

# Advanced Educational Psychology (Ed. Psy. 513).

## Unit 1: Understanding Human Development.

### 1.1 Meaning of human development.

Human development is a continuous process in which physical, mental, emotional, social, linguistics, and moral aspects are integrated in a combined form. In the human development both qualitative and quantitative aspects are interrelated. So, we should accept the development in both progressive and positive changes. Development starts from conception/fertilization to death. Human development is the product of heredity traits and environment acquirements. Human activities or behaviors are observed by different scientific methods and can be predicted. Behaviors are external response of organism. According to Elizabeth B. Hurlock "the term of development means a progress series of change that occur as a result of maturation and experiences" So, we can say that development is not limited to growing larger. Instead it consists of progressive series of change of an orderly and coherent type towards the goal of maturation. Development is the progressive are change in an organism continuously directed towards the certain condition. There is individuality in human development but similarities in developmental pattern. According to psychological view point, human development is not limited to his/her physical capabilities but also addresses the whole physical and psychological changes. According to the famous psychologist Sigmund Freud human development occurs psycho-sexual development. Another psychologist G. Stanley Hall presented the different stages of human development which is the milestones for the present psychology. The changes of human development can be categorized in four parts.

- i) Change in size.
- ii) Change in proportions.
- iii) Disappearance of old features.
- iv) Acquisition of new features.

### Concept of Human Development:

Human beings are continually absorbed in many types of changes in their physical and psychological characteristics throughout their life span. These changes starts

from very beginning of their life in the germinal period and it takes place throughout their life. Germinal period is that period in which the male gamete *spermatozoa* and female gamete *ovum* fuse together inside the womb of mother to form *zygote*, which is the first existence of a human being. The zygote which equals to a pinhead in size gets the full mature size of an adult though the physical and psychological changes, which take place them in the lifespan. These changes take place in various rates in the different period of life. Sometimes, the rate of these changes are fast and sometimes, these are slow. All these physical and psychological changes, which take place in human beings, are termed as growth and development.

#### Growth:

Growth refers to all the quantitative changes, which take place in human beings. It is related to change in height, weight, shape and size, and capacity of an individual. The individual acquires mature size due to growth. Growth brings changes in the length and weight of limbs and trunk. It brings changes in the proportion of different parts of body. These changes take place in external and as well as internal organs of an individual. All the quantitative changes, which take place an individual, are termed as growth. So, according to International Dictionary of Education "growth is the natural change in human development towards the maturity of mental and physical structure"

#### Development:

Development refers to all the qualitative changes, which take place in the individuals. It is continuous and progressive change, which take place throughout the life. It is related to the changes in physical as well as mental qualities of an individual. It includes the changes in physical, motor, social, mental, emotional, moral qualities as well as total personality of an individual. These are the progressive series of changes which occurs because of the interaction between maturation and experiences. All the developmental changes are directed towards the adjustment of the individual with their environment. It is aimed towards the fuller development of the innate potentialities of an individual towards the goal of "self-actualization". According to James Drever "Development is the progressive change in an organism continuously directed towards a certain condition."

#### 1.2 Issues of Human Development:

- I) Nature versus Nurture.
- II) Stability versus Change.

- III) Continuity versus Discontinuity.
- IV) Universal versus Cultural Specific.
- V) Maturation versus Learning.

- I. Nature versus Nurture: (Nativist view)
- II. Some psychologists see the more importance of nature on the development of the child some advocate for the importance of nurture in the development process.
- III. They stand on different poles such as hereditarianism and environmentalism.
- IV. Nature refers the biological inheritance of an individual and nurture refers to the environmental experiences of an organism.
- V. Nature is the heredity endowment.
- VI. Human beings grow in a predetermined pattern according to their heredity endowment.
- VII. Greek Philosophers like- Socrates, Plato, Aristotle believed that a person is born with a soul which has an inborn capability of differentiating true and untrue.
- VIII. Jean Jacques Rousseau believes on natural tendency of a child and goal of development is to achieve one's potentialities.
- IX. G. Stanley Hall states that the development of a child is directed by an inborn qualities.
- X. Gregor Mendel presented the role of heredity on development of a child and strengthen the vision of hereditarianism.
- XI. Chris Hohn, Andrew N. Meltzer, Christopher Dandeker all advocate on the side of heredity.

