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Personal Theoretical Framework

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For a career in adolescent psychology, theoretical structures are important in substantiating the psychologist's professional assertions which direct their work. Theorists like Albert Bandura, Piaget Jean, and Erikson Erik have delineated various premises that explain teenage development based on the predictors of adolescent behavior. This paper presents a personal theoretical framework for guiding the researcher's work with teenagers in a professional position of an adolescent psychologist through demarcating the key tenets of Bandura's theory. The aim is to rationalize the applicability of Bandura's theory in working with adolescent populations with a prospective employer.

Theoretical Framework for Working With Adolescents

Albert Bandura did elaborate studies which culminated in the argument that young people learn certain behaviors through modeling what they observe. This is the social learning theory. This premise underscores that the teenage development process is, to a marked extent, dependent on observational learning. According to Plotnikoff, Costigan, Karunamuni, and Lubans (2013), adolescents develop most of their behaviors based on how they perceive what they observe. As such, the environment that adolescents relate with makes them discover certain issues through watching what is taking place in their environment. This summarizes the manner that observational learning can have a profound impact on the behavioral tendencies and similar preferences among teenagers.

Applying the Theory to Working With Teenagers

Since Bandura's theory is relatable to the modern adolescents' developmental process, an adolescent psychology professional could implement the fundamental principles underpinning

the theory in various ways. One way is to devise mechanisms through which the professional could facilitate the creation of conducive environments in which teenagers can learn positively from what they see. For example, the teenage psychology professional can use the theory to influence the teenagers' parents to display responsible parenthood behavior when they are in front of their children since the adolescent consume what they observe from their parents. Another way could be to advise the teenagers to discontinue themselves from watching erotic movies, since what they see in such films has the potential of ruining their morals.

Effect of Background Factors

Albert Bandura's theory accounts for background factors such as genetics and culture in adolescence. For example, Bandura argued out that the efficacy of social learning is affected by how one can retain what they see in their short and long-term memories (Matias, O'Connor, Futh & Scott, 2014). This is where genetics comes in since teenagers whose family lines are cognitively superior are likely to recall what they see incredibly fast and replicate the same in their behaviors. This argument is evident in Bandura's principle of symbolic coding, motor rehearsal, and cognitive organization.

Culture also shapes the observational learning process. Bandura found out that the duration through which youngsters spend with adults has a philosophical impact on their observational learning endeavors. According to Oouchida, Suzuki, Aizu, Takeuchi, and Izumi (2013), this takes place without the control of the teenagers. For example, the adolescents who hail from cultural societies that encourage youngsters to spend a considerable portion of their time with adults instead of their peers are several times more likely to exhibit relatively a mature demeanor compared to those spend the same amount of time with their peers. This happens

because the adolescents who spend much of their time with adults observe the behaviors of the adults; thereby, influencing them to show evidence of what they saw from the people they relate.

Strengths and Weaknesses

An advantage of the Social Learning Theory is that it accounts for possible inconsistencies in adolescent behavior. This is because adolescents exhibit different behaviors based on what they observe at various times (Dowrick, 2012). The other strength is that it provides an accurate picture of how the teenage population learns certain behaviors. This means that Bandura's theory exemplifies how learning in informal contexts is of high magnitude to how adolescent acquire negative behaviors.

The primary weakness is that Bandura's supposition does not account for the physical development of teenagers. This is because it focuses on the cognitive components of adolescent development alone. Another weak point in Bandura's theory is that it does not draw the line between how different teens view rewards and punishments as well as acceptable and unacceptable conducts. The premise falls short in explaining what might seem to be a penalty to one teenager and what might seemingly be a reward to another (Matias, O'Connor, Futh & Scott, 2014). By extension, while some adolescents might consider what they observe as rewarding to their overall interests, others might see similar things the opposite way.

Conclusion

This paper asserts the applicability of the major principles of Bandura's Social Learning Theory in working with a potential employer. From this discussion, it is clear that theoretical structures are significant in enabling an adolescent psychology specialist to work with teenagers for potential employers in professional ways. Through the aforementioned social learning

theory's strengths and drawbacks, it is apparent that considering the limiting factors are crucial to facilitating the overall process of working with adolescent populations. This discussion forms an elemental foundation for other researchers to study the applicability of Erik Erikson's and Jean Piaget's theories in professional working positions for potential employers.

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