

OXFORD
UNIVERSITY PRESS
SOUTHERN AFRICA

CHILD and ADOLESCENT DEVELOPMENT

a south african
socio-cultural
perspective

Edited by **Joanne Hardman**

JENNY JANSEN • MOKGADI MOLETSANE • DAVID NEVES

CRAIN SOUDIEN • LOUISE STROUD • SHARLENE SWARTZ • LAUREN WILD

CHILD and ADOLESCENT DEVELOPMENT

a south african
socio-cultural
perspective

Edited by Joanne Hardman

JENNY JANSEN • MOKGADI MOLETSANE • DAVID NEVES
CRAIN SOUDIEN • LOUISE STROUD • SHARLENE SWARTZ • LAUREN WILD

OXFORD
UNIVERSITY PRESS

SOUTHERN AFRICA



Abridged contents

About the authors		xi
Acknowledgements		xiv
Preface		xv
Foreword		xvi
How to use this book		xvii
PART I	THEORETICAL APPROACH	I
Chapter 1	An introduction to developmental psychology	3
Chapter 2	Theories of development	28
PART II	STAGES OF DEVELOPMENT	53
Chapter 3	Prenatal	55
Chapter 4	Infancy	91
Chapter 5	Early childhood	133
Chapter 6	Middle childhood	163
Chapter 7	Adolescence	203
PART III	CONTEXTUALISING CONTEMPORARY THEMES IN CHILDHOOD DEVELOPMENT	245
Chapter 8	Children and childhood in South Africa	247
Chapter 9	Career development in children	269
Chapter 10	Poverty, adversity, and resilience	287
Chapter 11	Children and violence in South Africa	307
Chapter 12	Health barriers that impede childhood development	330
Glossary		355
Index		369

- Dobzhansky, Theodosius G. (1937). *Genetics and the evolutionary process*. New York: Columbia University Press.
- Festinger, L., Reicker, H.W. & Schacter, S. (1956). *When prophecy fails*. University of Minnesota Press.
- Hardman, J. (2008). New technology, new pedagogy? An Activity Theory analysis of pedagogical activity with computers. PhD thesis presented to the University of Cape Town, Cape Town.
- Hardman, J. (2010). Variation in semiotic mediation across different pedagogical contexts. *Education as Change*, 14, (1), 91–106.
- Henzi, Peter (1996). *Evolution: Psychology 1 resources package*. Natal: Juta.
- Irwin, T.H. (2010). The Platonic Corpus. In G. Fine (Ed.). *The Oxford handbook of Plato* (p. 63–64 and 68–70). Oxford: Oxford University Press.
- Kahn, Charles H. (2004). *Plato and the Socratic dialogue: The philosophical use of a literary form*. Cambridge: Cambridge University Press.
- Macfarlane, D. (2011, March 29). *Mail & Guardian Online*. [WWW document]. URL <http://mg.co.za/article/2011-03-29-report-portrays-a-tragic-picture-of-sas-education-system>. 29 March 2012.
- Muthivhi, A.E. (2008). A socio-cultural case study of the schooling system in Venda, South Africa. PhD thesis presented to the University of the Witwatersrand, Johannesburg. May 2008. Johannesburg: Wits University.
- Muthivhi, A. & Broom, Y. (2009). School as cultural practice: Piaget and Vygotsky on learning and concept development in post-apartheid South Africa. *Journal of Education*, 47.
- Ridley, Mark (1993). *Evolution*. Oxford: Blackwell.
- Spencer-Smith, G. & Hardman, J. (2011). Investigating the impact of computer software on matric mathematics results in the EMDC East district of Cape Town: A quantitative analysis. Kenton Conference, Cape Town: October 2011.
- Vygotsky, Lev S. (1978). *Mind in society: The development of higher psychological processes*. (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Trans.). (Eds). Cambridge, MA: Harvard University Press.



CHAPTER TWO

THEORIES OF DEVELOPMENT

Joanne Hardman

CASE STUDY

Sipho is 10 years old and is in grade 5. He goes to an English-medium school, although his first language is isiXhosa. He has been referred to a psychologist for tests because he is doing badly in school. He is very disruptive and cannot finish any tasks he starts in class. He does not have many friends but often plays with his neighbour's child, who is six years old.

Sipho lives with his grandmother, who is 65 years old, and his two aunts and four nephews. They live in a two-bedroomed house in a disadvantaged area of Cape Town. He has never met his father, who separated from his mother when Sipho was eight months old. He has three younger sisters who live with his mother. His grandmother works three days a week doing ironing for a family in town. She is very seldom at home when he gets home from school. His grandmother has a grade-eight education and does not buy newspapers. She has a Bible, which she occasionally reads to him.