Example: capacity of the motor cycles and vehicles.

- I. In contrast, the nurture perspective emphasizes on the roles of environment.
- II. Charles Darwin states that the characteristics and every physical features are highly affected by environment.
- III. The organism changes its habits and physical features according to the environment for the purpose of adjustment.
- IV. Nutrition, social environment such as family, peers, schooling, and culture have great effect on their development.

- V. According to the British philosopher and educationist John Locke the mind of the child is to a blank board or Tabularasa.
- VI. J. B. Watson the father of behaviorism strongly advocates on environments which help to change the child inheritances qualities. Environment changes the personality of the individuals such as: physical, emotional, and social not only this, it determines occupation, expectation, facilities, rights, and wishes, optimistic and pessimistic interests.
- VII. According to Devtsch, providing intellectual motivation to the child has higher knowledge than providing normal environment.
- VIII. Example: a corn seed, a seedling etc.

#### Conclusions:

It is difficult to differentiate which role is more important than other. So, heredity and environment both are interrelated. Example: music quality. Qualitative seed and soil, water, fertilizer, and climate are equally essential to germinate and to grow larger and provide outputs. Heredity is the raw materials in which environment refines and manufactures. Heredity provides potentiality for the development. Heredity provides capital in which environment invest on it. Hereditarian strongly advocates on the side of inborn quality whereas environmentarian on the side of cultivation. Although, there is debate between heredity and environment now psychologists are agreed both roles are equally important for human development.

#### 1.2. Issues of Human Development.

##### Stability versus Change:

Stability means a universal pattern of development of a child and change means change in the future of a child according to change in environment.

According to the believers of stability, human development follows a predictable pattern, according to which every characteristics of an individual occur in a certain age.

These characteristics follow a universal pattern with some sort of individual differences and differences related to different races and cultures.

According to Learner “Children attachment behavior to the parents from the childhood remains in the later period.

Primary development is very important for stability which provides the foundation for the development.

Physical growth stops in the adolescence then it is stable.

We can see the skin color, eye color, teeth color etc. have stability throughout the life span.

Generally, individuals not only obtain social maturity in the adolescence but also widen socialization which is existing their life.

Adolescents, who develop relationship with their friends in the schools and colleges remains during their life.

Some psychologists argue mental development stop during so, intellectual development relatively stable after adolescence.

Duncan, Agronik, Freidman, Learner, Stanley Hall, Arnold Gesell, Sigmund Freud, Jean Piaget, Lawrence Kohlberg, Erik Erikson all are in favor of stability of human development.

In contrast to the view of stability in the development pattern of a child, the followers of change believe that developmental pattern is not universal.

It is change according to time, environment and culture.

Charles Darwin suggests that organisms change their behavior and bodily features to adjust themselves to the changing environment.

Lamarck, a French naturalist, proposed that evolution resulted from the inheritance of acquired characteristics.

Since the environment changes regularly, the characteristics of individual also change.

Cultural theory, presented by Lev Vygotsky also states that the development of a child differs according to the culture since the culture is not a static element.

The father of behaviorism, J. B. Watson claims that children behaviors can be changed in different ways.

B. F. Skinner presents behavior modification techniques to modify the behavior.

Changes can be easily seen or observed such as physical, mental, emotional, social etc. according to the ages.

Social development and emotional development initiate from the babyhood and get maturity in the adolescence.

Conclusion:

We can conclude that in the sense of predetermined and predictable process human development is stable, on the other hand, in every stages there are certain changes in human development so it shows change.

Finally, we can say that human development is the product of the process either stability or change.

