

Global Urbanization

What are the Implications for Optimal Human Development?

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An “Optimal developmental Model” implies that we can set standards (criteria/ yardsticks/ benchmarks/ norms) for optimal human development.

These can be used as reference points in evaluating or judging whether there is “healthy” development or not. Such an approach would help contribute to efforts toward supporting human well-being through social change and globalization.

This is a ‘hands on’ prescriptive stance.

- A ‘hands-off’ orientation is particularly strong in the **cultural relativist** perspective which for example considers any cultural childrearing practice to be in line with culturally defined developmental goals. Therefore it rejects universal standards.

A universalist perspective, however, can ask:

1. Whether there is an optimal fit between children's developmental trajectories (in terms of universal standards) and cultural childrearing practices, and
2. If there is a misfit, whether something can be done about it.

If the answer is “No” to 1 and “Yes” to 2, then this is a call for hands-on intervention and for policy.

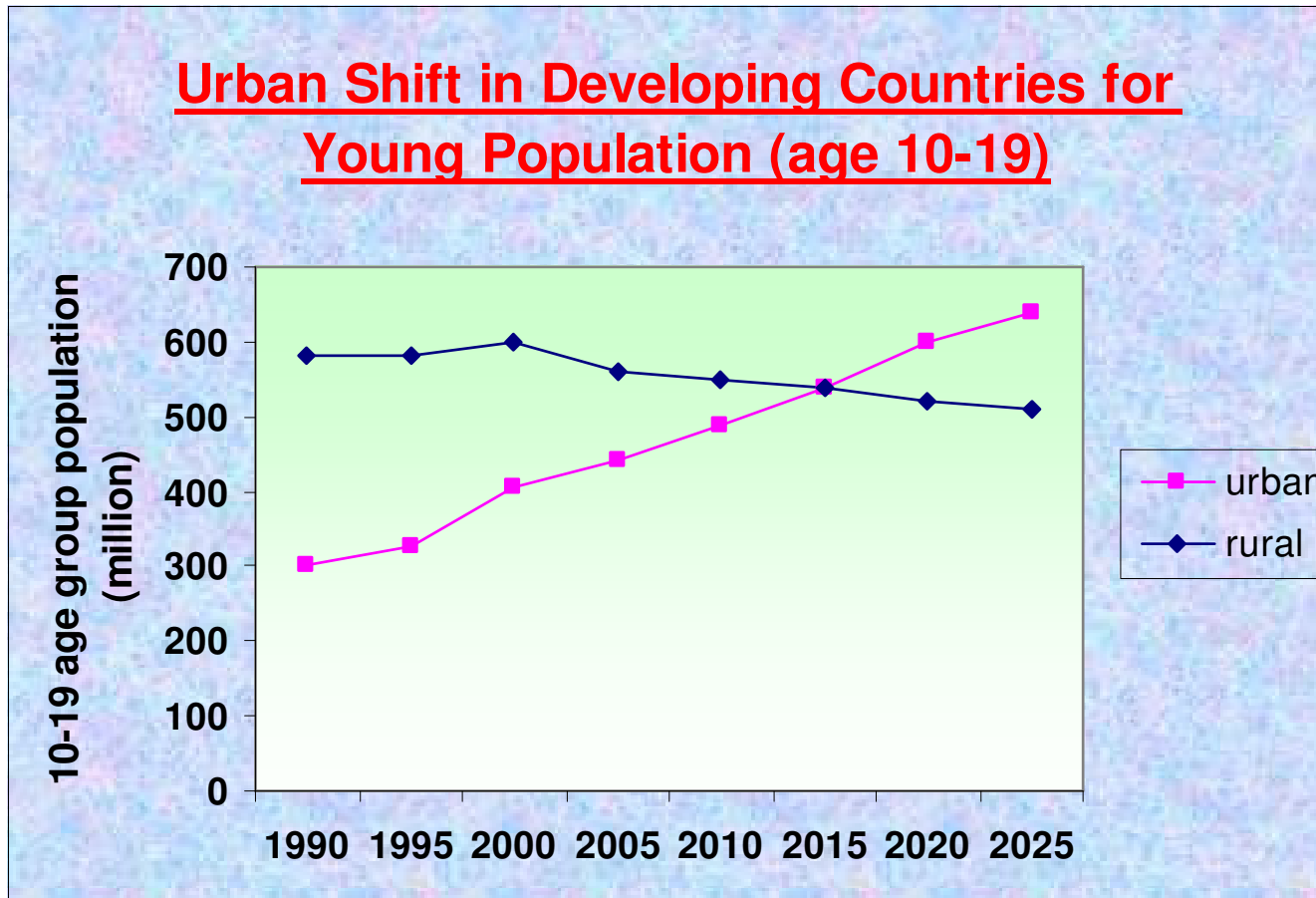
Thus, this view has explicit **policy implications**, such as early cognitive enrichment and education programs to support parents and other caretakers to provide more stimulating environments to young children.

A very important issue here is **social change**

- The world's population is fast becoming less rural and more urban.

What was adaptive in the rural context may not be adaptive in urban life.

Urbanization of Populations



- Given the increasing similarity in urban life styles in the world, and particularly with the expansion of public education, some common standards of competence may be emerging
- **Can psychology contribute globally?**
 - has to do with the social accountability of psychology.
- On the basis of accumulated knowledge, developmental psychology, and the more encompassing “developmental science” can contribute significantly to the enhancement of the developmental trajectories of children and adolescents.

Development of Competence and of Self

- **Focus on Disadvantage**
- **Focus on Social Change / Immigration / Globalization**
- **Focus on the Role of Psychology :**
 - Understand, Explain, Predict
 - Ascertain Problems and Mismatches
 - Help Promote Well-Being

Contextual Change and Change in Socialization for Competence

Context	<u>Rural Subsistence</u> Less specialized work No/low schooling	→	<u>Urban</u> More specialized work Increased schooling
Teaching & Learning	Demonstration and modeling Apprenticeship	→	Verbal explanation School-like learning
Competence	Social intelligence Practical/manual skills	→	Social + Cognitive Intelligence School-like skills

