  - Social environment for human values; meaning and quality of life

Pioneer

• Margaret Buboltz & Susan Sontag (Michigan State University) continue Paolucci’s work.
• Proposed 3 environments that surround human beings:
  1. Natural – biophysical
  2. Socio-cultural
  3. Technological – human constructed

  1) Natural / bio-physical environment
     • Mother-nature resources
     • Water, earth, snow, time, plants, animals, fossil, minerals
     • Can be beneficial for human consumptions

  2) Socio-cultural Environment
     • Social institution i.e. kinship, religion, politic, economy, legal, recreation or symbolic group
     • Determines civilization & cultural system
3) **Technology – Human constructed environment**

- Buildings, bridge, hydro-electric, houses, highway
- Built using materials from the natural environment
- Science and technology advancements help to improve quality of life
- However, abuse of it may destroy life and the environment

The above explanations cover the Family Ecosystem Model proposed by Buboltz & Sontag (1990). Figure 1 below depicts the embedded environment as proposed in the model.

![Family Ecosystem Model](image)

*Figure 2.1: The Family Ecosystem – adapted from Bristor, 1993*
Pioneer

- Urie Bronfenbrenner from Cornell University, Ithaca, New York is one of the forefathers of the human ecological theory. He religiously focussed on the contextual aspects of human development.
- Environment includes the physical, biological, social, economic, political, esthetics and structural surroundings
- They are contexts for the growth and development of human behaviour.
- The environments can be classified according to the size (small-micro vs. big-macro) and resources available within them. He introduced 5 environmental systems: (1) micro, (2) meso, (3) exo, (4) macro and (5) chrono

MICROSYSTEM

- The nearest environment to the individuals
- A pattern of activities, roles & interpersonal relations experienced by the developing person in a given setting with particular physical & material characteristics
- Eg: Home environment & classroom are micro environments for primary school children
MESOSYSTEM
- Comprises the interrelations among 2 or more settings in which the developing person actively participates
- i.e.: For a child: Relationships between home-school and neighbourhood; For adults: Relationships between family-work-social life
- It is a system for the microsystem

EXOSYSTEM
- Refers to 1 or more settings that do not involve the developing person as an active participant, but in which events occur that affect, or are affected by what happens in the setting containing the developing person
  i.e.: exosystem of a child might include the parent's workplace, a school attended by his older siblings, activities of the neighbourhood etc

MACROSYSTEM
- Abstract in nature: refers to consistencies, in the form & content of lower order system (micro, meso, exo) that exist, or could exist, at the level of subculture or the culture as a whole along with any belief systems or ideology underlying such consistencies.
- eg: socio-cultural / customs; legal systems, religion, education, defense system.
- i.e space is perceived differently across cultures – the Westerns kiss and hug freely as compared to others. What determined the differences? Law? Religion? Custom?
CHRONOSYSTEM

- Refers to patterns of events & transitions that take place in individual's environment through-out one's life
- The element of TIME is important in this system

Figure 2.2: The environmental structure for human development
The importance of the ecological perspective in understanding human development:
- It takes the holistic approach (considers multiple factors regarding person – in – context). Focuses on wholeness.
- Any phenomenon is seen from multiple perspectives > aiming to get the obtain high quality of life / environment
- Allows for an integrated plan of action – balanced & holistic; lend to improve quality of life (individual, family, community)

Basic principles in ecological model (Conrad & Novick, 1996)
- Human development is studied through the person-in-environment perspective
- Multiple & different environments experienced by individuals influenced the growth & development of individuals
- Every environment has its risks & protective factors
- The interactions between individuals & environment are two-way / reciprocal. It creates a complex feedback system
- Indiv. & family will always face changes & growth. Stress, coping & adaptation are normal developmental experiences

Input, throughput & output of the family ecosystem
- Family ecosystem receives INPUT from the env., transform in into OUTPUT back to the env.
- Family inputs: matter/energy (physical substance – food, clothing, housing, support system, services & information – knowledge, values, policies, law, custom & belief system
• Inputs are obtained through multiple methods; help families to function accordingly
• Human development occurs within the family context through family processes & activities
• These processes & activities are needed and influenced by the reciprocal interactions with & within the natural-physical; human constructed & socio-cultural environments
• The outcome ➔ QUALITY OF LIFE & ENVIRONMENT
• Human Quality of life: To what extend human needs, values & goals are met & how are they obtained
• Quality of environment = safety, health, coping strategy, adequacy, justice etc in providing natural resources, economic, social needs and support.

Summary
• Using the ecological perspective provide us a platform of understanding human beings “in-action” – person-in-context
• It encourages critical thinking in understanding any phenomenon, thus lead to planning and implementing an integrated prevention or intervention efforts
• Interactions and transactions within and between the environment may have direct and indirect influence for both human beings and the environments
• The ecological perspective encourages the followings criteria in order to understand human beings:
  • An integrated thinking
• Creative thinking
• A comprehensive focus of dynamic
• Systemic understanding
• Ethical reasoning
• Variability
• Practical action
• Self understanding

(Other) THEORIES OF DEVELOPMENT

What is a theory?

Theory is an orderly, integrated set of statements that describes, explains and predicts certain phenomenon. Theories of human development is very useful since they provide us guidelines and give meaning to our understandings about human beings. The followings are selected major theories of human development. Each theory is presented here according to its major concepts pertinent to the study of human development.
The Psychoanalytic Theories

- Sigmund Freud is well known as the forefather of psychology
- Used free associations; dreams analyses techniques in explaining behaviour. Emphasis: the importance of early childhood experiences and unconscious motivations in influencing behaviour. Introduced the concept of psychosexual stages

**Freud's Psychosexual Stages** (adapted from Berk, L. E., 1998)

<table>
<thead>
<tr>
<th>Psychosexual Stages</th>
<th>Period of Development</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td>Birth – 1 year</td>
<td>The new ego directs baby’s sucking activities. If oral needs are not met, individual may develop bad habits i.e. thumb sucking, fingernail biting, over eating and smoking</td>
</tr>
<tr>
<td>Anal</td>
<td>1 – 3 years</td>
<td>Toddlers &amp; preschoolers undergo toilet training. Conflict about anal control may later appear in terms of extreme orderliness/cleanliness or messiness/disorder</td>
</tr>
<tr>
<td>Phallic</td>
<td>3 – 6 years</td>
<td>Oedipus conflict for boys &amp; Electra conflict for girls- desire towards parent of the opposite sex; adopt same-sex parent’s values &amp; characteristics. Superego is formed. Relationship between id-ego-superego determines personality orientation</td>
</tr>
<tr>
<td>Latency</td>
<td>6 – 11 years</td>
<td>Superego develops, new social values are acquired from adults outside the family system &amp; peers of same sex</td>
</tr>
<tr>
<td>Genital</td>
<td>Adolescence</td>
<td>Puberty triggers impulses of phallic stage to reappear. Positive development leads to intimate relationship-marriage-child bearing and rearing</td>
</tr>
</tbody>
</table>
• Sexual urges and aggressive instinct and drives are primary determinants of behaviour; individuals are driven by the pleasure principle.
• Basic structure of personality: 3 components – id, ego and superego
  • Id = present from birth, basic instinct and urges that seek immediate gratification; if left unchecked, id may cause conflict
  • Ego = developed during 1st year of life; mental processes, powers of reasoning and 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 behaviour to conform to norms
• Id and superego are always in conflict, can cause guilt, anxiety, disturbance; ego can minimize the conflict by balancing instinct and norms through defense mechanism

Defense Mechanism
• Repression = unacceptable impulses are pushed down into unconscious mind (will o cause more conflict)
• Regression = revert to earlier, childish forms of behaviour
• Sublimation = replace unacceptable behaviour 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

Please read more on the above topic.
**Erik Erikson Psychosocial Theory**

- A student of Freud; disagreed with Freud – he claimed that Freud emphasized too much on sexual bases of behaviour
- Erikson introduces psychosocial motivations and needs that drive human development and behaviour
- His prominent 8 stages of psychosocial development leads to a broader understanding of psychology in the context of human development.

**Erikson’s Psychosocial Stages** (adapted from Berk, L. E., 1998)

<table>
<thead>
<tr>
<th>Psychosocial Stages</th>
<th>Period of Development</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic trust vs. mistrust</td>
<td>Birth – 1 year</td>
<td>Infants learn to trust caregivers or to distrust when their needs are not met</td>
</tr>
<tr>
<td>Autonomy vs. shame &amp; doubt</td>
<td>1 – 3 years</td>
<td>Learn control through eliminative function; self feeding, allowed to play alone &amp; explore the world (within safe limits) – ev. Some degree of independence; if unmet, Shame of own “abilities”</td>
</tr>
<tr>
<td>Initiative vs. guilt</td>
<td>3 – 6 years</td>
<td>Increased motor &amp; intellectual abilities; explore environment; new things; &gt; responsible to initiate plans &amp; actions; unaccepted development by adults will make children feel guilty</td>
</tr>
<tr>
<td>Industry vs. inferiority</td>
<td>6 – 11 years</td>
<td>learn to meet school/home demands; dev. Self worth through accomplishment &amp; interaction with others; otherwise== inferior</td>
</tr>
<tr>
<td>Identity vs. identity diffusion</td>
<td>Adolescence</td>
<td>Strong sense of self; confused over role &amp; identity</td>
</tr>
<tr>
<td>Intimacy vs. isolation</td>
<td>Young adulthood</td>
<td>Development close relationship or remain in isolation</td>
</tr>
<tr>
<td>Generativity vs. stagnation</td>
<td>Middle adulthood</td>
<td>Assume responsible adult roles; guiding next generation or personally impoverished, self-centered &amp; stagnant</td>
</tr>
<tr>
<td>Ego integrity vs. despair</td>
<td>Late adulthood</td>
<td>Evaluate life, accept it as what it is or despair because he / she finds life has no meaning</td>
</tr>
</tbody>
</table>
How do Freud and Erikson's theories differ from each other? Try to link Freud’s psychosexual stages with Erikson’s psychosocial stage. At latency, what is the expected psychosocial milestone of a child?

