**THEORIES AND DETERMINATS OF HUMAN DEVELOPMENT**

**Role and Functions of Theories:**

1. Theories describe conditions under which the phenomena being studies occur
2. Sets limits determining the particular phenomena for which the theorist is responsible
3. Suggests possible relations between theoretical constructs
4. Brings together an existing data into an integrated consistent body of knowledge

**Theories of human development**

1. **Gesell’s theory of Maturation**

According to this theory, development is guided by the unfolding of the individual’s unique genetic plan. Children undergo growth and development at their own individual rates i.e. human beings are programmed to develop according to a particular pattern.

1. **Psychoanalytic theory of Sigmund Freud**

According to this theory:

1. Behavior is motivated by unconscious thought memories and feelings
2. Life is unfolding of sex instinct
3. Child early experience affect later personality and mental health
4. Children develop through a sequence of stages
5. People protect themselves from anxiety and other negative emotions through defense mechanism.

**Personality structure –** according to Freud, personality has three constructs, id, ego and super ego.

**Id –** Is the source of all wishes and desires

**Ego –** Satisfies needs through socially appropriate manner.

**Super ego –** Inhibits Id’s antisocial desires causing an individual to experience guilt. It is the moral arm of personality.

**Psychosexual stages**

* **Oral stage (0-1 years)**

Pleasure is obtained in this stage through sucking or biting

* **Anal stage (2-3 years)**

Pleasure is got through elimination or retention of waste products. If parents are too strict the child learns to retain feces, later in life the child may develop a retentive character, be stingy, aggressive, excessively stubborn and excessive cleanliness.

* **Phallic stage (4-5 years)**

Sexual energy is attached to genitals. As boys and girls develop Oedipus and Electra complexes respectively.

* **Latency (6-11 years)**

Children spend time playing with same peers.

* **Genital stage (12-19 years)**

Adult heterosexual behavior develops. Libido is re-awakened and more mature sexual attachment occurs.

1. **Psychosocial theory of Eriksson**

Erickson believes that human beings face eight major crisis in life and if well-handled a positive outcome is met and vice versa.

The table below presents the eight stages:

**Erikson’s stages of personality development.**

|  |  |  |
| --- | --- | --- |
| **Age range** | **stage** | **Description** |
| Birth to 1 year | Trust and mistrust | Infants must learn to trust their caregivers to meet their needs.  |
| 1 to 3 years | Autonomy versus shame and doubt | Children learn to assert their will and do things for themselves |
| 3 to 6 years | Initiative versus guilt | Preschoolers develop initiative plans by devising  |
| 6 to 12 years | Industry versus inferiority | Children master important social and academic skills to keep up with their peers |
| 12 to 20 years | Identity versus role confusion | Adolescents ask who they are and must establish social and vocational identities |
| 20 to 40 years | Intimacy versus isolation | Young adults seek to form a shared with another person |
| 40 to 65 years | Generativity versus stagnation | Middle-age adults must feel that they are producing something that will outlive them. |
| 65 an older | Integrity versus despair | Old adults must come to view their lives as meaningful in order to face death without regrets. |

1. **Piagets’s theory of cognitive development**

According to Piaget, children think and deal with problems differently from adults

The table below gives a summary of Piagets’s stages.

**Piaget’s stages of cognitive development.**

|  |  |
| --- | --- |
| **Stage** | **Description** |
| Sensory motor (birth to 2 years) | Learning is through senses. |
| Pre-operational (2 to 7 years) | Use symbols (words) to understand the world |
| Concrete operational (7 to 11 years) | Can conserve, mentally classify |
| Formal operational (12 years and older) | Can think about abstract ideas, hypothetical situations and systematically test hypothesis. |

1. **Behavioral theory (skinner, Watson)**

According to this human behavior is the result of environmental stimulation i.e. accumulated effects of learning.one becomes what he or she has experienced or learned.

1. **Social learning theory (A. Bandura)**

Much is learnt by observation and imitation

1. **Information processing theory**

This theory is concerned with the changes in the way people transfer information, from one period of life to another.

1. **Eclectic approach to understanding behavior**

We have to use the eclectic approach to understand behavior by picking and choosing elements from the different theories.

**Determinants of development**

Information carried by genes in chromosomes influences the sequence of growth and maturation, timing of puberty, course of aging, eye color, skin color, susceptibility to some diseases, intelligence, temperament, personality traits. It also influences the sequence of psychological disorders, alcoholism, body size and shape, height, athletic potential.