IMPLICATIONS FOR APPLICATION: EARLY ENRICHMENT as AN EXAMPLE

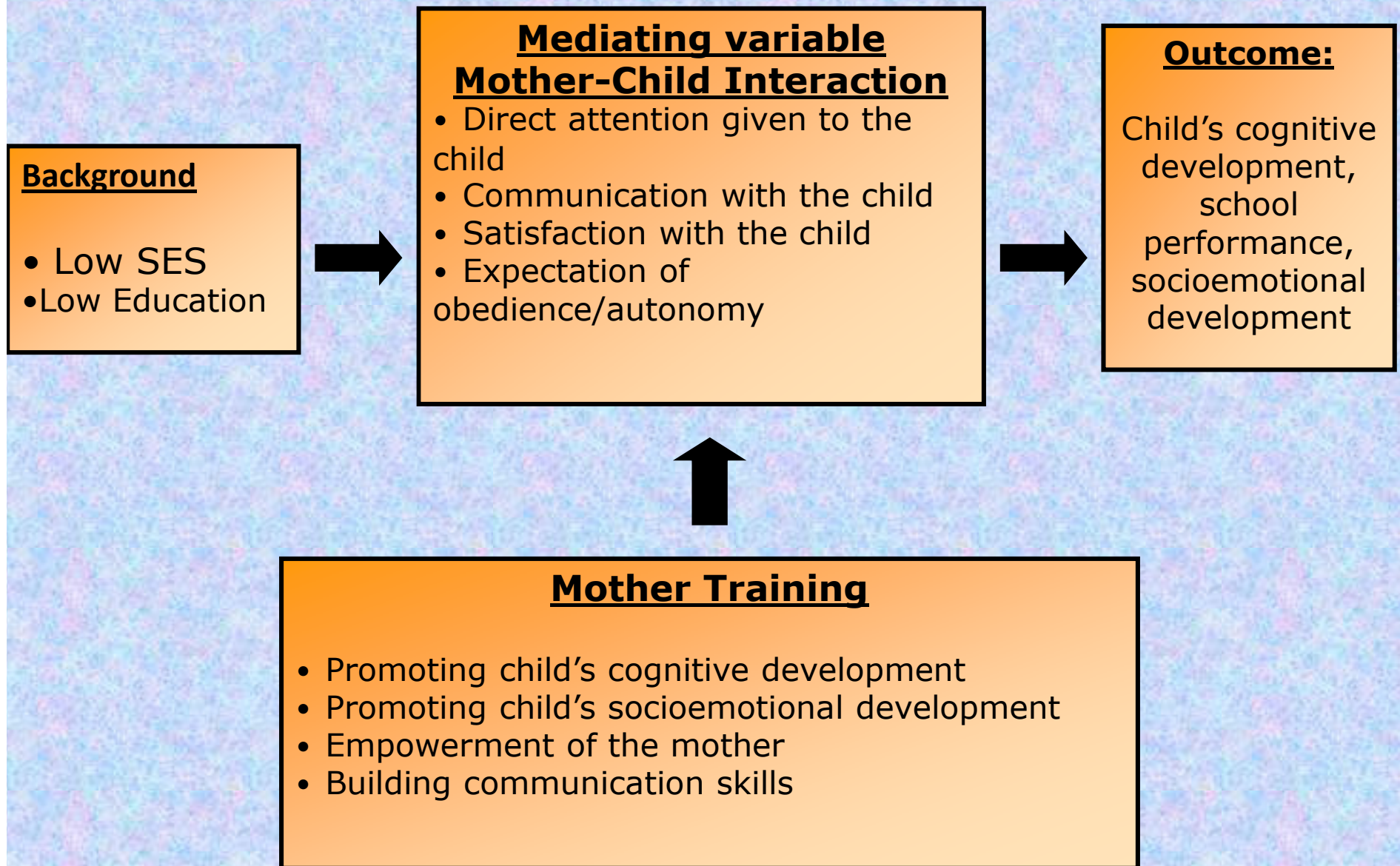
Concerted efforts have been expended in many countries to provide deprived children with early enrichment that would enhance their ability to benefit from formal schooling.

The research program from Turkey and its resultant program applications derive from the **Turkish Early Enrichment Project (TEEP)**.

Kağıtçıbaşı, Sunar, Bekman(2001). *Applied Developmental Psychology*, 22, 333-361

Kağıtçıbaşı, Sunar, Bekman & Cemalcilar (2009) *Applied Developmental Psychology*

THE TURKISH EARLY-ENRICHMENT PROJECT (TEEP)



TURKISH EARLY ENRICHMENT PROJECT (TEEP)

- 4 years early intervention study (3-5 years old children in low-income low-education neighborhoods in Istanbul).
- Educational day-care and/or mother training
- 4th year results
- 10th year follow-up (13-15 years old adolescents)
- 22nd year follow-up (25-27 years old young adults)

10th Year TEEP Results in Adolescence

- Higher primary school achievement (five years)
 - Higher grades in Turkish, Mathematics & overall academic average
- Higher vocabulary scores (WISC-R)
- Higher school attainment (86% still in school beyond compulsory education compared with 67% in a comparison group)
- Higher autonomy
- Better social integration and social adjustment in school
- Better family relations; more positive retrospective memory of mother

Long-Term TEEP Results Show

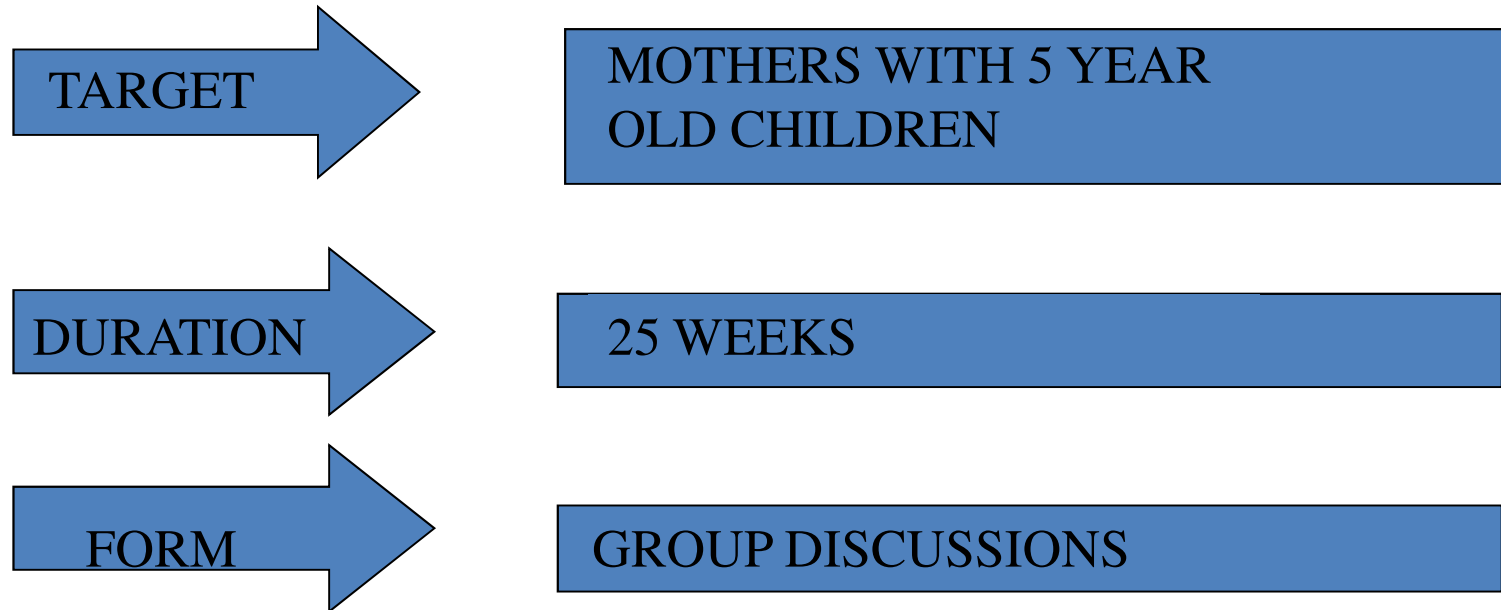
- longer school attainment
- higher university attendance
- Higher vocabulary competence
- Higher age at the beginning of gainful employment
- Higher occupational status
- Higher computer ownership
- Higher credit card ownership