**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 and Operant)

**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
Operant Conditioning

- B. F. Skinner: learning from the consequences of behaviour
- Human behaviour operates to produce consequences (desirable & nondesirable)
- Nature of the consequences will determine the probability of behaviour's reoccurrence (positive reinforcement reoccur

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 and maturation influences

Humanistic Theory

- A modern psychology. Theory, emphasizes the ability of individuals to make the right choices and reach their full potentials
- Positive, optimistic view of human nature
- Humans are free agents with superior ability to use symbols and to think in abstract terms
- Use holistic view: the functioning of the total individual in trying to grow, improve and reach full potentials
Buhler: Developmental Phase Theory

- Charlotte Buhler – a Viennese psychologist.
- 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)
- 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
- Phase 3: 28-47 years: Biological stability, culmination period, most fruitful period of professional & creative work, most personal & social relationships
- Phase 4: 48-62 years: Loss of reproductive functions, < abilities, < activities; personal, family, economic losses; psychological crisis, period of introspection
- Phase 5: 62 years & over: Biological decline, increased sickness, retirement, < socialization, > hobbies, individual pursuits, retrospection; filling of fulfillment or failure
Maslow’s Hierarchy of Needs Theory

- Behaviour is motivation to satisfy needs
- 5 needs: physiological, safety, love and belongings, esteem needs, self-actualization needs (highest, the culmination of life)
- Healthy children enjoy growing up and moving forward, gaining new skills, capacities and powers... In the normal development of a healthy child, if he is given a full choice, he will choose what is good for his growth"
Carl Rogers: Personal Growth Theory

- Rogers, a minister, focussed 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 responsibility for developing full potential
- We have needs that must be met for growth & dev.; must respect each other, even young children
- Critics: TOO optimistic

Cognitive Theory

- Cognition: the act/process of knowing
- Jean Piaget – Swiss psychologist; emphasizes qualitative changes in the way people think as they develop
- 4 stages of cognitive dev:
  - Sensory motor (0-2 years old)
  - Preoperational (2-7)
  - Concrete operational (7-11)
  - Formal operational (>11)
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

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

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

Major theories of human development give us various perspectives in understanding people and the processes that take place in life. Some of the theories are independent while many are interdependent.
UNIT 3

THE LIFE SPAN

Introduction

Using the life span perspective, human development is viewed based on four assumptions about development (Baltes, 1987), which are:

1. Lifelong
   No age period is supreme in its impact on the life course.
   Significant changes occur at all changes

2. Multidimensional and multidirectional
   Development is affected by an intricate blend of biological, personal and social forces. At all age periods, development is a joint expression of growth and decline

3. Highly 'plastic'
   At all ages, individual can develop in many form, depending upon the biological and environmental (both history and current) factors. Development can be ‘modifiable’ throughout life cycle
4. Embedded in multiple contexts

Changes that occur in one's life are diversified since there are various contexts that may affect one's development. Specific or unique contexts or experiences may alter individual's development apart from normality. As an example, a woman who suffer from cancer at the age of 25, may have to experience various changes in her life style.

- The life span approach looks at human development across the life cycle (through stages of life). It starts at conception and ends with death. Life span can be divided to various stages based upon growth and changes that take place in life. In general, there are common and universal characteristics for each stage, however, there are also unique characteristics amongst individuals: characters, time, duration.

Objects of the unit:

By the end of the unit, students will be able to:

a. Describe major milestone in life stages
b. Discuss individual developmental tasks along the life span
c. Relate the process of development across life span with theoretical foundations learned from the previous units
Before we explore the different stages of development, let us look at the major domains of individual development.

1) Physical development
   Changes in body size (height and weight), proportions, appearance, and the functioning of various body systems, brain and other major organs development, perceptual and motor capacities, physical health

2) Cognitive development
   Development of various intellectual abilities including memory, attention span, academic and everyday knowledge, problem solving, imagination, creativity, and language

3) Emotional and social development
   Development of emotional communication, self-understanding, knowledge about others, interpersonal skills, friendship, intimate relationships, moral reasoning and behaviour
Stages in life:

1. Conception & pregnancy
2. Birth
3. Infant (1st two years following birth)
4. Early childhood (toddler) (3 - 6 years of age)
5. Middle childhood (7 – 12 years of age)
6. Early adolescence (13 - 15 years of age)
7. Late adolescence (16 – 19 years of age)
8. Early adulthood (20-30’s)
9. Middle adulthood (40-50’s)
10. Late adulthood (above 60)

CONCEPTIONS & PREGNANCY

- Also known as prenatal stage; the 1st stage of life
- Starts with the conception between ovum & sperm forming zygote
- Developmental stages during prenatal:
  - Germinal Period – starts from conception to implantation (takes about 14 days).
  - Embryonic period – from 2 weeks to 8 weeks after conception
  - Fatal period – from 8 weeks to the end of pregnancy
Developmental Task & Challenges

Prenatal stage:
- Pregnant women must receive good prenatal health care –
  - scheduled medical check-up;
  - Food intake (nutrition), life-style, hygiene, food supplements, medicine/drug/smoking/alcohol
- Support from spouse is highly needed

Challenges:
- Risky environment may affect fetal development
- Teratogen is a name given to any agent in the environment that can cause fetal defect/ abnormalities/ death (miscarriages)
- The effect is varied, depending upon:
  - Amount & period of exposure
  - Time of exposure
  - Genetic factors (of both mother and fetus)
  - The present of other teratogens

Critical period during prenatal:
- Germinal/(zygote) = before implantation; teratogens are less effective; If exposed; the cells may collapse (miscarriage)
- Embryonic: Most critical stage – major development occur rapidly during this period
- Fetal: Not as severe, but main organs can be easily damaged: brain, eyes; genital
Types of teratogens (examples)

- Medication (Cth: thalidomide, diethylstilbestrol, aspirin) – may cause bodily defect; harm reproductive function; cancer, low birth weight, death
- Drugs – various physical & mental damages
- Cigarettes – (primary & secondary): low birth weight; premature birth, miscarriage; death; cancer
- Alcohol – brain damage, abnormal feature (facial), eyes are widely apart, thinner upper lip, small head size
- Radiation – cancer, miscarriage, abnormal physical growth, brain damages, physical & mental retardation; harm formation of skull & eyes
- Others: rubella, STD - HIV/AIDS, bacteria/parasite i.e toxoplasmosis (raw meat, cat’s feces)

Other factors:

- Food & nutrition
- Stress/depression (emotional health)
- Rh. factor (mismatch between fetus & mother) Rh. factor – is a blood protein
- Mother’s age
- Number of pregnancy / gaps in-between
CHILDBIRTH = 3 stages

- Stage 1 → dilation stage; longest stage; the force of the uterine muscle push the baby to cause opening in the mouth of the cervix
- Stage 2: baby passes birth canal → hard contractions; baby is pushed towards vagina -- birth
- Stage 3: → passage of the placenta (afterbirth)
- Birth can be normal (through vagina, without aid; or with aid (forceps/vacuums) or cesarean birth
- Support from spouse is needed; established husband-wife relationship acts as natural motivator
- Most hospitals do employ the ‘husband-friendly’ concept. The baby rooming together with mother is also encouraging the bonding process.

Delivery complications

- Vaginal bleeding; abnormal fetal heart rate; disproportionate in size of fetus & pelvic opening; abnormal presentation
- Anoxia is a condition caused by low oxygen supply to the brain; due to prolapsed umbilical cord; placental insufficiency, prematurity labor, maternal bleeding, maternal hypotension, toxemia, malformations etc.
  - Can cause permanent damage to the brain cells or even death
  - Brain can also be injured during delivery by improper usage of forceps
• Low birth weight: premature babies (< 37 weeks) or some full term babies (due to other causes)
• Hyaline disease – cause breathing problems; surfactin is nor 
  produced by baby to cover the lung & helps in breathing may 
  cause still birth

Infant stage (0-2 years following birth))
• Infants develop tremendously – physical (motor); senses; 
  emotional; social & emotional
• Primary social agents play significant role to establish various 
  development of the infant
• Infant learns to trust or distrust people; learns how to express love 
  & affections; tries to master stages of development (esp. physical)
• Infants temperaments can be detected at this stage

Early childhood (3 - 6 years)
• Preschool age (++ toddler)
• Rapid growth – physical; social, cognitive & language.
• Develops self concept, identity (early stage); gender role; loves to 
  play with others
• Effective Parents-child relationship is critical
Middle Childhood (7 - 12 years)

- Ability in reading, writing, mathematics is developed
- Tries to think logically, to understand the “world”
- School is another important micro system
- Rapid growth in psycho-social & moral dev.
- Good family relationship is critical

Early adolescence (13 – 15)

- Transitional period between childhood & adulthood
- Rapid growth – earlier among girls (puberty)
- Sexual maturity; formal operations thinking
- Wanting freedom, autonomy; prefer peers than parents?
- Earlier and established relationships since small will ease the adjustments for adolescents & parents

Late adolescence (16 - 19 years)

- Formation of self identity is critical aspect of development at this stage
- Plan for future career; academic pursuits; working
- Establish relationship with partners of opposite sex → special relationship
Early adulthood (20's & 30's)

- Biggest challenge: to establish intimate relationship; determine career of choice & get the job
- Various major life decisions: marriage, becoming parents, establishment of career
- Some early adults face divorce at this stage; remarriage
- Many major life decisions at this stage will influence later stages

Middle adulthood (40’s – 50’s)

- Running out of time
- Self reflect, causes mid-life crisis
- Obtain > freedom esp. if all children left home
- Obtain personal & social responsibilities, successful career
- Adaptations are done especially if there are changes (in any other aspects) – i.e promotions → moving to another state

Late adulthood (> 60)

- Need to adjust and adapt since major changes occur in almost all aspects of life
- Focus on health care to maintain overall well-being
- Some late adults use their time wisely by giving back to the family / society/ country using their knowledge and experiences.
- Some are concentrating on preparing for ‘the other life’ and even planning for their own death and funeral.
Challenges across life-cycle:

- Various capacity, types, durations, timing
- Various factors may influence them or influence the impact of the challenges
- Risk factors; protective factors
- A resilient person can survive best

CONCLUSION

- The life cycle approach highlights human development as a process that begins with conception, ends with death
- We develop and grow in 4 basic dimensions: physical, cognitive, emotional & social
- The ‘journey of life’ that we take is highly influenced both by heredity and environmental factors
UNIT 4

FITRAH & POTENTIALS

Introduction

The previous units have covered the bigger idea or framework about human development. In this unit, students will be exposed to self factors that play major roles in one’s life. Fitrah and potentials are two main components that are highly related with individual development. By understanding Fitrah and potentials, it is hope that human development can be optimized, thus lead to an improvement in quality of life.

