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Theories in Adolescent Psychology

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The thought patterns of an individual impact their conduct. Research on adolescent psychology has shown that these youngsters who on the verge of transition to adulthood exhibit unusual behaviors that puzzle the people they relate to a regular basis. This is what inspired psychological theories for adolescent attitudes, behavioral inclinations, and preferences. Various psychological theories uniquely elucidate adolescence. Megan's and Daneshia's arguments on their selected theories of adolescent psychology could be used to develop eclectic opinions that incorporate different theories.

Megan's and Daneshia's Arguments

Megan mentions Lev Vygotsky's and Albert Bandura's theories as the major adolescent psychology theories. Bandura's social learning theory epitomizes the connotations that one can attach to seeing and perceiving. According to Berk and Meyers (2016), this premise is a fitting descriptor of adolescence in the modern times. The fundamental idea behind the relevance of Bandura's proposition is that teenagers learn and quickly identify with what they see from adults and their peers alike. While this might be vital in inculcating critical attributes among the teenage population, it can also deconstruct the positive side of the observational learning process (Meeus, 2016). This is attributable to the marked degree to which these youngsters can acquire awful mannerisms, especially from their peers. On the flip side, the socio-cultural premise that Vygotsky developed posits that an adolescent's traits, values, and cultural inclination can have a substantial implication on their personality and character, by extension. The strong influence that social upbringing and cultural affiliation has on the teenager is apparent in the manner that these youngsters value particular norms which govern their conduct. As such, adolescents identify with individual cultural values; thereby, impacting their adolescence and subsequent transition to

adulthood. The theories that Megan uses to describe adolescence can be adjusted slightly to particular contexts. For example, the social learning premise can be modified to reflect the manner in which teenagers in certain cultures depend on their parents for character transformation instead of their peers. To develop a more diverse perspective that does not rely on the socio-cultural and social cognitive theories one can argue that adolescence does not depend on the observational learning and cultural environments.

Daneshia mentions Lev Vygotsky's and Erikson's theories as the major adolescent psychology theories. Daneshia's position is that the psychosocial theory that Erikson proposed encapsulates abstract development of personality among teenagers through finding a special way of going through eight developmental stages of change. The perceptions about the role that self-image has in the life of a teenager affect their preferences and conduct markedly. While some teenagers might perceive particular socially unacceptable codes of conduct as beneficial to their self-worth, other might deem such behaviors as injurious to their sense of self (Carr, 2015). For Lev Vygotsky's adolescent development theory, Daneshia's explanations are similar to those of Megan. The premises that Daneshia uses to describe adolescence can be adjusted slightly to particular contexts. For example, the psychosocial theory could be modified to reflect the differences in persons among the cultural upbringing of different teenagers. Notably, in as far as Erikson's eight stages of developmental transformations might apply to a majority of adolescents, certain stages might not apply for teenagers in some countries that forbid teenagers from spending considerable portions of time with peers of the opposite gender. To develop a more diverse perspective that does not rely on the socio-cultural and social cognitive theories one can argue that adolescence does not depend on the psychosocial development and cultural environments.

Challenges in Adolescent Psychology

Conducting research targeting teenagers could be harder than it could be for studies targeting adults and children. A significant problem is an apprehensiveness among adolescents. According to Lannegrand-Willems and Barbot (2015), adolescents are more apprehensive compared to adults. Whereas adults are likely to perceive psychology research as beneficial to their quality of life and those of the coming generations, the opposite is true for teenagers. Santrock (2016) has found out that teenagers are likely to be suspicious that these research might be aimed at ruining their interests. For that reason, the chances of giving false responses when they act as participants are high. For children, their naivety means that they are likely to cooperate in research when the investigators strategically create a rapport with them.

Another unique challenge is unpredictability. Due to the changes that adolescents go through in their lives their character is relatively volatile. This is attributable to teenagers' proclivity to vary their attitudes to reflect the dynamics of a particular situation. According to Lannegrand-Willems and Barbot (2015), this is a healthy component of self-discovery. To elevate the validity of studies involving these youngsters, researchers can establish a rapport far before the commencement of the research. This will cool down the doubts that the teenagers might have. Secondly, training research assistants to conduct the data collection sessions in a way that makes the collected data to be highly reliable can go a long way in ascertaining that the responses that adolescent participants elicit are genuine enough for the data analysis stage.

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