in young adulthood.

GENERAL POLICY IMPLICATIONS

- Much can be accomplished by reaching children early in life to build both environmental and individual capacity that can be sustained over time. Improving the environment, while enhancing individual cognitive performance, helps in turn to support that performance further, in a synergistic interaction.
- Our accumulated knowledge and insights can provide us with possibly universal standards of competence.

MOTHER CHILD EDUCATION PROGRAM



By 2010, 500,000 women + children reached.
Extensions to Europe (Belgium, the Netherlands, Germany, France) and to Arab countries (Bahrain, Jordan, Egypt)

TV adaptation on national and international Turkish Public Television

Cost-Effectiveness Study: Mother Child Education Program (TEEP)

- Benefits calculated on only one indicator-
increased productivity and income

Cost Benefit Ratio

Scenario I	Scenario II	Scenario III
4.60	6.63	10.02

M. Kaytaz (2004) Cost-Benefit Analysis of Early Childhood Education-Turkey. ACEV

DEVELOPMENT OF SELF

The Basic Thesis

Autonomy and Relatedness are two basic needs.

Therefore, an Optimal Developmental Trajectory should include both:

The Autonomous-Related Self

THE SELF MODEL

AUTONOMY- RELATEDNESS DYNAMICS:

A Challenge for Psychology

Because construed as both:

-Basic Human Needs

and as

-Conflicting

Ever since the 'Conflict Theories of Personality'
(Angyal, 1951 & Bakan, 1966)

**While all societies manage to meet these
two basic needs,**

**Autonomy has been prioritized in the
individualistic Western World and in
Psychology**

- reflected in an emphasis on individual independence, agency, privacy...
- **often at the expense of interpersonal relatedness**

What is the underlying reason?

Not evolutionary, which rather stresses the survival value of cooperation and relatedness in humans and other primates (Euler et al, 2001; Guisinger & Blatt, 1994).

It is cultural... Western Individualism as a 'Cultural Affordance' (Kitayama, 2002; Poortinga, 1992).

Self boundaries, self - other relations has found expression in contrasts made between the 'Western' **Self-Contained Self** and 'Other' Views of the Self:

- Enriquez : The Filipino *Kapwa* the unity of the "self" and the "other"
- Japanese : *Group Self (Amae)*
- Nsamenang : *West African Social Selfhood*
- Sun : The Chinese *Two Person Matrix*
(Yin and Yan)
- Roland : Japanese and Indian *Familial Self*

Also reflected in Popular Psychology

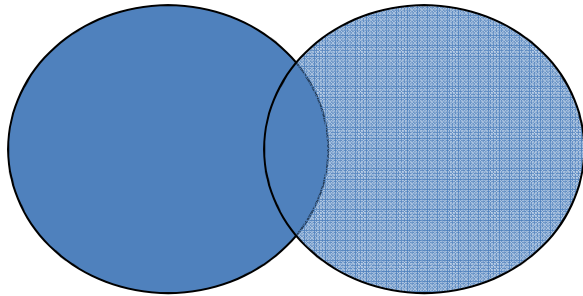
How to Be Your Own Best Friend

Dr Paul Hauck

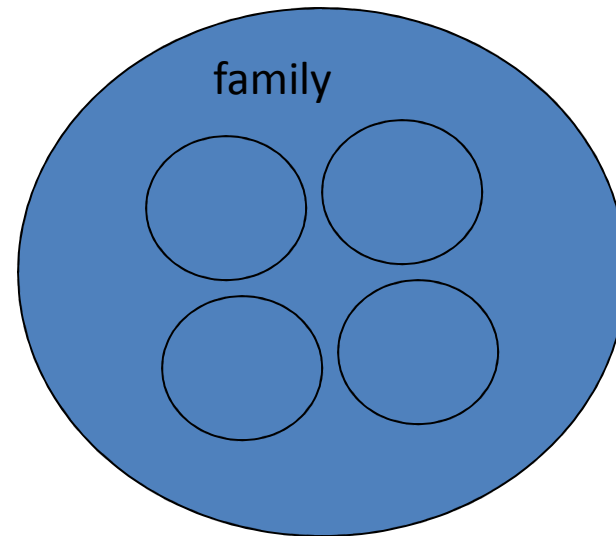
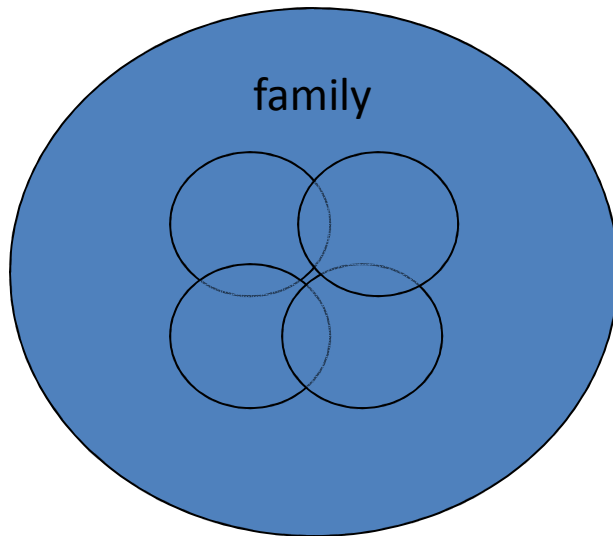
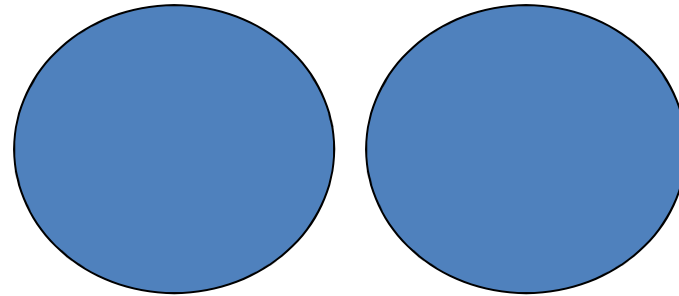


