

### **3. A. Nature and Nurture Issue**

Theories suggest that personality continuity and change may result from environmentally mediated processes of identity development due to age-graded social roles and individual life experiences, but also from biological maturation (Kandler, 2012). This explains the issue of nature and nurture. Both of these factors contribute to personality continuity and change. One example that explains this issue is portrayed in the life of two identical twins who were separated at birth. After many years, the twins may meet and find similarities in their biological appearance and even with their personalities and preferences. However, since they grew up and lived in different environments, there may be some factors that contribute to the differences in their personality and interests.

### **B. Continuity-Discontinuity Issue**

Continuous development is described as an increasing process of development where an individual is sequentially improving his/her skills. This development shows a slow and progressive change. An example would be the growth of the body in size as the child grows. Whereas discontinuous development is illustrated where development happens in various phases. This means that there are specific times and ages when development occurs. An example is the adolescent's spur growth where changes in the body happens such as increased crest size and menstruation for women and growth of beard and sudden increase in size for men.

### **C. Early-Later Experience**

This issue explains the difference between two key factors that affect a person's personality which are early experiences or late experiences. This means that a person may be an older version of his former self or he might transform into someone who is a contrast of their

former self. This can be seen from persons who suddenly turn from being a party-goer to a loner or vice versa. The reason for this change might be an early or late experience that the individual has experienced.

It is observed that most developmentalist do not adopt extreme positions on the three issues since everyone has their own unique perception and belief regarding them. Thus, debates concerning these issues are still unresolved since both parties need more data and study to support their claims.

#### **4. Freud's Psychosexual Development**

Sigmund Freud developed the psychosexual stages of development which explains how children undergo each stage that lead to the development of the adult personality. This explains that the formation of a person's personality occurs during childhood. He presented five stages of psychosexual development which are the oral stage, the anal stage, the phallic stage, the latent period, and the genital stage (Salkind, 2013).

#### **Erikson's Psychosocial Development**

In Erikson's theory, he proposed that the human personality occurs in a series of stages and that each stage is influenced by a person's social experiences. He emphasized the value of social interaction and relationships in the growth and development of humans. He divided his theory into eight stages which are trust vs. mistrust, autonomy vs. shame and doubt, initiative vs. guilt, industry vs. inferiority, identity vs. confusion, intimacy vs. isolation, generativity vs. stagnation, and integrity vs. despair (Salkind, 2013).

While both developmentalists worked on psychoanalytic theories, there are several differences in the way they presented their theories. Even though Erikson was greatly impacted by Sigmund Freud, his views on psychoanalysis were very much different. In contrast with Freud's work which is centered on psychosexual development, Erikson instead focused on psychosocial development. Another difference is that Erikson describes the effect of a person's social experience across the whole lifespan while Freud only concentrated on childhood.

## **5. Piaget's Stages of Cognitive Development**

Jean Piaget believed that the cognitive development of a child created their intellectual world. In fact, he proposed that children undergo four different stages of mental development which are sensorimotor stage, preoperational stage, concrete operational stage, and formal operational stage. Piaget was not only concerned on how children gain their knowledge but he also aimed to understand their nature of intelligence. Moreover, he considers children as actively participating in their own learning process through observing, experimenting, and doing other ways to learn.

### **Vygotsky's Sociocultural Theory**

Lev Vygotsky's version of cognitive development views human development where children collaborate and socialize with members of the community who they consider more knowledgeable which forms their cultural values, beliefs and problem-solving strategies. He pointed out that social interaction is vital in developing one's cognition (Vygotsky, 1978).

While both Piaget and Vygotsky signify a cognitive theory, there have been major differences in their theories. First, Vygotsky strongly emphasizes the sociocultural context while Piaget dwells more on cognition. Second, Piaget gave a series of stages for cognitive development while Vygotsky did not give any. Third, Vygotsky accentuated the power of language in shaping thought compared to Piaget. Lastly, Piaget encourages children to explore and discover the world while Vygotsky inclines more on establishing learning opportunities with the child's teacher and peers.

### **Information-Processing Approach**

Another cognitive development aside from Piaget and Vygotsky's theories is the information-processing approach which views the individual as a processor of information which is similar to how computers process information. This means that while Piaget and Vygostky explain how a child responds to the different factors around him, in the information-processing approach, the child instead processes the information they received with their minds.

## 6. Behaviorism and Social Cognitive Theories

Both behaviorism and social cognitive theories are learning theories that center on acquired behavior. These theories studied how a certain behavior is acquired and changed. However, there are various differences in the way each theory is presented and acclaimed even though both of them explain the approach to acquiring a behavior. The theory of behaviorism states that behavior operates through a stimulus and response approach and that a classical or operant conditioning is necessary for learning to occur. On the other hand, social cognitive theory explains that humans obtain a new behavior through observation and social interactions with the behavior and the environment. Furthermore, behaviorism stressed out the concept of stimulus-response behaviors and classical and operant conditioning as seen in the works of John Watson, Ivan Pavlov, and B. F. Skinner (“Difference Between”, n. d.). On the contrary, social cognitive theory focuses on observational learning self-efficacy and triadic reciprocal determinism which was observed in Albert Bandura’s Bobo Doll experiment (“Difference Between”, n. d.). Behaviorism is mostly applied in the treatment of mental illnesses while social cognitive theory is emphasized in media modeling and the socialization of children.

An example of a personal experience that I had which correlates with the two theories is the urge to engage in online games. In a social cognitive theory, this behavior would be acquired by observing other people such as my siblings or other peers who enjoy playing online games. Through modeling, I was enticed to do the same. However, in a behaviorist approach, my desire to engage in this activity may be a result of a reward that my parents may have given me by allowing me to play online games given that I implement and follow their orders.

## **8. Eclectic Approach**

Eclecticism is defined as non adherence to a specific theoretical view (Ikiugu, 2007).

This is a way of combining the most effective strategies from different theories and perspectives rather than just following a single system. Nowadays, developmentalists see the effectiveness of understanding adolescent development as a whole by using this strategy. There are a number of reasons why this is so. First, since there are numerous theories and approaches that contribute to the study of human development, it is apparent that each theory brings insight and enlightenment on how human development is structured and how it works. If one would incorporate the strengths of the different proposed strategies and approaches, it is evident that a better understanding of human development is attained. Second, a professional who is equipped with the knowledge of the different approaches in human development could tailor a specific approach that is suited for a certain type of individual. We adhere to the belief that every person is unique and different; thus, every individual deserves to be assessed and accepted according to the theory that best explains one's circumstances. Finally, by equipping oneself with the various theories in human development, different problems could be addressed by different methods that would help in leading to the solution. Despite this, it would be difficult to study a single aspect of development if eclecticism would be applied since this means looking at different views other than the given case. In addition to that, there are also some instances when a single approach or theory of development is sufficient to gain understanding of a specific human development concern.

## References

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