Objectives of the unit:

By the end of the unit, students will be able to:

a. Discuss the meaning of Fitrah and potentials
b. Explain major contributions of Fitrah and potentials in human’s life
c. Describe the importance of understanding both concepts
What is *Fitrah*?

Human nature – "FITRAH"

In general, *Fitrah* can be defined as natural characteristics which is genetically BORN with us

- Examples: talent, physical ability, cognition and emotion

*Fitrah* is bestowed by the CREATOR with high tendency for the benefit of mankind.

- Every human beings born into this world has natural characteristics that are "pure" & "perfect"
- The concept of perfection in this context refers being ideal according to the human’s standard.
- Negative influences by the nurturing processes & low quality environment may disturb the purity
- There are 2 types of human’s natural characteristics or *Fitrah* are:

1) Physical
2) Spiritual
PHYSICAL

Human beings need 3 basic elements to survive which are food, clothing shelter.
Without all these or insufficiency of any may limit chances for human beings to live comfortable.
Human needs enough food intake which is supposed to contain all the needed nutrients by the body.
Each nutrient has its own functions.
Isn’t it amazing to think of the fact that all these nutrients are made with purpose?

SPIRITUAL

It is part of human nature to seek for the truth and to believe in God.
This Fitrah is highly in accord with the nature because men are created by God.
The spiritual nature indicates human’s instinct about believing in God, the Creator;
the supreme power. The instinct to find faiths / religion is born within every mankind;
Men need to fulfill this need in order to live accordingly.
Evidently, faith has become an essential element in life since it plays the role of our main reference on how to lead life.
Many social illness committed by human beings are often related with poor spiritual development.

HIERARCHY OF NEEDS

It is also part of human’s Fitrah to have needs and wants in life.
To ensure the total growth of human beings, there are several basic needs that need to be fulfilled.

We have discussed the Abraham Maslow Hierarchy of Needs in the previous unit.
He identified five (5) basic needs of human beings.
These needs are arranged in a hierarchical order showing the existence of levels / stages.
Maslow indicated that the most basic need, the first level, is the physiological needs while the highest level is the self-actualization needs.

- Each human being must fulfill the most basic needs before proceeding to the next level. For example, the Palestinians' basic need must be safety, very far different from the middle class Malaysian's basic need, which maybe self-esteem and recognition.

- The needs are not necessarily fulfilled in any particular order; some needs may be fulfilled simultaneously, however, normally one needs to satisfy the most basic needs prior to others.

- The ability or inability of individuals to fulfill all 5 level of needs will influence his/her perceptions about life & the environments.

People who have accomplished all five levels of needs may find that they now have more to give others. Many books cite Mahatma Ghandi as a person who have reached that level. For the Muslim, the prophet Muhammad S.A.W is the perfect example of a person who has reached the ultimate level of human's needs in life.

What is yours?

**Physiological need**

It is well understood that a person needs to be physically well in order to live a healthy and comfortable life. There is nothing compared to being healthy and happy in life. The meanings of this concept may be subjective, but there is no money in this world that can replace your health.
Safety
Safety is another basic need that is very important for human beings to survive. The recent tragedy of bombing around the world tells us of the safety level of the environment. Other human “needs” such as power hunger may block out the needs of others for safety. In order to feel secured, at peace, and comfortable we must first believe that the environment that we live in is save. Safety as a concept is global which covers mental, physical, social and emotional safety.

Love and Sense of Belongings
Human beings can not live in vacuum, alone without interacting with other human beings. It is the Fitrah of a person needing to be loved and have the sense of belonging to certain group/family, place or even country. This element gives us the sense of identity of who we are. People who deprived of this need may suffer from depression, sadness or other emotional disturbance which in turn may influence their conduct.

Esteem and recognition
A higher level of human needs is the need to be recognized and thus have the sense of self esteem. A person needs to be respected, acknowledged and praised which will boost his or her self esteem. Consecutively, a person who has high self-esteem are often found to be successful in areas that he encounter. Like wise, a person who are deprived of all the recognition elements in life may suffer from poor self-esteem and lead life miserably.
Self actualization
An individual who has reached this stage will utilize all his or her ability and talent to reach optimum potential of his being. The person has reached the unique and 'perfect' stage ever acquired. They employ high self control, full of missions and wisdom, realistic, independent, creative, flexible, highly spiritual, high esteem and is able to solve problem accordingly.

HUMAN POTENTIALS
Human potential refers to the latent ability or capability of a person. It is also known as possibilities in oneself

- Potentials need to be stimulated in order for it to be tapped / made known and grow
- Like Fitrah, potentials are also bestowed by God, the Creator; born within
- Potentials are part of Fitrah; at lower stage than Fitrah
- Fitrah will continue to grow even without stimulation; but potentials will be hindered / limited or never made known unless stimulated

- Quality development is an outcome of quality stimulation
- Eg: a normal child will know how to talk eventually even without proper training, which is Fitrah
  - However, if the child is trained in other language than his / her own, he or she may master that language eventually
- Stimulation through proper training / exposure to communication with others, reading materials, computers or other media
  - Fitrah = i.e men do not fly; Potential = men design means & ways to enable them to fly (aircraft)
- Men have ability & capability to work on the means & ways to achieve their ambitions
- It is a Fitrah for human being that potentials can be molded / honed to grow

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• Potentials can also be viewed from the physical & spiritual perspectives
• Physically, men have potentials to be involved in physical activities like sports, farming, recreation, exercise etc
• Spiritually, men have potentials to understand concepts, thinking creatively & critically; innovate; debate etc in accord with his or her Fitrah

**The importance of understanding *Fitrah* & potentials**

- Drive & regulated efforts towards excellency
- According to human's *Fitrah*, men are born to make good deeds; therefore no one is born to destroy or involved in bad things
- Men are born “pure” in all aspects == physical, mental, social & emotional
  Dysfunctional environment may disrupt the purity
- Eg; *Fitrah*: to get married and generate; “pure” means and ways to generate the future generations; failing to do so in accord with the religious perspective / socio-cultural guidelines may produce bad generations, uncivilized (as a product of incest / rape & adultery)
  - Or marrying someone of the same sex is against *Fitrah*.

- Potentials may differ from person to person; some may be highly potentialled in certain area and not in others
- Proper planning, quality training may stimulate development of potentials to the maximum level; in accord with the God’s rules
- Other than quality stimulations; genetic, age & other environmental actors may also influence human’s potentials
Conclusions

- Men are born into this world equipped with *Fitrah* & potentials
- *Fitrah* is the natural characteristics; potentials refer to latent ability in human beings must be made known
- *Fitrah* is related with the fulfilment of human needs; as suggested in Abraham Maslow’s hierarchy of needs
- Various factors in the environment may influence the growth & development of both *Fitrah* & potentials
- Good planning of stimulations are needed to balance up the growth of both *Fitrah* & potentials
UNIT 5
VALUES AND CULTURE

Introduction

This unit describes values and culture. The coverage of the topic is borderless, however for the sake of this course, values and culture will be discussed in the context of our Malaysian culture. What is value? How do we learn about any values and thus come to embrace it? Do values differ within and across culture? Is there such concept as ‘valueless society’? Do people change their values?

Objectives of the unit:

By the end of the module, students will be able to:

a. Describe the meanings, characteristics and classifications of values
b. Describe values orientation process
c. Apply understandings of values in analyzing matters regarding human development
VALUES - Definitions

What are values? Here are some infamous definitions of values.

**Linton, (1954)**:

"Anything capable of influencing the individual's decisions in choice situations & anything capable of producing an emotional response"

**Kluckhohn (1971)**:

"An explicit or implicit conception; distinctive of an individual or characteristics of a group, of the desirable which influences the selection from available means & ends of action"

**Rokeach, (1973)**:

"An enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence"

According to Rokeach, values that are related to modes of conduct are known as instrumental values, while those associated with end-state of existence are called terminal values. Observe the following examples of both sets of values.
TERMINAL VALUES

- Wealthy life
- Revital life
- Achievement (continuous contribution)
- Peaceful world (war free)
- World beauty (natural well-being, arts)
- Equity (brotherhood, equal opportunity)
- Family safety/security (care of members)
- Freedom (independent, right to make choice)
- Happiness (satisfaction)
- Internal harmony (free from internal stress)
- Matured love (sexual & spiritual)
- Safe nation (protection against attack)
- Pleasure in life (happy life/luxury)
- Safety
- Self dignity (self concept)
- Social dignity (recognition, respect)
- True friendship
- Wisdom (maturity)
INSTRUMENTAL VALUES

- Highly ambitious
- Open
- Capable (efficient, effective)
- Cheerful
- Clean & proper
- Resilient
- Forgiving
- Helpful
- Honest, truthful
- Imaginative, creative
- Independent
- Intelligent
- Logic, rational
- Loving, caring
- Obedient
- Polite
- Responsible, trustworthy
- Self-control, discipline
The above definitions bring us to the understanding of values as:

- Ideas WE HAVE OF RIGHT OR WRONG
- Internalized concepts of the desirable (i.e: liking, wanting, cherish, committed to etc.)
- Concepts that guide us in what we do, how we do it
- Concepts that give directions and security in making and following our decisions
- Concepts that influence perceptions, goal settings and means to achieve them
- The criteria being considered in making choices and in prioritizing the choices

*Value is a concept that act as a system of ideas & beliefs, gives guidance about the worth of something, influences our beliefs about what is right or best, and impacts our decision making process*

Therefore, VALUING is thus understood as a process by which information, resources and energy are selected, ordered by importance or assigned priority in terms of values.
Study the following characteristics of values. Can you provide examples of situations or contexts in which each of the characteristics is most appropriate?