Connected and Separate Selves/Family

Connected



Separate



The construal of Autonomy and Relatedness as Conflicting has prevailed over Autonomy and Relatedness As Basic Needs

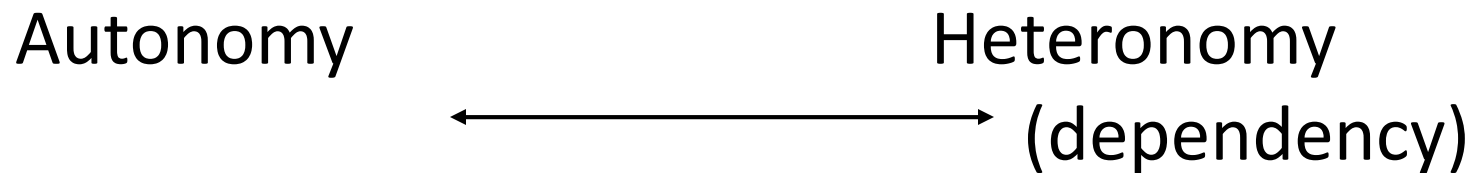
Thus, Relatedness is seen as incompatible with
Autonomy

or

Separation from others is seen as necessary for
Autonomy (“Separation-Individuation” hypothesis)
with the implicit assumption of low levels of
autonomy in the Majority World.

Yet, it is neither logically nor psychologically necessary for Autonomy to mean Separateness if we recognize the existence of **two distinct dimensions**:

Agency:



Interpersonal Distance:



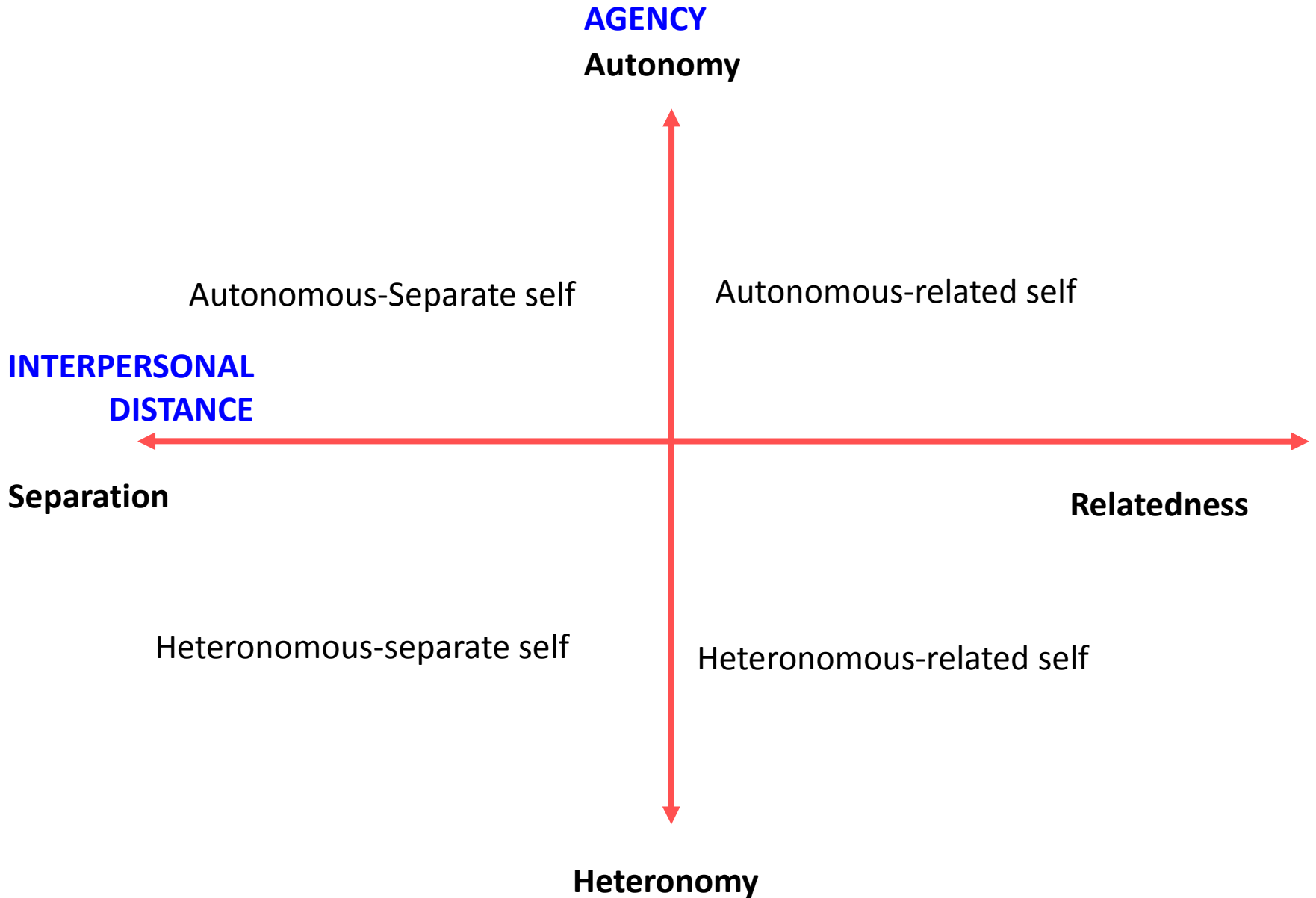
The two dimensions underlie self, self-other relations and social behaviors.

They reflect the basic human needs of **autonomy** and **relatedness**.

As distinct dimensions, either pole of each one can coexist with either pole of the other one.

Kagitcibasi, C. (1996). The autonomous-relational self: A new synthesis. *European Psychologist*, 1, 180-186.