Psychological tests indicate that Sipho has attention deficit and hyperactivity disorder (ADHD).

LEARNING OBJECTIVES

By the end of this chapter you should be able to:

- Discuss the various theoretical positions in developmental psychology
- Develop an understanding of how a child develops into an adult
- Describe psychodynamic theory
- Understand behaviourism
- Use ecosystemic theory to situate a child in his or her wider social context
- Use socio-cultural theory to understand the influence of culture on development
- Discuss development from a biological perspective
- Situate your thinking in a theoretical perspective that accounts for development.

CHECK YOUR PROGRESS

From the moment of birth, children are in constant interaction with adults who actively seek to incorporate them into their culture and its historically accumulated store of meanings and ways of doing things. In the beginning, children's responses to the world are dominated by natural processes, namely those provided by their biological heritage. But through the constant intercession of adults, more complex, instrumental psychological processes begin to take shape. At first, these processes can operate only in the course of the children's interactions with adults. As Vygotsky phrased it, the processes are intersychic; that is, they are shared between people. Adults at this stage are external agents mediating the children's contact with the world. But as children grow older, the processes that were initially shared with adults come to be performed within children themselves. That is, the mediated responding to the world becomes an intrapsychic process. It is through this interiorisation of historically determined and culturally organised ways of operating on information that the social nature of people comes to be their psychological nature as well (Luria, 1979, p. 45).

- What do you understand by the term 'mediation'?
- How is mediation important in the development of self-regulation?
- State the general genetic law in your own words.
- Provide an example from your own childhood of how someone helped regulate your behaviour and how you internalised this.

Case study: the 'hurried' child: are parental expectations stealing childhood?

Jessica is five years old. She attends nursery school from 8am until 12pm. Her mother, Sarah, fetches her at 12pm and then drives her to her ballet lesson, which begins at 12h30. After ballet, Jessica has her art lesson at 14h00. She eats her lunch in the car while her mother drives her to art. After art, Jessica has her 'Mozart for youngsters' class, where she is learning to play the violin. She gets home at 17h30. She eats dinner at 18h00 and is in bed by 19h45.

Sarah's mother worked throughout her childhood and Sarah regrets that she did not have access to various after-school activities because she attended an after-care class where all she did was her homework. Sarah gave up her job when Jessica was born because she wanted her daughter to have the opportunities that she had lost out on. Lately, Jessica has begun to exhibit features of exhaustion and this is why her mother has decided to consult a child psychologist to develop a schedule that meets Jessica's needs, while still giving Jessica the benefit of all the activities Sarah missed out on while growing up.

In moving beyond Vygotsky's theory, Nelson (2007) emphasises learning as a two-way social process between children and their socio-cultural contexts. The case study of Devon at the beginning of this chapter illustrates Devon's career development in the context of his daily life.

In considering the foundational constructs of child development theory, it is evident that the development of skills, knowledge, and attitudes is embedded in the socio-cultural context in which a child lives. A critical element of the socio-cultural context that influences the learning process of children is that related to the world of work and the work-related roles of adults. Childhood development implicitly facilitates an increasing understanding of the world of work and children's potential future roles in it. The following section describes how career developmental theories of childhood account for this learning process.

CHECK YOUR PROGRESS

- What key features of each of the three stages of Piaget's cognitive development theory for children under 12 years of age may be applicable to children's career-development learning?
- What key features of each of the five stages of Erikson's psychosocial development theory for childhood may be applicable to children's career-development learning?
- How do the three forms of learning suggested by Vygotsky apply to children's career-development learning?

Childhood career development theories

As illustrated in child development theory and also in the case study of Devon at the beginning of this chapter, career development begins in childhood, and it is a relevant field of study worthy of inclusion in a text on childhood development. From a very young age, Devon had begun to think about his life as an adult. In essence, early in his life, Devon began to construct a concept of himself in adult work roles on the basis of the learning garnered from his experiences in the socio-cultural context in which he was growing up.

As Devon's story shows, much of his learning about career development was unintentional, inspired by experiences that he engaged in across his childhood. Most theory about childhood career development has focused on this unintentional learning about career development. In so doing, these theories have emphasised *what* is learned more than *how* learning takes place (Watson & McMahon, 2007a). An enhanced understanding of the foundational period of childhood career development could better inform understanding of career development in subsequent