**Characteristics of values:**

- Shape decisions
- Serve as criteria for decision making
- Are internalized from the environment
- Are rank ordered / prioritized
- May produce guilt if actions are in conflict with values that are not attainable
- Are a link with social environment. Influencing the nature of people
- Function in a circular fashion (individual – culture)
Value Classification

In 1977, Beatrice Paolucci classified values into three categories, which are personal values, moral values and social values.

**Personal values** = “character”

- The manner in which individual copes with everyday living by applying one’s beliefs and values
- Expressed through behaviours – such as self-discipline, self-motivation, punctuality, orderliness, self-evaluation of one’s efforts, decisiveness and goal orientation
- Unique for each individual, they are parts of one’s personality

**Moral values**

- Give a sense of right and wrong; concerned with good and right behaviour
- Related with the responsibility to live in ways that protect the freedom and rights of others
- Reflect one’s concepts of moral decency
- Shown in honesty, dependability, tolerance, peace of mind, integrity, a sense of fair play, concern for long range benefits and consistency between ideals and actions
Social values

- Shown in relationships with others
- I.e: support, cooperation, recognition, independence, justice, benevolence, equity, respect for law, acceptance of majority rule, sense of interdependence, recognition of the worth and dignity of every human beings

VALUES ORIENTATION

- The way or style in which beliefs and values are assimilated from life experiences forming pattern(s) is known as values orientation
- Kluckholm (1951) introduced 5 types of value orientations:
  1. Activity orientation
  2. Human nature orientation
  3. People nature orientation
  4. Time orientation
  5. Relational orientation
1. Activity Orientation

- It answers questions about the nature of human behaviour.
- The answers often related to cultural preferences, which can be either:
  - Being, or
  - Being-in-becoming, or
  - Doing
- **Being** = a spontaneous expression of personality, allowing expression for individuality as a human being for what people are, rather than for what they can accomplish.
- **Being-in-becoming** = concern for the person as a human being & what that person is becoming as a person.
- **Doing** = emphasizes accomplishment, and how well can individual perform.
- Cultural factors may influence the types of activity orientation (i.e. some cultures highly emphasized accomplishment).
2. Human Nature Orientation

- Focus on individual's qualities of good or evils
- Some belief systems viewed human beings as evil, mixture of both, or good
- Socialization plays a dominant role in shaping the qualities
- Ethics and religions as factors of concern
- I.e it is understood that human beings make mistakes in life.

In Islam, it is clearly stated that human beings are born in a pure state, the socialization agents, particularly the parents play a big role in shaping the behaviour of their off-spring.

3. People Nature Orientation

- It deals with the relationships between individuals with his or her nature / environment
  - Subjugation to nature (have no control over destiny)
  - Harmony with nature (interdependent)
  - Mastery over nature (master and control)

People who employ the master over nature orientation tend to associate with activities which are least considerate of the well-beings of the environment.
4. Time Orientation

- Reflects preferences for past, present, or future time orientation
- Influenced by culture and religion
- I.e The Chinese are known to employ the past orientation, where ancestors are highly respected, with strong family traditions
- The American: future oriented?
- ALL elements of time are important;
- Generally, educated people are future oriented and place high value on change as long as it does not threaten existing order

5. Relational Orientation

There are 3 manners of relating with others, linear preference, collateral preference and individualist preference

1. Linear preference
   - based on behavioral similarities while permitting some differences within fixed customs.
   - Group goals & traditions are important == continuity through traditions & family lines.
   - When problems arises the oldest (male) member take charge
2. **Collateral preference**
   - Emphasizes problem solving
   - Individual is considered to be part of a social order
   - The goals of extended family including siblings, cousins are primary are “for the good of the group”
   - When problems arises: the family as a group + extended family involved in obtaining a common solution
   - A leader is someone who is qualified by expertise, not age or tradition

3. **Individualist preference**
   - Emphasizes problem solving ability of an individual, yet the individual still has responsibility to the total society
   - The individual’s place and responsibilities are structured interdependently of collateral groups.
   - Use spacing in relationship to the other groups to develop individualistic orientation

Based upon the above explanation of values orientation, identify the common values orientation that are often delivered in today’s local television programs. You may want to choose specific programs for the discussion.
Functions of Values

What are values for? Values provide an orientation and set a framework for people to guide their actions and behaviour. There are 3 main functions of values:

1. Standards of conduct
   - Helps us to take positions on social, religious & political issues
   - Provides standards for comparisons – as guides, to praise, to judge, to behave, to choose, etc.
   - Implies a pattern of consistent behaviour

2. Decision making and conflict resolution
   - Decisions are made by processing inputs from environment using information received through perceptions in which are influenced by value orientations, conflicts too are resolved based on values
   - Can be difficult due to our perceptions of the situation, the meaning seen through our values & emotional factors
   - Holistic view helps in understanding situations from various perspectives. Helps to resolve conflict
3. Motivation

- Values have a strong motivational components
- Instrumental values are immediate values that facilitate reaching goals
- Terminals values are the greater goals beyond the immediate goals
- Values motivate through their influence which leads to decision that help people gain self respect / esteem; guide in making adjustments and help in developing personal growth

Patterns of Values

- Values are embedded by the family system within a specific culture, in an historical time period.
- Social influences are present for all families
- Values guide the extent to which outside preferences from the society will influence family Diversity, globalization
- Value patterns are related to specific time & situations
  i.e > self awareness vs actions out of wish for other's approval
Think about it.

Globalization is often said as one of the factors that causes degradation of moral values. Do you agree with the claim? Discuss both the positive and negative outcomes of globalization.
Process of Valuing

- Values exist on a personal, family or cultural levels; we develop values to guide our decision making at each level
- How do we acquire a value orientation?
- Children acquire values primarily within the family system (trust, approval, praise and rewards)
- Cultural values are transmitted primarily within the family
- Value transmission process operates through three mechanisms: Reinforcement, modelling and adoption

**Reinforcement**
A child is rewarded for behaviour that reflects desired values; punished if otherwise

**Modelling**
Children learn values through modelling from their significant others esp parents (what they do is modelled more that what they say)

**Adoption**
Values are absorbed & adopted; people are not passive receivers. Internalized values, become personal standards, they grow from experiences.
Approaches of Acquiring Values

There are 3 approaches of acquiring values: Traditional, Absolute-Relative and Organismic-Structural-Developmental

**Traditional - Authoritarian Approach**

- Based on absolute values that have meaning apart from and external to people
- People are responsible to learn these values and live accordingly
- They are part of social traditions
- Acceptance of the authority and leaders is critical
- Everyone knows what is right and wrong; socialization is based on indoctrination, fear, punishment, rewards, praise, blames.
- People are passive reactors; must accept and comply
- Relates with fundamentalistic thinking
Absolute – Relative

- Relative values, non-existence of ethical principle or absolute moral rulings
- A total opposite of traditional-authoritarian approach
- This approach treats individuals as supreme being, ignore environmental structure and organization
- Truth is self defined

Organismic-Structural-Developmental

- View human beings as a functioning whole.
- Focuses on human beings, environment and the relationships between them.
- Individuals as an organized whole, integrated and systematic.
- Intrinsically human beings are active, motivated and are not controlled by any supreme power. This approach is definitely in adverse with the Islamic teaching,
- The structural element in this approach refers to the overall systematic, transformational and self-controlled characteristics.
- Developmental refers to the human developmental stages where human beings are potential to develop higher level of thinking regarding moral and values.
Clarifying Values

- Value system exists through 3 processes: Choosing, appreciating and acting on it
- Choosing involves judging, evaluating freely over a few alternatives and the consequences of the choice
- Appreciating involves feeling of satisfaction with one's choice and acknowledging
- Acting or doing involves using or employing the values in all aspects of life - consistently
- One's values may change depending upon changes that occur in one's life
- Traditional values are challenged especially in the post industrial era
- i.e = "mind your own business" vs. "caring for one another"
Paradigm Shift

- Refers to restructuring basic values on our perceptions of the world
- Social paradigm comprises a group of values, beliefs and experiences that are shared by the majority of the people in the society
- Social paradigm may change across time; progress in a "slow" manner (not abruptly)
UNIVERSAL VALUES

There are universal values that cut across race and culture, for examples:

**Love and Care**
- Bases of moral behaviour are harmony, love & care, helping each other.
- “Ehsan” an Islamic concept where a Muslim does everything for the fact that they are doing it in the name of Allah, the Al-Mighty
- With love, care and compassion for each other, we strive to survive and leave in harmony

**Truthfulness**
- Honest, keeping one’s promise and telling the truth
- A core value needed in order to trust and be trusted by others

**Fairness**
- Justice or fair play means that one must treat others the way one wishes to be treated.
- It deals a lot with ethical consideration
- Issues of gender, poverty, racism, polygamy are often related with this value
Freedom

- It defines a central issue of humanity. Liberty demands responsibility and conscience
- Freedom of expression with accountability and equal opportunity
- Democracy, freedom of speech, human’s rights, slavery

Unity

- It depicts one’s role in the society
- Solidarity, cooperation, community, group alliance
- The idea of “Bangsa Malaysia”
- Living together in harmony especially in multi ethnic, multi racial country like ours

Tolerance

- Sharing environment requires everyone to be tolerant of each other
- Respecting other’s rights, respect for variety and variability

Responsibility

- Asserting rights and protecting them as well
- Highly needed when one is holding position that have great impact on many, i.e political leaders, parents, teachers.. everyone
Respect for Life, resolve conflict without force

- A value that is basic to peace
- No killing

Other shared values

- Courage, wisdom, hospitality, peace, stability, respect for the elderly

The above common values tell us how much across the globe, we, the human beings are bound together, upholding similar values.