A Conceptual Model of Different Types of Selves



This conceptualization renders viable
The Autonomous-Related Self

Despite the consensual agreement that Autonomy and Relatedness are basic needs, this self construal has not been readily recognized in psychology, even in cross-cultural psychology.

Yet, this model promises to be a healthy integration.

Kagitcibasi, C. (2007). *Family, Self, and Human Development Across Cultures*. L. Erlbaum (Taylor & Francis).

Kagitcibasi, C. (2005). Autonomy and relatedness in cultural context: Implications for self and family. *Journal of Cross-Cultural Psychology*, 36, 4, 403-422.

Kagitcibasi, C. (1996). The autonomous-relational self: A new synthesis. *European Psychologist*, 1, 180-186.

CONTRASTING VIEWS ON RELATIONS WITH PARENTS AS PRECURSORS OF HEALTHY AUTONOMY IN ADOLESCENCE

- **Distancing** (detachment)
necessary for autonomy

— Psychoanalytic (A. Freud, 1958; Mahler, 1972; Blos, 1979; Hoffman, 1984; Steinberg & Silverberg, 1986)

Confounds agency and interpersonal distance dimensions

versus

- **Close relation** (attachment)
necessary for autonomy

— (Grotevant & Cooper, 1986; Ryan et al, 1989, 2000; Quintana & Kerr, 1993; Schwartz, 2000; Schmitz & Baer, 2001; Grossman, et al, 1999; Kagitcibasi, 2007)

Recognizes and combines agency and interpersonal distance dimensions

A second Thesis:

**In conjunction with social change
(esp. urbanization and immigration),
Family changes, too.**

From the Model of

Total Interdependence

to the Model of

Psychological/Emotional Interdependence

**This model includes both relatedness and
autonomy.**

Kagitcibasi (1996, 2007)

MODEL OF INTERDEPENDENCE

Context

Culture

Culture of relatedness
(collectivistic)

Living Conditions

Rural / agrarian
Subsistence / low affluence

Family Structure

- Functionally extended family structure
- Wealth flows toward parents
- Patrilineal ties
- High fertility
- Low woman's status

Family systems

Socialization values

- Family/group loyalties
- Emotional/material investment in parents
- Interdependence values
- Utilitarian value of children
 - economic VOC
 - old-age security VOC
 - material expectations from child
- Son preference

Family Interaction & Socialization

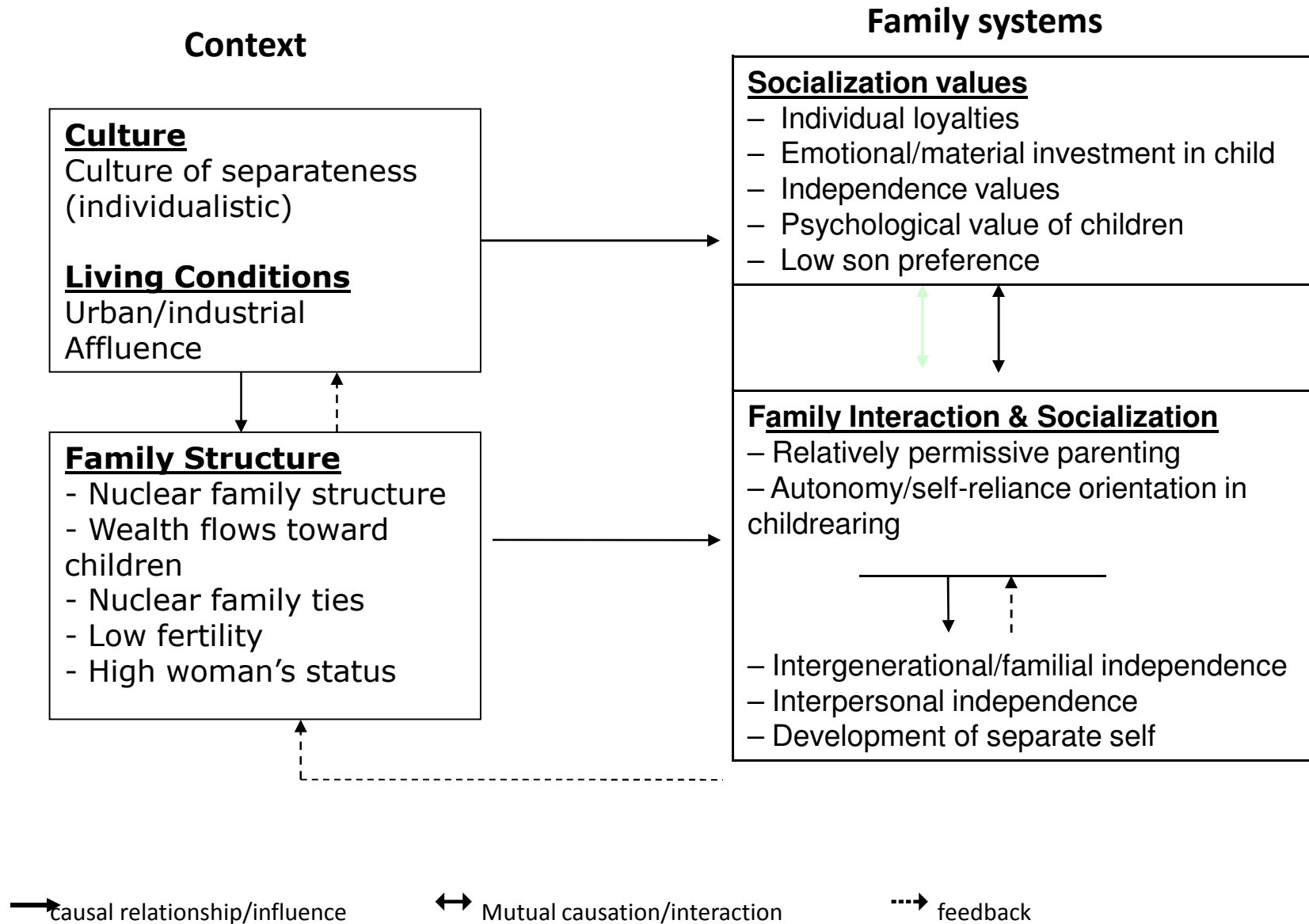
- Authoritarian parenting
 - Obedience/dependence orientation in childrearing
-
- Intergenerational/familial interdependence
 - Interpersonal interdependence
 - Development of related self