### 1.3 Continuity versus Discontinuity

The issue regarding continuity versus discontinuity in the development process is the issue related to whether development involves gradual and cumulative change (continuity) or it takes place according to distinct stages (discontinuity). The continuity theory examines the way someone changes through quantitative and continuous respect. Discontinuity theory, on the other hand, looks at these changes through the lens of a qualitative analysis. They believe development involves distinct and separate stages with different kinds of behavior occurring in each stage.

- I. The believers of continuity stress that different characteristics are associated to different stages of development.
- II. The believers of this view admit that a child brings all capabilities for development with birth.
- III. Development only unfolds these characteristics in a regular pattern in only a quantitative manner.
- IV. The law of continuity development is the example of small seedling to grow to larger one.
- V. According to Rutter the concept of continuity represents the meaningful relationship of the future development.
- VI. Continuity relates past events, experiences and future psychological achievements which will be bridge between these aspects.
- VII. Physical, Mental, emotional, and social developments are always continuous.

- VIII. According to the believers of continuity, human development goes ahead like river.
- IX. J. B. Watson and B. F. Skinner emphasize the law of proximity, practice and reinforcement will help further development.
- X. Arnold Gesell presents proximodistal law and cephalocaudal law in the development process of continuity.
- XI. On the contrary of continuity of human development, some psychologists stands on the opposite pole, the side of discontinuity of human development.
- XII. They advocate that development is not continuous process, it is stage wise process.
- XIII. As we step upward the house, we can see next scenes more than the earlier scenes.
- XIV. We can compare the example of growth of a butterfly from egg to adult stage (egg-larva-pupa-butterfly).
- XV. According to Hoffman et, al. argue that development is stage wise process in which differences can be seen or observed clearly from one developmental stage to another.
- XVI. G. Stanley Hall presents milestone of development and advocates that there are different qualities in the different stages of human development.
- XVII. Sigmund Freud, a famous psychoanalytical psychologist defines different qualities in the different stages.
- XVIII. Another cognitive psychologist Jean Piaget strongly advocates the changing qualities of human development according to the development stages which are sensory-motor stage, pre-operational stage, concrete operational stage and formal operational stage.

Thus, empiricists and behaviorists are in favor of development is continuous process, on the other hand, cognitivists are in favor of development is discontinuous process.

In reality, both continuity and discontinuity processes are involve in human development.

For example, a seed is germinated and becomes a seedling and then grows up a large tree. Growing is continuous process whereas in the growing process there will be different features which will be connected with the continuity. In this way, human development is a continuous process in which inborn characteristics are unfolded in only a quantitative

manner. When there are changes in human development different features and quality appear which are necessary for human development.

#### 1.4 Universal versus Cultural Specific:

Arnold Gesell, Jean Piaget, are in favor of universal process of development and present of different characteristics of human development. Jean Piaget's view is that human growth and development depend on the different stages such as: sensory motor stage, pre-operational stage, concrete operational stage and formal operational stage. According to this view whereas there are any caste, religion, sex, language, and community they follow the same rule for growth and development in accordance to universality. Arnold Gesell presents the two law of development: cephalocaudal law(development proceeds head to foot) and proximodistal law (development proceeds from center to extremities). Gregor Mendel believe that development is a continuous process of developing inborn potentialities of child. Woolfolk, Rogoff, Gauvain, Ellis, Bornstein, Lev Vygotsky are all in favor of cultural effects on human development. They emphasize that culture, tradition, civilization, customs, and values effect on children's development. They stress that social system affects the children's interest, ability level and personality.

#### 1.5 Maturation versus Learning:

Maturation is genetic inheritance whereas learning is acquired experiences.

Maturation is the process by which individuals develop their internal potentialities to a certain limit with the passage of time. These internal potentialities of an individual are determined by heredity. These characteristics also need the proper support of suitable environment. Maturation is an unlearned behavior. Gesell, Hurlock, D.C. Marquis, M. L. Bigge all are in favor of maturation. Learning is another process involved in producing growth and development in an individual. It is the change and modification of the behavior of a child with his/her interaction with environment. A child



acquires new behavior pattern and modifies his/her old behavior pattern by learning. These behavioral changes are related to the change in knowledge, skill and attitude. Learning takes place by experiences, identification, imitation and training or practice. However, the ability of learning is determined by heredity an individual needs the help of suitable environment for learning. So, psychologists stood different polar that is why, the above descriptions become the issues of human development.