1. How do our cultural values in Malaysia influence our socializing pattern?

2. Have your family experienced value shift? Give examples on how values shift influence one's family.
UNIT 6

INDIVIDUAL ECOSYSTEM

Introduction

Previously, you have read about the basic concepts in Human Ecological approach. It is time for you to learn about the most basic elements in human development, which is the human being. This unit will discuss the functions of individual as a part of the total human ecological system. Three aspects that are given emphasis are the physical, personality and interpersonal communication. These aspects interact within the family units, neighbourhood, community, society and nation at large, directly or indirectly. The aim of the interactions is to produce healthy and productive environment. A positive minded person, who enjoys nutritious diets, and who is physically healthy will be able to function effectively, able to obtain and consume resources adequately, easily adapt to changes, stress and transitions in life. Such individuals serve as useful family and community member and a good citizen.
Objectives of the unit:

By the end of the unit, students will be able to:

1. Describe main aspects of individual ecosystems
2. Describe the physical, internal and interpersonal subsystems of an individual ecosystem
3. Discuss the influence of the subsystems onto total human development

**Individual’s Ecosystem and The Development of Resilient Human Beings**

There are three aspects of focus in an individual’s ecosystem, which are the physical, personality and interpersonal communications aspects of the person. These elements interact within the family environments thus help to produce a healthy and productive environment or otherwise becoming a threat to the whole system.

- Individuals who are positive, well nourished, physically healthy, can function effectively, using resources accordingly & can adapt to changes, stress & transitions
- These individuals may grow to become effective members of family, society and nation

The whole process depicts the inputs and outputs of the individual system.
The Physical System

There are three BASIC elements that serve as inputs in the individual physical system:

- These elements are important for human functionings and generativity
- We need oxygen for breathing, our body contains water, we need foods that supply carbohydrates, fats, proteins, vitamins and mineral which are needed by our body in order to survive
- These elements exist in the natural environment, can be obtained by the interactions and transactions within and between human-built-technological and socio-cultural environments
- The environments may also influence the availability / quality or continuous supply of the elements (i.e. air pollution - man built and socio-cultural environments can lead to low air quality, which will impact our health status)
What are the characteristics of a healthy and fully functioning person?

- Referring to physical well-being = a balanced person is a healthy person
- According to Aristotle: concept of “The GOLDEN MEAN”; refers to moderation (mean); avoiding the extremes (too much or too little of anything - food, drinks and exercise or self control, courage and other virtues) can be harmful
- Homeostasis? Stability; centered
- TOO GOOD TO BE TRUE? Esp. in a family system
- In Islam, we are taught to live life in moderation, and there is a saying by the prophet that teaches Muslim to only eat when one is really hungry and stop before one gets really full. An example of moderation in daily practices.
**Individual Internal System**

- Comprises self concept & personality
- The development of self concept occur throughout individual's socialization process; does not exist at birth
- Self concept = An organized set of perceptions of oneself, governing thoughts & feelings about one self as a person
- Self esteem is a sub of self concept; it refers to the emotional aspect (a feeling of) of self worth & dignity
- An individual may have various perceptions about him/herself & his or her abilities; which will influence his/her behaviour & personality
- Positive self concept leads to well/positive life functioning
- Individual personalities comprises a blend of characteristics that develop through out life
- Temperament, birth order, personality styles etc.
Temperament
(natural characteristics)

9 basic components of behavior based on temperaments:

1. Activity Level = frequency of spontaneous motor activities
   ("slow" vs. "very active"; constantly moving vs not moving much
   at all)
2. Rhythmicity = routines, organized, scheduled
3. Approach & withdrawal (ability to approach others or withdraw
   from social contact)
4. Adaptability
5. Response threshold = responsiveness; ability to respond based
   on senses = fast/slow; i.e some people can tolerate loud noise;
   some are quick to react
6. Intensity of reaction: how does one react to stress (adapt,
   withdraw or explode)
7. Quality of mood / mood swing
8. Distractibility = level of self control (impulse control) – to
   concentrate even with distraction
9. Attention span/ Persistency: ability to continuously / seriously
   focusing/ concentrating on any specific task
Activity

Using the above explanations on temperament, identify each of the most prominent characteristics that belong to you.
‘Goodness of Fit’ concept (Chess & Thomas; 1968)

The goodness of fit concept highlights an interaction that results when properties of the environment and its expectations and demands are in accord with the organism’s capabilities, motivations and styles of behaviour. In this concept,

- The idea of being in harmony ...leads to optimal development in a progressive direction
- Can be influenced by: the organism, its attributes, the relationships of the system elements and the environment
- Babies develop personality characteristics based upon impulse and emotions hunger, sad, fear, discomfort
- Personality develops across life stages based on experiences and interactions esp. with the socio-cultural environment
- Different types of personality make people unique
- Styles of interactions with family, friends and others are highly influenced by one’s personality preference

According to Jungian Theory, each individual has four pairs of personality preferences

- Extroverted vs. Introverted
- Sensor vs. Intuitive
- Thinking vs. Feeling
- Judging vs. Perceiving
Personality preference depicts genetic influences as well as earlier life experiences. It refers to the concept that ONE personality style is more prominent in a person.

**Extroverted vs. Introverted**

An extrovert person will normally talk prior to thinking, knows many people and considers many people as best friends, likes varieties and actions, leads conversations, friendly and approachable, lies partying, prefers to generate ideas with a group, treats listening as a big challenge, enjoys praise and positive feedbacks and needs affirmation, enjoys talking, anytime, anywhere.

On the other hand, an introvert person will take time to ponder over things that are to be said, have a few friends, enjoys peace and quiet, listens very well, often known as quiet, reserved and reflective, thinks of ideas deeply before being able to state them, preferably without interruptions. An introvert person can easily get suspicious of others especially after being complimented.

**Sensor vs. Intuitive**

This preference explains the ways people perceive and one's preference for information gathering from the environment.

Those who have more sensing characteristics highlight on details and specifics answers to questions, concentrates on activities in hand, favour activities that yield tangible results, believes in the need to
ignore things that might complicate life (i.e., according to this person, if things are not broken, there is no need to fix them), prefers to listen to things in a logic sequence, favours concrete ideas and figures, does not fantasize or imagine things, more organized — reads from front to back, literally use words, see details easier that the whole picture, believes in evidence.

Interestingly, a person who employs the intuitive preference is often accused of being absent-minded (as a result of thinking about multiple things at once), highly enthusiastic about the future, care less for details, tries to figure out why things happen just for the fun of doing so, seldom accept things at face value, always wanting to check on connections and interrelatedness, always caught in thinking, imagining, trying to find meanings of things, can start reading on any page, gives general responses, sees the overall picture, and believes that time is relative.

**Thinker vs. Feeler**

This third category, thinker vs. feeler depicts people’s preference in the way they make decisions. For the thinker, dealing with emotions (own and others) is a big challenge. Thinkers normally stay cool and objective even if people surrounding them are upset, settles dispute based on justice on not feelings (i.e., trying to make others happy), enjoys discussions for the sake of intelligence exercise, seems more firm and often tells others if things are not right rather then keeping them with the idea that they are right. A thinker often makes difficult decisions, considers that it is more important to be right than liked,
believes that it is unnecessary to like people in order to work with them. Thinkers remember facts and figures better than faces and names and often impressed by things that are logical and scientific.

People who dwell with feelings (own and others) are known as feelers. A good decision to a feeler is the one that considers other’s feelings into account. Feelers often welcome other’s opinion, prefer harmony over clarity and often embarrassed by conflict in groups. Often accused as being indecisive since feelers are willing to take back something said that may have offended others. Feelers take things rather personally, tries out his or her best to help others meet their needs and consider people and feelings are more important than decision making.

**Judger vs. Perceiver**

The last category is a preference that commonly cause interpersonal tension also the most difficult to hide. A judger usually waits for others, puts everything in place, “knows” that if people would do what they are supposed to when they are supposed to, things would be much better, takes things as decided. Judger does not like surprise, and make this well known. He is also well structured, normally keeps and uses lists.

On the other hand, a perceiver is easily distracted gets “lost” between activities, enjoys to explore the unknown, does not plan tasks, waits to see what the demands are; often perceived as disorganized; many things are pending and a very last minute person. Perceiver also
believes in creativity, spontaneity. To them responsiveness is more important than order and neatness and can turn work into play - FUN

Activity

Take time to ponder on your personality preference. Do you see a dominant or a mixed of preferences? Discuss further on the advantages or disadvantages of these preferences.
Personality types constitute combinations of preferences (ways of perceiving and interacting with the environment). Any combination of the above preferences will create an interesting personality within an individual. Variability in personality types should be considered as an advantage, human beings must acknowledge and appreciate the differences. It is also important to note that certain combination of personality preference is deemed more suitable for certain tasks or job. For example, a person who has the sensing element in his preference aims to establish facts, a thinker will strive hard to suggest all possible solutions while a feeler works hard to weigh desirability of each outcome.
INTERPERSONAL ENVIRONMENT

In this unit, the topic of focus for interpersonal environment is communication. Human beings do not live in isolation, therefore, there is always a need to communicate. Communication is critical for individual and family adaptability, cohesion and functionality.

- There is a common communication pattern in each culture; each family develops its own communication pattern
- People develop communication skills within the family system; learning both the cultural patterns & the specific family styles & rules

Can you identify communication pattern in your family of orientation and family of procreation? Are children in your family encouraged to ‘talk back’?

Communication is simply defined as a process of exchanging thoughts or ideas. It is a symbolic transactional process involving creating and sharing meaning through consistent patterns.

Basic assumptions regarding family communication:
- Family communication is not random
- Communication is transactional (exchange of information / ideas)
- It is impossible not to communicate
Structural elements of communication

There are four structural elements of communication, which are:

1. The communicator
2. The message
3. The medium
4. The recipient

Technology is an adjunct to one or more of these elements, and will definitely influence the quality of the whole process. Normally, in interpersonal communication, focus is highly given on the message and the medium and neglecting the community and the reaction of the receiver.