→ causal relationship/influence

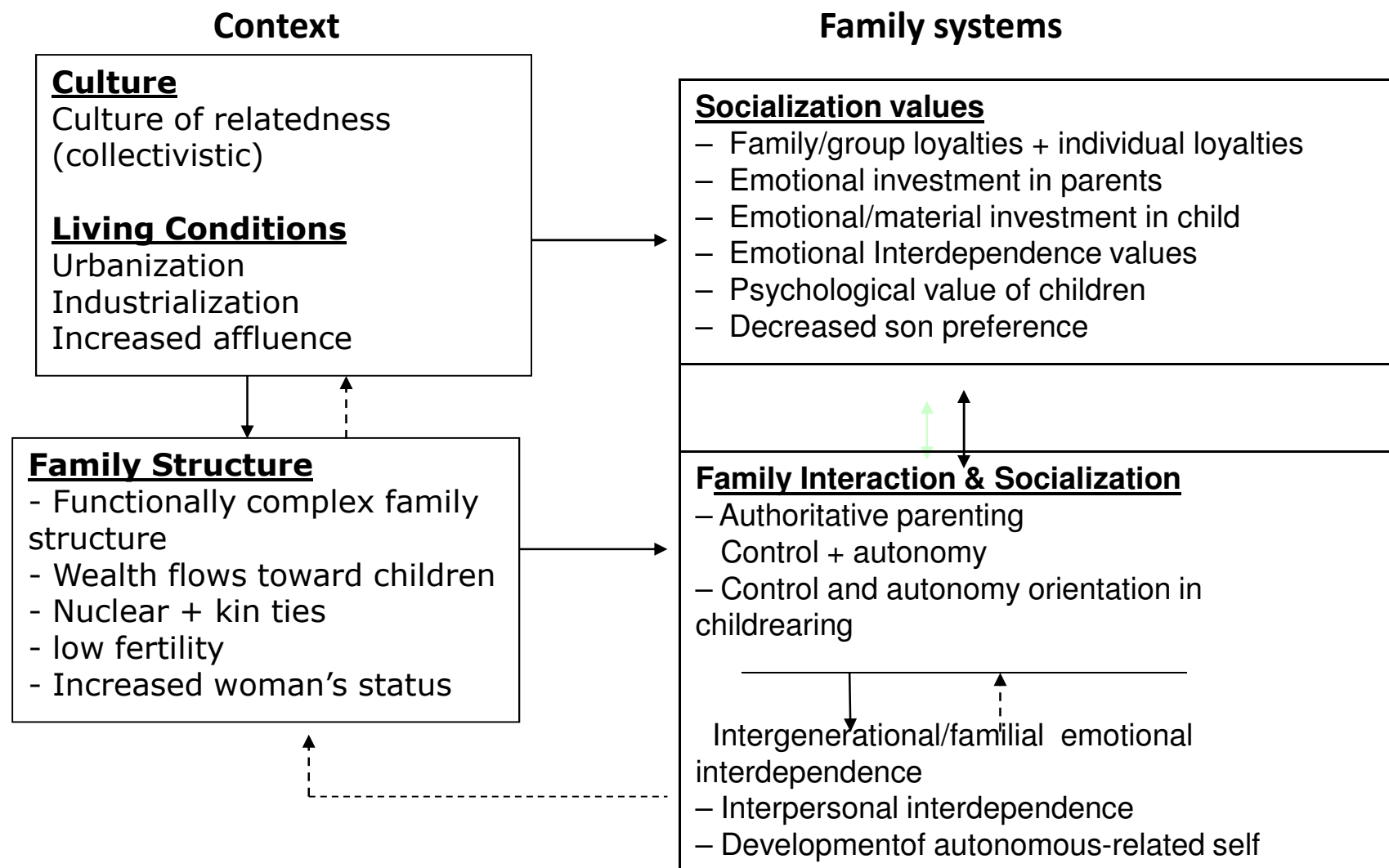
↔ Mutual causation/interaction

⋯→ feedback

MODEL OF INDEPENDENCE



MODEL OF PSYCHOLOGICAL INTERDEPENDENCE



→ causal relationship/influence

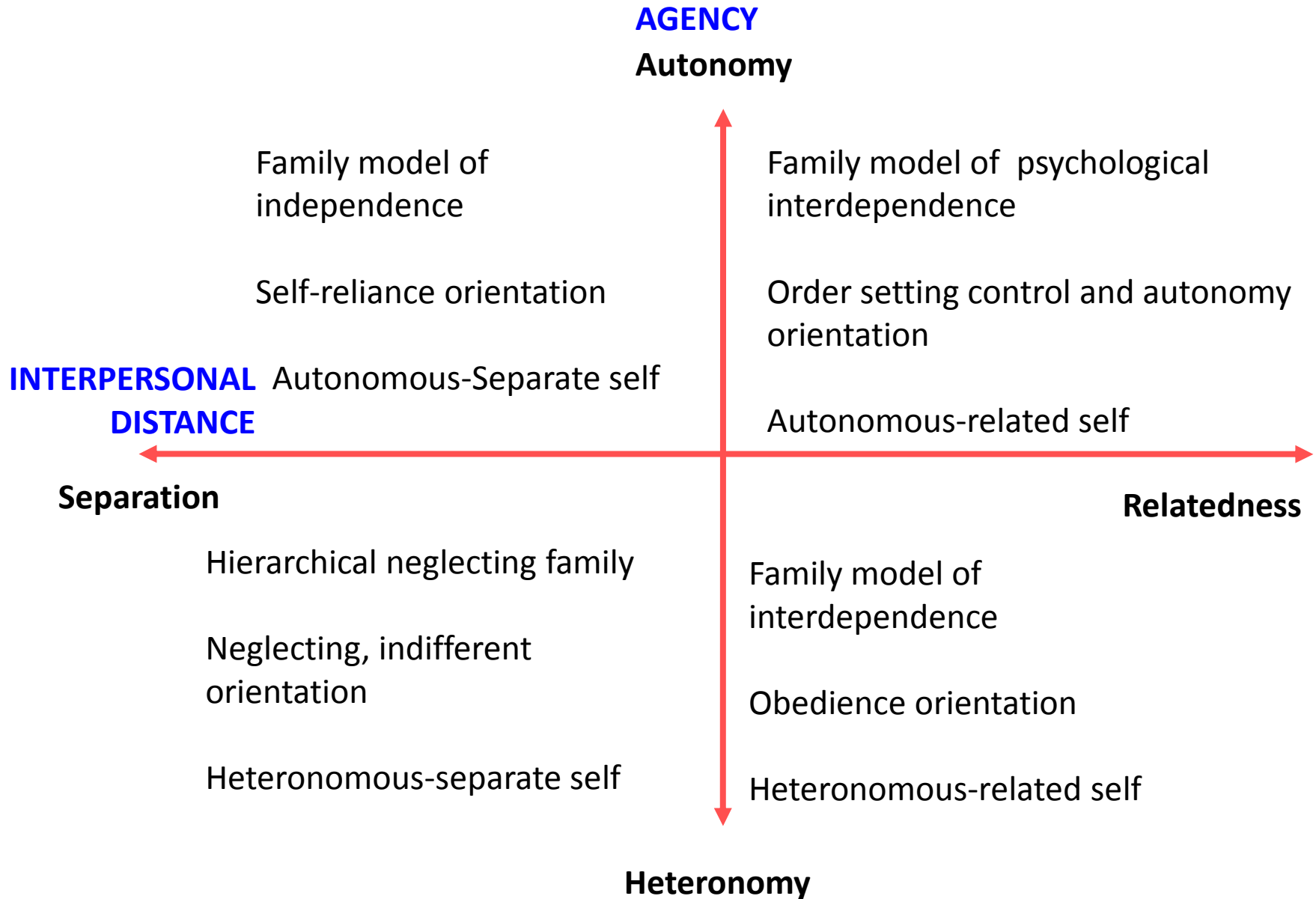
↔ Mutual causation/interaction

⋯→ feedback

FAMILY MODELS, PARENTING AND THE SELF

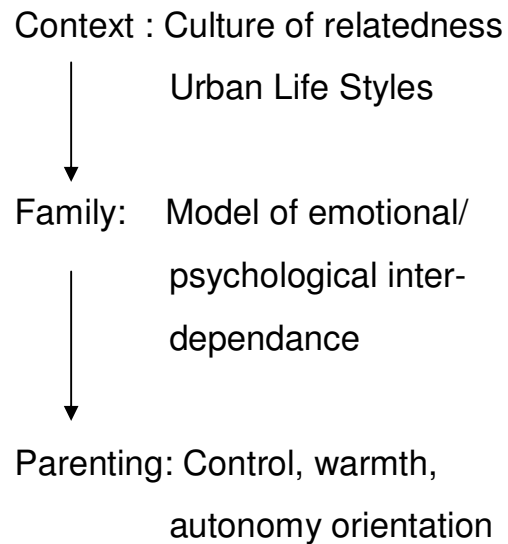
	Interdependence	Independence	Psychological interdependence