### 1.3 Approaches to Human Development:

#### 1.3.1 Behaviorist view: B.F.Skinner

#### 1.3.2 Psycho-analytical approach: Sigmund Freud

#### 1.3.3 Cognitive approach: Jean Piaget

#### 1.3.4 Ecological contextual approach: UrieBronfenbrebber

##### 1.3.1 Behavioristic Approach: Skinner's view.

John B. Watson is known as father of behaviorism because he developed different branch discipline in psychology which is known as behaviorism in which organism behaviors are studied. It is a learning theory and analyzes the personality development in human. Behaviorist psychologists tried to explain human behaviors as natural science using objective and experimental methods. Russian physiologist and psychologist Evan Petrovich Pavlov used the first experiment on dog to study the organism behavior. According to J. B. Watson, there would be different stimulus in the environment so, we can develop different personalities of the human according to the different stimulus provided in the environment. Behaviorists are in favor of environment. British psychologist John Locke described the neonate brain as *tabularasain* in which the environment inputs are helping for mental, intellectual, language, and operational development. Behaviorism theory is known as deterministic and mechanistic because external environment determine the external responses which help to shape the behavior. The assumption of behaviorism is that "human nature is neither good nor bad, people simply react and respond to their environment. Every individual is shaped and moulded by the process of associating stimuli and their responses or associating behaviors and their consequences."

##### Skinner's view:

Burrhus Frederic Skinner commonly known as B. F. Skinner was an American psychologist as well as behaviorist born in USA in March 20<sup>th</sup> 1904. He owned Ph.D. on "The behavior of organism" in 1938. B. F.

Skinner contributed to the science of behavior. He strongly influenced the area learning that he named *operant conditioning*. B. F. Skinner entire system is based on operant conditioning. The organism is continuously functioning in the process of "operating" in the environment, which means it is performing many different behaviors regularly. According to this theory, if a certain behavior of an organism is reinforced by the conditioned stimulus called reinforcer from which the organism learns the particular behavior. In this theory organisms learn those behaviors which are reinforced. This theory is known as "radical behaviorism" because it has excessive emphasizing on environmental stimuli.

To learn more concepts to this theory the following aspects should be understood.

#### A) Behavior shaping

Behavior shaping is a technique of changing the basic behavior of an organism into a complex and unusual behavior by providing the specific schedule of reinforcement.

##### i) Stimulus generalization.

An organism can generalize to its learning another stimulus to other similar situations.

##### ii) Response generalization.

If the organism presents more qualitative changes in the next responses on the basis of the previous behaviors.

#### 1) Habit competition.

For the development of habit formation children should be encouraged by providing reinforcement such as prizes, appreciation of their right responses but not providing such kinds of incentives on the wrong behaviors then, the feeling of habit competition is raised.

#### 2) Chaining.

It is the range of stimulus and response for habit formation. In this process the previous stimulus would be the base for later response.

#### B) Behavior modification.

Behavior modification technique is a therapy in which undesirable behavior is replaced and desired behavior occurs with the help of appropriate reinforcement schedules.

#### C) Reinforcement.

Reinforcement is any kind of stimulus which strengthen the learner's behavior.

### 1.3.2. Psycho-analytical Approach: Sigmund Freud. (1856-1939)

Sigmund Freud is the renowned psychologist in the field to develop human personality. He developed personality theory first, which help to understand human nature and personality. He wrote books named: The Interpretation of dream, Introduction of Psychoanalysis, The Id and Ego, Beyond the pleasure principle. He was born in Austria. According to psycho-analytical theory human behavior is the external characteristics. The main element of behavior is underneath the brain. According to Freud's theory, conscious experience is only a small part of our psychological makeup and experience. He argued that much of our behavior is motivated by the unconscious, a part of personality that contains the memories, knowledge, beliefs, feelings, urges, drives and instincts of which the individual is not aware.