The Communicator

- Creates and sends messages
- Individual is considered as a total system
- Many nonverbal aspects of the individuals are important such as appearance, posture, facial expressions, gestures, tone of voice, ways of touching / not touching; ways people stand / sit / distancing our space from others; ways people furnish their “space”
- A good communicator knows how to “READ” people with whom they are communicating
The Message

- Is the heart of communication
- Units of information transmitted between sender & receiver
- May contain feelings, thoughts, ideas, suggestions or commands
- After preparing (encoding) the message, the sender decides whether the message needs to be:
  - Explained, disguised, censored, or made appropriate to the receiver / situations
- Message is sent to the receiver who will decode the info as an input for the individual system
- Messages are thought of in terms of words
- 4 general parts of each message:
  - A subject (who the action of the message is about)
  - A predicate (what is being done)
  - An object (to whom the action is directed)
  - The content of the action
- Words are actually signs or symbols
- We are now in a more semiotic age == visual symbolic communication (image symbols)

The Medium

- Is the WAY a message is presented to the receiver
- Influences the "meaning"
- I.e TV ads. Are costly; messages are short; aiming for quick
impressions through sounds, colors, movements, images, few words which are normally "powerful"

The Recipient

- The receiver of the message
- Communicator must understand the receiver and be aware of the context of where and how the message being received
- Different words or gestures can give different meanings to recipients who have different perceptions from those of the sender
- "Interpretations" lead to reactions, which can be negative or positive
- I.e. table manners; "specific jokes", dialects, slang etc. may influence the whole situation
- Responses to communication are either visible, physiological, appearances or through technological devices (i.e. testing biofeedback - body temperature, brain waves, stress levels etc)
- Our cultural background influences our perceptions; so do our socializations agents and contexts (family, friends, teachers etc.)
- Place and space add to contextual meanings and influence our interpretations and understandings of a message (e.g. whispering = scared or shy? Or people communicate differently in a meeting versus in a non formal setting)
Communication Patterns Influence Family Meanings

- Meanings come through continuous interpretations of and response to messages
- The sensitivity of our basic senses serve as the first filters in communication
- Our perceptions are also filtered through our family system & social system through (a) language (b) accepted ways of seeing and interpreting things and (c) all socially-agreed upon conventions that standardized our world
- The language that we use often limits the shape and meanings we can ascertain
- Individual characteristics can uniquely influence one’s interpretations
- After functioning in a family system, an individual is comfortable with their ability to handle the language symbols since they can interpret them on all levels for their systems ➞ “pattern”

Communication pattern:

- Is both verbal and nonverbal
- Is specific to the relationship within the system
- Is reciprocal & interactive
- Is often predictable
- Containts both content & feeling messages
- Defines relationships
- May be changed by forces within the systems
- Mays stimulate changes in that system
Factors that influence the creation of meanings in communication:

1. Family of origin
2. Family communication rules
3. Gender and communication
4. Communication framework

Family of origin

- The family that we are "born into" a.k.a "family of orientation"
- Specific experiences within the family reflect a unique combination of personalities – family as our 1st socialization context and agent
- These experiences will influence later experiences in life i.e one’s own family of procreation
- I.e “family secret”, “in the honour of the family”

Family communication rules

- Rules are relationship agreements that prescribe & limit a family’s behaviour over time
- Family system has its own “administrative” system that forms a structure which serves as guidance for the family
- We may not realize some of the rules since many are not told but are learned through repeated interactions (a range of explicit ➔ implicit rules)
- Family rules developed over time & set predictable patterns that regulate behaviour
- They involved expectations; unknown rules may create conflict
- I.e. communication rules: what, how, to whom

**Gender & Communication**

- GENDER may influence the way people communicate & meaning of the messages perceived and received by people involved.
- Socio-cultural influences dictate which behaviour is gender appropriate (I.e. big boys don’t cry..)
- Contextual influence = office setting vs non-formal setting; male-female in private vs in public
Family Communication Frameworks

- Family members communicate in order to form a group that can share information
- This is arranged through a communication framework
- Family members establish certain channels for information flow, share the meanings through interactions and by a prescribes path through the family communication framework
- Vertical vs. horizontal communication
- The family comm. framework reflect power structure in the family
- Some structures promote dominance, others encourage sharing
- It helps to maintain the roles and rules operating within the system (vv)

Communication Pattern

- Flow of information; verbal exchanges within one’s family
- All patterns have their strengths and weaknesses; may work well for one family at one specific time; while for others it may not work at all
- Horizontal chain; vertical chain; Y, Wheel; Gap and Network
- A chain = show hierarchy of power; there is an authority figure; members rely on one person for information
- The Y and Wheel patterns show that there is one pivotal person who monitors the information flow;
- Wheel allows more exchange of information
- A gap pattern depicts lack of info exchange;
- A network pattern describes a 2-way communication channels between members, communication flows in every direction; members have equal chance to discuss issues
Communication and information processing are crucial elements in interpersonal relationships – an important function for individuals and family systems. The quality of communication process through communication patterns can be influenced by myriads of factors, which in turn will influence the quality of relationships within the family system as well as between the family and the outside world.

1. Define key structural elements of communication and discuss how do all these factors influence quality of relationships between parents and their teenage children.

2. How would you describe effective communication in a well-functioning step family?
UNIT 7

INTERACTIONS AND TRANSACTIONS WITHIN THE FAMILY ENVIRONMENT

Introduction

This unit discusses human interactions and transactions in the family. Using the ecological perspective, a family is known as an ecological system because it contains living organism – the individuals that constantly interact with the environment. Individuals in the family interact with each other, sharing resources, values, goals, responsibilities and commitments with one another. Family members do not live in isolations, they interact to obtain resources, materials, energy and information to meet their needs and demands. All these activities take place within the family context as they interact and make transactions with each other and with other systems outside the family across time.
Objectives of the unit:

By the end of the unit, students will be able to:

1. Define basic elements of the family ecosystem
2. Discuss family structure and functions
3. Discuss the interdependence between individual system and the family system and its impact onto the environment

Family Ecosystem as a Social System

Factors that need to be considered in studying families:

- Components (size, age, gender, life cycle)
- Structure (intact, single-headed (divorce/ death/ never married)
- Environment (other living / non-living organism)
- Processes that take place between family and the environment

The Family Systems Theory highlights the family as a whole – a unit that has structure and organizational patterns and how individual members interact with one another – its function.

- Family is a semi-open system, has its own goals, it is dynamic and adaptive
- Families respond, change, develop, grow, act, react, adjust in the environment
- Adaptation is a continuous process in any family system

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• All parts of the environment are inter-related and influential of each other

Family as a system, use materials and transform energy to sustain and generate life; as well as to function. There are two sets of rules that influence family – environment interactions:
• Natural physical and biological laws such as thermodynamic rules of matter-energy transformation
• Values & rules that are constructed by the human beings

The environment does not DETERMINE human behaviour, but it does provide boundaries / sanctions and opportunities for family growth. Families do have certain degree of controls and freedom over some interactional aspects in life.

Decision making process is a basic controlling mechanism in the family. It guides human behaviour and lent towards achieving individual and family goals, which in turn will influence the other environments.
**Societal and Family Changes**

Historically, family structure and functions have been known as undergoing evolutions in accord with the tremendous changes within the society, namely the economic, technology and political changes. The following figure depicts the identified family and societal changes across the years.

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**Figure 7.1: Societal and family changes. Source: Bristor, M. W. (1995).**
Some **basic concepts** in studying family:

**Family**
- is a basic unit of the society comprises interacting organisms
- By definitions, a family covers memberships of individuals who are **blood related or related through marriage**; or adopted as members
- Members are interdependent, and independent to certain extend, share common goals, resources and are committed towards each other

**Needs**
- Conditions that need to be fulfilled in order to survive & behave adaptively
- 3 categories of individuals and family needs: (must be considered based upon the socio-cultural contexts)
  - The need to **own/obtain resources (materials or information)**
  - The need to interact (sense of belonging, love & care, communicate)
  - The need to exist (growth and development; to excell)
Values
- Individual and family values must be understood
- May influence decision making process; actions and interactions within the socio-cultural environment

Goals
- Individuals and the family share common goal(s), which refers to as goal orientation
- Goals (and values) motivate family to function
- Goals are influenced by time: short term, long term
- Families pursue goals; may be shifted depending upon situations

Resources
- Used by families to pursue goals, expectations & demands
- 2 types: human and materials (tangible and non-tangible)
- Human resources include personal characteristic (knowledge, skills, emotions, health, energy, time)
- Materials: natural or man-made (money, asset)
Management

- A comprehensive process that involves achievement, discovery, coordination and usage of resources to obtain goals and for values realization
- It covers interrelated processes of determining goals, planning and implementation
- It involves decision making process

Decision Making

- Serves as family controlling system
- It reflects family interaction patterns; is based on values, goals and standards
- It helps family to adapt in the environment
- A decision situation exist when conflict and alternatives occur

Common characteristics of decision making

- Is considered to be universal
- Involves information processing; involves a choice among alternatives; involves conflict management
- Reflects family members' perceptions, needs, values
- Reflects family dynamics (interactions, communication, power, authority)
- Reflects a style; Past and future related
- Reflects a commitment to a course of actions; is basic to all family functions
- Family decision making is a complexed process:
  - Families make numerous decisions in life: social, technical, economics, legal, political.
  - Most of the times decisions are made when families are faced with uncertainties / risks
  - Some of the decisions involved group / whole family members

**Outcomes of decision making:**

There are three (3) kinds of decision making patterns: Consensus, Accomodation and Defacto

- **Consensus** – discuss the issue to be decided until agreement is reached; requires compromise, flexibility, negotiation. Time consuming

- **Accomodation** – one person consents to a decision not because of total agreement, but because of the belief that further discussion will not resolve the issue; it encourages dominant behaviour; may disturb family connectedness

- **Defacto** - made without direct family agreement; only made to keep family functioning; may cause complaints by members; dominant members are victorious others are suppressed.
Human Development

- Family is the most critical system for human development (other systems are also important)
- Human development occurs throughout life cycle
- Can be influenced by & may influence the environment / other systems

Family Form and Structure

**Family form**

Refers to parts of the system that involves memberships of individuals. There are various types of family forms and each form may function differently and has its own unique characteristics