Parenting style	Authoritarian	Relatively permissive	Authoritative
Child rearing orientation	Control / obedience	Autonomy / self reliance	Control / autonomy
Self	Heteronomous Related	Autonomous separate	Autonomous-related

AGENCY, INTERPERSONAL DISTANCE AND THE TYPES OF SELVES IN CONTEXT



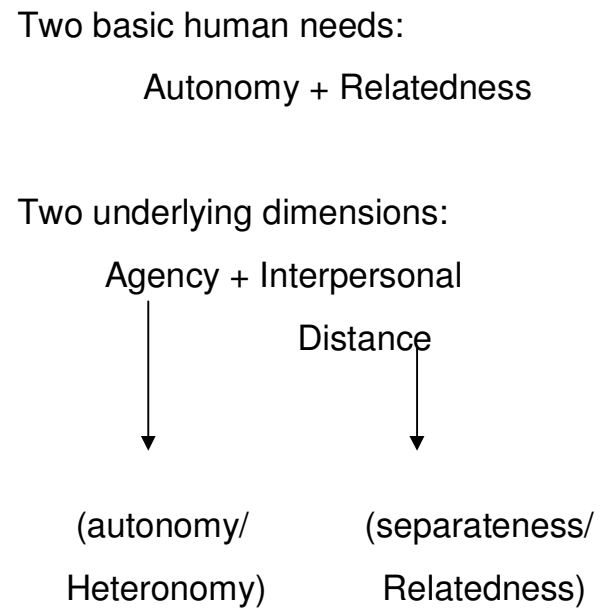
Two Different Theoretical Routes toward the Autonomous-Related Self