Like the unseen mass of a floating iceberg, the contents of the unconscious far surpass in quality the information in our conscious awareness. Freud maintained that to understand personality, it is necessary to expose what is in the unconscious. Freud explained that much of our personality is determined by our unconscious mind. Some of the unconscious is made up of the preconscious. Deeper in the unconscious are instinctual drives- the wishes, desires, demands, and needs that are hidden from unconscious awareness because of the conflicts and pain they would cause if they were parts of our everyday lives.

According to him, human emotions are suppressed in the society because there are certain logic, thinking and rational behind the society which the individual cannot express easily so, there are possibilities of conflicts in the society that is why, these emotions and wishes are suppressed. Likewise, from the very beginning human nature is searching for enjoy. Thus, such kind of wishes or urges are all *libido*. *Libido* is a life –force or psychic energy which generates our intentions towards the work. Freud and his followers emphasize that understanding of human nature and temperament we should study from the childhood. According to them, the satisfaction and dissatisfaction from the childhood represent to the later development.

Freud described two kinds of instincts which are life –instinct and death-instinct. Such instinct is known as drive which the inborn quality. The major aspect of this theory is sex which he defined in different perspectives with wider sense. As mentioned above life-instinct and death instinct, life instinct is known as "Eros" and death instinct is known as "Thanatos". He stressed that there should be

equilibrium between life-instinct and death-instinct for the development of good personality of the individual.

Three aspects of mind/Topography of mind:

i) Conscious mind.

ii) Sub-conscious mind.

iii) Unconscious mind.

i) Conscious Mind:

The conscious mind is what we are aware of any particular movement, our present perception, memories, thought, and feelings etc which are always real in the present conditions. It refers to the experience or awareness of the stimulus in the present movement.

ii) Sub-conscious Mind:

It is also called pre-conscious mind in which there is smallest part of memories.

iii) Unconscious Mind:

iv) Unconscious mind continues to influence our behavior, experience and even though awareness of these underlying influence.

Structure of personality/Aspects of personality:

i) ID

ii) EGO

iii) SUPER EGO

i) The ID.

The ID, the most primitive part can be thought of as a sort storehouse biological based urges: the urge to eat, drink, eliminate, and especially, sexually stimulated. The sexual energy that underlies is called the "libido". Freud called then it "pleasure principle".

ii) The EGO.

The EGO consists of elaborate ways of behaving and thinking which constitutes the "executive function" of a person. It is called as "reality principle".

iii) The SUPER EGO.

The super ego corresponds closely to what we commonly called the "conscious". It consists mainly of prohibitions learned from parents and other

authorities. The super ego condemn as "wrong" certain things which the ego would do to satisfy the Id. It is called moral principle.

#### 1.4.1.3. Psycho- sexual stages of personality development:

- i) *Oral stage*: (birth to one year). Interest in oral gratification from sucking, eating, mouthing, biting etc.
- ii) *Anal Stage*: (one to three years). Society's controls relating toilet training.
- iii) *Phallic Stage*: (three to six years). Interest in the genitals, Oedipus complex and Electra complex.
- iv) *Latency stage*: (six to eleven years). Sexual concerns largely unimportant.
- v) *Genital Stage*: (eleven to adolescence). Reemergence of sexual interests and establishment of mature sexual relationship.

Ways of resolving tension, frustration and inner conflicts (Defense Mechanism):

- i. Displacement
- ii. Sublimation
- iii. Projection
- iv. Repression
- v. Rationalization
- vi. Denial
- vii. Regression
- viii. Reaction formation
- ix. Identification
- x. Compensation

Freud's techniques of Therapies:

- i. Dream interpretation
- ii. Free association
- iii. Resistance
- iv. Transference
- v. Countertransference