- **Nuclear**: consists of parents and their children
- **Extended family**: parents, children, other family members (grandparents, uncles & aunts; may involve 3 generations or more)
- **Conjugal**: the forming of a nuclear family through marriage
- **Consanguines**: extended family that are based upon blood relations
- **Intact family** = members are both parents and their children.
- **Single parent family** led by a parent (father / mother) with children due to divorce, death, separation, never married
- **Remarried families** formed when one or both partners have
been previously married
  o **Step family** one or both married partners have children from
    previous marriage; Blended family (both have children)

Family of orientation: the family that we were born into

Family of procreation: the family that we form upon marriage

**STRUCTURE**

  o The system perspective defines family structure as the
    interrelationships between the elements in the family
  o It refers to the interactional patterns that take place in the family
    system
  o It involves positions of members in the family, such as husband,
    wife, children, sibling, parents, grandparents etc
  o Each of these positions govern specific roles that are expected to
    be fulfilled

**Family ecological functions**

5 basic family functions that are common across cultural contexts:

  o Reproductive: The family ensures population will be
    maintained (birth of children as replacements for those who
    are dead); Legalized sexual activities between married
    partners
  o Socialization of children /education: Society's values, beliefs,
    attitudes, knowledge, skills and techniques will be
    transmitted to the younger generations – to become
    productive and useful
o Establishing reciprocal economic activities with the community/society; The family also provides shelter, nourishment and protection

o Provision of (unconditional) emotional support and security to members

o Assignment of social roles/identity: The family provides social identity for its members (racial, ethnic, religious, socioeconomic and gender roles; It involves behaviour and obligation

**Family functions / roles for the development of individual family members:**

1. Protection
2. Economic
3. Nurturance
4. Mediation
5. Education
6. Adaptation
7. Continuity

**Protection**

o The family provides for safety and protection through provision of shelter and protection form any form of danger within the environment
Family also prepares its members with strategies to ensure its members are safe at home, in the neighbourhood, on their journey to and from school or the workplace.

**Economy**

- Basic provision of shelter, food, clothing. These basic needs are needed for its members in order to survive.
- The family also prepares continuous supply for the economic force through reproduction; support nation economic growth through consumptions.

**Nurturance**

- Giving and receiving emotional reward to ensure a balanced development of its members.
- Continuous support of emotional and provision of physical care according to the family life stages.
- The nurturance function in a reciprocal manner. Children do not just received love and care from their parents but they are often function as the source of pride and joy for the parents. Children are also able to share ideas, give feedback and perceptions regarding their lives and their needs to their parents.
Mediator / Boundary

- Families function as a filter system by identifying and choosing information, behaviour and suitable resources that are in accord with the religion, values, beliefs system, goals lifestyles of the family
- The boundary in the family system may be open, semi open or closed
- The ultimate aim of this function is to ensure the well-beings of its members

Education

- Family helps its members to acquire basic personal disciplines, interactional skills, role competence, appropriate attitudes and aspiration, values in accord with the current and future environmental needs and demands
- Educational function within a family can take place both in formal and nonformal settings. Formal education is obtained from schools or higher learning institutions while the nonformal education is acquired through daily life experiences and personal observations.
Adaptation

- In an ever changing society, family strives to create harmonized relationships within the home, as well as between family members and the outer environment (physical, biological, technical, economic, politic, social and emotional).
- Attitudes of family members will determine the degree of adaptations that can be made by them. For example, a stressor in the family may demand all members to embrace positive attitude to endure the stress and cope positively.

Continuity

- Continuity function refers to the feeling of stability, special sense of security throughout time in the family. It includes the “we” feeling as a “family” and what makes the family special.
- These feelings can be expressed in variety of ways. Family members revealed their feelings through family rituals – means and ways that are acceptable within the family. Verbal expression, exchange of gifts, family artifact, family gatherings and many others can be used to provide the feelings of “family permanence”, family root and identity.
- Reproductive function of the family is a direct way of ensuring continuity. Using interdependent function of nurturance, education and continuity, family shape their children to become productive members of the society.
The process and Impact of family – environment interactions and transactions

As stated in the previous units, the human ecological theory highlights the importance of the interrelationships between elements in the system, particularly the organism and the environment. As an organism in the family, individual and the families interact and make transactions with and within various systems in their environment. In doing so, individual and family members utilize the resources in the environment as inputs to produce desirable outputs. Feedbacks received from the process are used for further actions. This process is depicted in Figure 7.2

![Diagram](image-url)

**Figure 7.2: Organism – Environment Interaction. (Source: Bristor, M.W.)**
1. Discuss the differences between family functions of the family in the 70’s as compared to today’s family.

2. Identify major elements of family interactions within a single-headed family households.

3. Do you think the family structure and functions will be different in the next ten years? Provide justifications for your answer.
UNIT 8

INTERACTIONS & TRANSACTIONS WITHIN THE COMMUNITY ENVIRONMENT

Introduction

This unit describes the interactions between individuals and the community system. Individuals and families are basic units of any community and there exists mutual interdependence between the systems. Understanding the roles of the community in influencing individual and family dynamics as well as the impact that the individuals and family have onto the community and will help us to understand them better.

Objectives of the unit:

1. Understand the main aspects of the community system
2. Describe community structure and functions
3. Discuss the interdependency between the individual, family and community.
Society/community – the concept

Society is a social community. A community includes a group of people in the same geographic area (neighbourhood, town, village, city) under common laws. It is always referred to as a group of people having fellowship, a friendly association, a mutual sharing and common interest (Berns, R. M., 2001).

More than 1 person interacting within one geographic location and have social bonding / relationship with one another. It involves local functions such as social control; social sanctions; social involvement; socialization; productions; distribution and economics consumptions.

The characteristics of a society are highly influenced by historical and geographical factors; local authorities, memberships and other macro influences (i.e. trends etc). The most crucial component of a community is the relationship between its members, sense of belonging and of obligation to the group.

Community ecology as a concept, refers to the psychological and practical relationships between people and their social and physical environments.
Social changes

We have learned about social change in the previous unit. It is all about the product of transitions of the era, from the preindustrious to post industrious eras. Toffler (1980) categorized the social change into 3 classifications:

- 1st wave
- 2nd wave
- 3rd wave

Each wave has its own characteristics

During the pre industrious era:

- Family depended on the natural environment for food
- Family ecosystem was highly adaptive doing agricultural activities & hunting
- Extended family; big size == free labour for the farms
- Family living pattern was based upon the patrilocal of matrilocal trend (living with one spouse’s family of origin)
- Arranged marriage; divorce was rare
During the industrious era:

- The nuclear family system
- Living one own home; own rules & responsibilities
- Men were head of households, breadwinners; women were the home manageress
- Reduced family size – usage of contraceptive method by the women; women got involved in out of home economic activities
- Moderate divorce rate

Post Industrious Era

- Family at the junction of industrious and info-techno era
- Existing of various family forms
- Reduced in size & number of nuclear families
- Average number of children = 3 (vs 6 before)
- Later age of marriage
- Many remain singles
- Vague gender roles (shared roles between Husband and Wife)
- The role of childcare centers; maids = VERY important; esp. with > 50% involvement of women in the economic sector
- Family faces the issues related to caring for the elderly
- Life is centered around communication – information and technology (ICT)
The Structure and Functions of a Community

The community is a microsystem in which much socialization and development take place (Berns, 2001). As part of the results of societal changes, community ties have somehow eroded (eg. Public, informal gathering is often labelled as violent, technological and transportation advancement drift us apart in order to work, our daily busy life seem to be hindering the opportunities for people to be actively involved in the community).

Human needs community for psychological, practical and economic purposes. Community can provide a sense of companionship and emotional security. Sharing resources such as food, shelter and security emphasised the practical purpose of a community. One’s neighbourhood can also be defined as a community (the samml, nearby community) or country or society in general (large and far reaching community). According to Warren, (1983), there are five functions of a community:

1. Production, distribution and consumption – means to make a living is provided within a community through agriculture, industry or services
2. Socialization – norms and values are inculcated in members through tradition, modelling, and / or formal education
3. Social control – the community is able to enforce adherence to community values through group pressure or formal laws and regulations
4. Social participation - community provides companionship which can be obtained through religious groups in the mosque, churches or temples, business and so on

5. Mutual support – community acts as enablers for members to cooperate to accomplish tasks that are nor suitable to be handled by a single person. For example, donations to furnish an orphanage or a mosque or a hospital can be collectively done by the general public.

Community and Human Development

- Reciprocal relationships between individual; family and the community

- **Economic**
  - Highly influential
  - Types of job; consumerism; employment
  - Recession; infra-structure; pollutions
  - “specific culture”

Geographic Locations

- Urban/rural/sub-urban; marginalized society
- Quality of life is determined by the environmental quality
- Seen through the natural, human constructed and socio-cultural environments i.e Urban = natural environment has been transformed; rural? Sub-urban?
Rural:
- Agricultural activities = small scale? Small scale industries*
  Food processing; improved facilities
- Support system; family relationships; kinships system is still upheld.
- Idle land; old folks are left behind

Social Role Density
- The most influential community role is social density for family environment. This refers to various roles that need to be learned by children from their parents within a community
- Families with multi generations are better able in providing significant social role density as compared to families with one adult generation (i.e. multiple roles are in existence – breadwinner, household managers, workers, social support etc)
- Adults in the multigenerational families contribute in enriching the experiences of the younger generations of the family

Social density within a community ensures the extend of which the availability of support can be obtained from the family and community.
Environmental stability

- A stable and comfortable community environment is important in determining individual and family quality of life.
- Natural disaster such as earthquake, flood, tsunami, or disasters that are created by human beings such as war and pollutions may create instability in the environment.

The Family and Community

There are many aspects in the family – community relations that can influence every member of the community or specific subgroup of the community such as children, people with special needs, the elderly, women and so on. Local town councils, parent-school relationships, parents’ workplace, childcare institutions, community services are among examples of support for families that can be found within a community.