Theory of Family Change

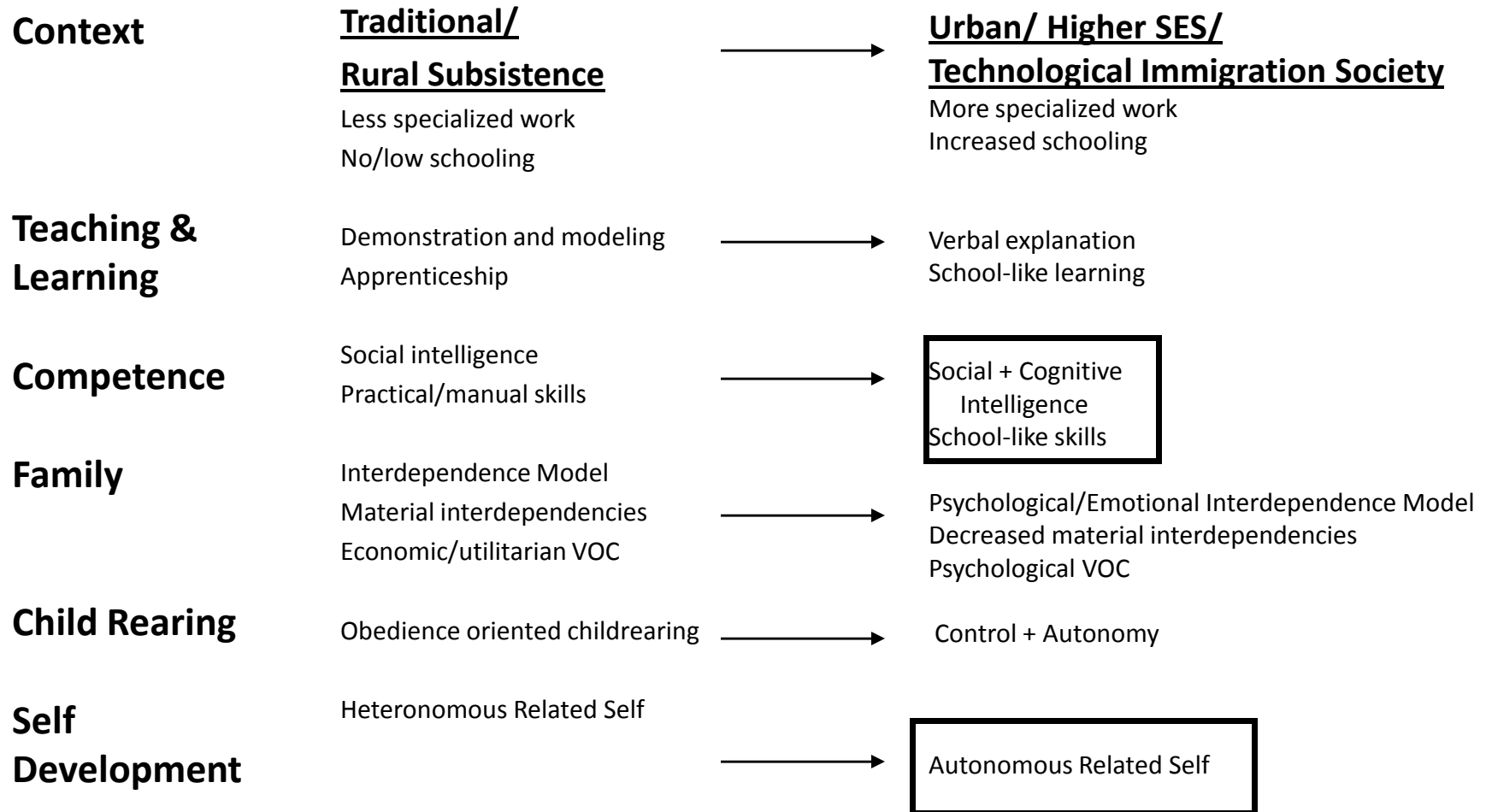


Autonomous
Related Self

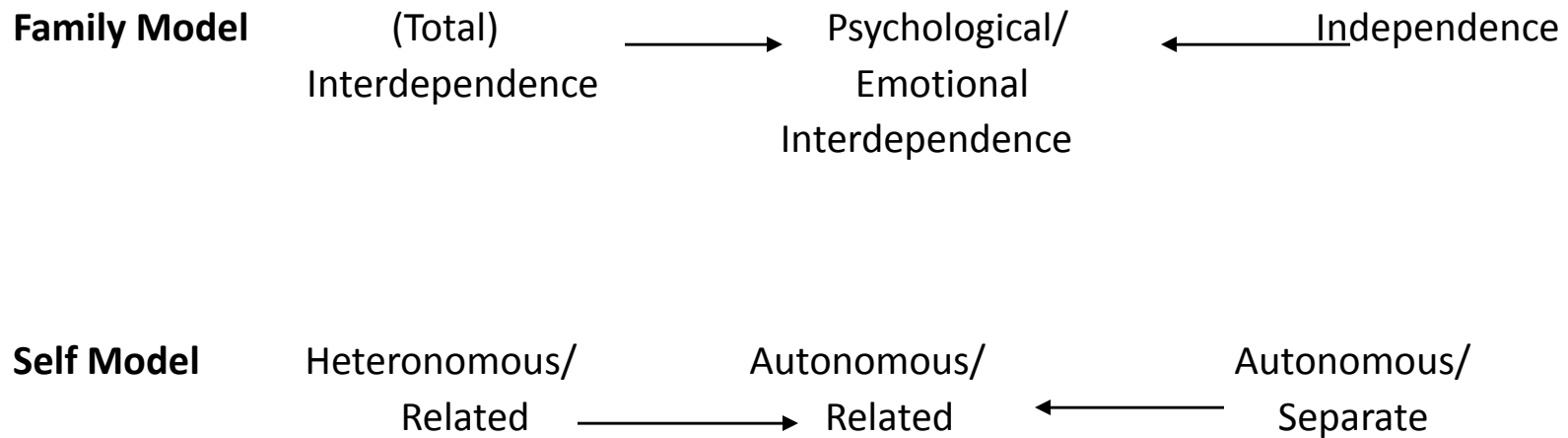
Model of Self



Social Change and Changes in Competence, Family and Self



Proposed Shift Toward a Healthy Human Model (Convergence)



RESEARCH EVIDENCE

Kim, Butzel & Ryan (1998) showed a more positive relation between autonomy and relatedness than with separateness in both Korean and American samples.

Keller et al (2003) found Greek mothers' interaction styles with infants to lead to autonomy and relatedness but German mothers' to autonomy and separateness.

Güngör (2008); Dekovic, Pels, & Model (2006) noted both parental warmth and control in immigrant families in Holland.

Beyers, Goossens (1999); Chen & Dornbush (1998); Garber & Little (2001) showed separateness from parents to be associated with developmental problems.

RESEARCH EVIDENCE (Cont.)

Chou (2000) in Hong Kong found individuation to be associated with depression in adolescents.

Phalet & Schonpflug (2001) found among Turkish immigrants in Germany parental autonomy goals do not imply separateness, and achievement values are associated with parental collectivism, not individualism.

Beyers, Goossens, Vansant, & Moors (2003) found separation and agency as two independent dimensions.

Aydın & Öztütüncü (2001) found depression to be associated with separateness in Turkish adolescents, but not with high parental control.

Meeus, Oosterwegel & Vollebergh (2002) found with Dutch, Turkish & Moroccan adolescents that secure attachment fosters agency.

RESEARCH EVIDENCE (Cont.)

McShane et al., (2009) found parenting themes of urbanizing Inuit parents in Canada to evidence both autonomy and relatedness.

Ozturk (2007) found autonomous-relatedness to predict relationship satisfaction among British and Turkish adults.

Kwak (2003) in review of research noted the common preference of adolescents for both autonomy and family relatedness.

Lubiewska (2008) found evidence for the Family Model of Psychological / Emotional Interdependence in Poland

Celenk (2007) found autonomous-relatedness to predict relationship satisfaction among British and Turkish adults.

THUS A POSSIBLY UNIVERSAL HEALTHY DEVELOPMENTAL MODEL

because of Converging Life Styles due to
Globalization and Basic Human Needs

Involving:

- **Social + Cognitive Competence**
- **Autonomous-Related Self**
- **Psychologically / Emotionally
Interdependent Family**

Policy Implications toward Enhancing Competence and Serving Human Well-Being

Inform and help provide (through parent education and general education/ sensitization of the public and the media as well as of health professionals):

- More stimulating early environment
- Awareness of the basic needs for autonomy and relatedness and thus the desirability of the Autonomous-Related Self and the Family Model of Psychological/Emotional Interdependence conducive to its development

A TREND TOWARD CONVERGENCE?

From the perspective of Family Change and Self Models, a convergence toward

- Family Model of Psychological Interdependence and**
- Autonomous- Related self may be predicted.**

This prediction holds for:

- the Majority World and for immigrants with increased need for autonomy in child rearing as an adaptation to socio-economic development and to changing life styles,**
- the Minority World with increased need for relatedness.**

A caveat: This trend may be counteracted by

- 1. Cultural diffusion of dominant Western individualistic models and**
- 2. Culture lag and persistence, especially in immigration**