Family – local town councils

- The local town council is responsible in determining the allocation of population within the area, and to develop and create community contexts for the families occupying the area. Availability of services and infrastructure (amenities) is one of the most important tasks of a local town council.
- The planning for housing areas, business centers, public amenities and so on must warrant for conducive, easily accessible facilities for the community. Basic needs for special
sub populations must be seriously addressed in planning for the township.

- The town councils are also responsible to ensure that the environment is safe and enriching for its members.

**Family and Workplace**

- The interactions between family and the workplace is critical for family development. It is significantly important in ensuring the well-being of children within the community.

- The community is responsible to provide efficient and ample support system for parents of dual career or dual worker families.

- For example, child care centers, centers of the elderly, centers for people with special needs, social control task will always be welcome by dual career or dual work families to ease their burden in handling the multiple roles.

**Family and schools**

- The meso system between parents and school will benefit the children especially in their academic pursuits and behavioural development.

- The size of school population, school session, safety and facilities that are available can determine the well-being of the students.
The community can take part in the school programs such as providing school-community related programs that can stimulate school success. Provision or awards and recognitions in terms of scholarships for the needy can be an example of such effort. The community can also participate as the outside school controlling factor by working collaboratively with the school in observing the behavioural conduct of the school children. Community watch concept where struant students are being “caught” and returned back to school by responsible community members may help decreasing the incident of truancy.

**Childcare centers**

- The availability of high quality childcare centers is a good indicator of qualitative and quantitative support from the community for the families.

- Laws and regulations within a community related to childcare centers operations ensure that the running of such centers are within the social control of the community.

- The after or between schools care system for school-aged children is also in high demand. Working parents will benefit from such program, knowing that the community is very supportive in easing their burden.
Neighbourhood Support

- Neighbours are people a family can lean on for immediate help or support. Death, illness, emergency situations, family rituals and gatherings, festivals, weddings and *kenduri* are examples of events where neighbours play significant roles.

- Neighbours can establish a reliable controlling system in socializing the children in the neighbourhood. A family residing in a good neighbourhood will benefit the sense of security and peace of mind in socializing their children in accord with the societal norms.

Community Ecology and Social Pathology

- Social pathology refers to social problems that occur and dysfunctional aspects of a social environment.

- Studies have shown interrelationships between social pathology, stress and support in a community. A problematic or a high risk community depicts high stress and low social support within the community ecology.

- Amongst indicators of social pathology are child abuse, family violence, juvenile delinquency, sexual transmitted disease and drugs addiction.
1. Identify ONE social service available for family within your community. Highlights the positive (and negative, if applicable) elements of such service.

2. Drug addiction has been an on-going social illness in our country. How can a community help to combat this problem? Is the government provided service such as SERENTI functioning? How do community aid in ensuring ex-drug addicts do not return to their old habits?

3. Discuss how can a community help in reducing the incidents of school bullies.
UNIT 9
INTERACTIONS & TRANSACTIONS
WITHIN THE GLOBAL ENVIRONMENT

Introduction

This unit describes the interdependence of human beings within the global environment. The ecological perspective views global environment as a macro environment that shapes human behaviour. Take a minute to think about the various family lifestyles in the whole wide world. How much do we differ from each other? Are there any similarities? Communication pattern, food, custom and rituals, and thought process may differ according to geographical locations and other factors. For example, the fast food industries that were once popular among the westerners are now being accepted almost everywhere on this earth. How do this come about?

Objectives of the unit

By the end of the unit, students will be able to:

1. Describe main elements of the global system
2. Define the globalization phenomenon
3. Discuss the influence of the global system onto individuals, family and society.

Globalization and Human Development

Mittleman (1996) defines globalization as a worldwide phenomenon that integrate various transnational processes and domestic structure that allow economical, political, cultural and ideology of any given country to penetrate other countries. The cause and effect chain is made of restructuring productions into international trading and foreign financial exchange. Globalization is thus stimulated by changes in the competitiveness method that ignore the issues of distance and time.

Geographical borders will stay in its existence, however issues and problems surroundings human beings run across them. There are many life related issues that are controlled and governed by the “world governance” through globalization. For instance, decisions regarding education, environmental health, families, resource management are parts of our daily activities that have been shaped by the global templates. Awareness of the inter-influence of globalization and our living is deemed important since it can give both direct and indirect impacts onto our quality of life.
How does globalization impact human development?

This unit invites you to explore on your own the impact that globalization might have on our life. The followings are just some of the factors, you are encouraged to discuss further on the matter.

- The existence of multiple issues and challenges across life stages, from conception till death. Our skill in overcoming and managing the challenges / issues / conflict will ensure sustainable, good quality life.
- The issues and challenges can be micro or macro, which in turn can be highly related with each other.
- Human beings interaction which are at the individual – family – community levels will definitely influence our quality of life.
- Economic, education, politic and power, weapons, nutrition and health, moral and sexual, population, religion, unity and integration, safety are all global related issues.
- Education is a highly important tool for growth in various aspects human beings.
- Economic stability is significantly important, along with positive attitudes and aspirations and high spirit and commitments toward establishing a quality living and quality environment to live in.
- Upholding and belief in religion ensures human beings develop in accord with a stable ground suitable ofr a human’s fitrah.
- Issues pertaining to certain parts of the world can be direct or indirectly impacting quality of lives of people in other parts of the world. Think of the petroleum supply and demand issues, and
observe the impact of price increment onto our purchasing power and the inflation index.

- A lobal, interwoven strategies must be formulated in order to combat world wide phenomenon of terrorism, drug addictions, poverty, environmental pollutions and many other problems and challenges.

- The establishment of the United Nations and agencies serving them is an example of global effort in ensuring the world peace comfort for all of the inhabitants.

- The family as the melting point for behaviour shaping must fulfil its roles in producing useful, tolerant, and productive members of the society.

- While ensuring all the sof skills of a human being, the physical aspects of the environment must also be considered.

- As we are not ling in vacuum, the quality of environment which is obviously highly related with the quality of members of the environment will definitely in turn influence the quality of the people residing within the area.
Globalization and the family
The world we live today demands that we learn more about the other parts of the world since we are living in an interdependent nations. Even is the national geographical boundaries do exist, the societal issues and challenges cut across the nations. For example, education, economic, environmental issues and flow of resources make us more in common with one another in this world.

Global consciousness is a concept that deals with consciousness in making decision so that resources are used in a way that ecologically supports the environment. This effort highlights the unity towards a common good

Forces that influence global well-beings
The world is changing, and so must the people. Economic necessity and attitude shifts are needed to ensure that the changes will be dealt with balanced and in harmony with nature. According to Bristor (1995) there are a number of forces for change which include the fragile environment, weapon’s control and population growth.

The fragile environment
Our conduct in this world impact the environment both direct and indirectly. Any misconduct or conducts that are carried out without proper ethical considerations for the sustainability of the environment will be very costly to the environment. Thoughtlessness, waste and neglect in handling matters would be harmful, degrading, limiting to violent and terrorism in winning and obtaining resources, upholding
religious or cultural identity or other things. Aiming for short term gains without considering the negative effects would be very dangerous for the environment.

**Balance of power and weapon's control**

For decades the world has been dealing without clear aim regarding the nuclear weapon. We have also seen the influence of power and weapon in the series of world war, the invasion of Iraq and other modes of showing the upper and winning hands of those who are in control of power in the world. Why is the nuclear weapon become the most “ultimate weapon”? Why must there be anymore war in this highly modernized and civilized society? Do all the small, less powerful, less resourceful countries live at the mercy of those who have much more?

**Population growth**

Increased number of people inhabiting the world will definitely increase demands for resources to meet their needs for foods, safety, shelter, space, health and safety.

It is obvious that the ecology of the environment, balance of power and population growth are interdependent, demands in one area may lead to affect the outcome of the others. A well planned population growth will ensure constant and enough supply appropriate enough to meet the demands of a nation. Countries that have been negligence in terms of planning for population growth by limiting birth rate are now seen as suffering from shortage of supply for productive workers.
and most likely have to strive hard to establish facilities to meet the needs and demands of certain age group i.e. the elderly, that will be flooding the environment.

In addition to the three forces, other issues that influence changes in our world affair include biotechnology, health, food and wellness, behavioural-cultural communication, fairness and human rights, trust, group identity and participation in decision making.

**Interdependence of world issues and problems**
The distinction between domestic matters versus the world issues are not that crystal clear. Interventions across border may invite problems if not war and pose danger to the population. World leaders are always in demand to:

1. organize, anticipate, deter and mediate conflict
2. manage crises wherever possible
3. isolate old quarrels that are at an impasse
4. stop wars when they breakout
5. restore peace when it is disturbed

Overall, it is economically cheaper and more effective for all nations to:

- keep people from getting illness by providing immunizations and medical care affordable and readily available
- keep people healthy by providing educational information to promote a healthy lifestyle
• keep people from falling into poverty, rather than trying to get them out
• keep students performing to their potential by targeting some resources toward those most at risk in order to maximize their potential
• keep low income people in expanding supply of affordable housing rather than increasing the number of homeless families
• keep children from getting sick, hungry, or malnourished rather than providing massive programs to cure or feed them after the damage has been done
• keep the environment clean by providing a healthy natural environment for inhabitants rather than developing costly clean up after pollution occurs
• keep conflict from erupting through thoughtful negotiations rather than engaging in costly conflict.

Therefore, any problems or issues surrounding us must be well thought in an ecological mode, considering employing the “international systems thinking”. For example, who have thought that the internet would have made it this BIG impact into today’s world?
1. The saying “Hujan emas di negeri orang, hujan batu di negeri sendiri. Lebih baik negeri sendiri” is implying many relevant issues regarding globalization. Discuss them by highlighting the positive and negative experiences one might have by residing in another country.

2. How is your current life being influenced by global interactions? 
   How does global interdependence influence your family?

3. Assume that you are appointed to deal with the embassies of from foreign countries regarding the issues of human rights in our country. How would you go about settling the differences of values across culture?

4. List down the positive and negative impact of globalization onto the development and growth of a country.

5. Study the philosophy of establishment of some of the global bodies that claim to serve everybody in this world. Critically analyze whether their missions have been accomplished, why and why not.