

# PSYC 444

# PSYCHOLOGY AND NATIONAL DEVELOPMENT

Session 1 – National Development: The Changing Trends

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# Session Overview

At the end of the session, the student will be able to

- Explain national development.
- Differentiate between economic and human developments.
- Discuss psychologists' intervention in national development.
- Analyze the changing views of development.



# Session Outline

The key topics to be covered in the session are as follows:

- Introduction/Background to National Development.
- Models of Development.
- Development and Social Behaviour.
- Psychologists Intervention in National Development.



# Reading List

- Adair, J. G. (1999) Indigenisation of Psychology: The Concept and its Practical Implementation. *Applied Psychology: An International Review*, 48 (4), 403–418
- Caprara, G., & Vecchione, M. (2009). Personality and Politics, In P. J. Corr & G. Mathews (Eds.). *The Cambridge Handbook of Personality Psychology*, pp. 589-607. New York: Cambridge University Press.
- Cottam, M.L., Dietz-Uhler, B., Mastors, E., & Preston, T. (2010). Introduction to Political Psychology. New York: Psychology Press.
- McConochie, W. (2010). How to Promote Peace; Do's and Don'ts, based on political psychology research. [Politicalpsychologyresearch.com](http://Politicalpsychologyresearch.com)
- Mehryar, A.H. (1984). The role of psychology in National Development: Wishful thinking and Reality. *Int. Journal of Psychology*, 19, 159-167
- Moghaddam, F.M., Bianchi, K., Daniels, K., Apter, M.J., & Harré, R. (1999). Psychology and National Development. *Psychology & Developing Societies*, 11, 119-141.
- Sullivan, J. L., & Transue, J. E. (1999). The psychological underpinnings of democracy: a selective review of research on political tolerance, interpersonal trust, and social capital. *Annu. Rev. Psychol.*, 50, 625-650.



Topic One

# **INTRODUCTION TO NATIONAL DEVELOPMENT**



# Introduction to National Development

- For the last half century, there has been considerable discussion on the part of both practitioners and researchers concerning the meaning and conditions of national development. Although some criteria suggest modest progress in the areas of social, economic, and political sectors, enormous challenges still remain. For example, population increases still threaten to outpace food supply.



# Introduction to National Development

- Despite conscious efforts to control the size of populations, the number of human beings, within the space of 4 decades, i.e. between 1950 and 1990 doubled. The challenges facing developing societies in the domain of population are indicative of serious challenges in a variety of other sectors which, it seems, call for more than just economic solutions (Grilli & Salvatore, 1994).

# Sample Questions

1. Why has human development become critical to national development?
2. Evaluate the psychologists' intervention in national development.





Topic Two

# MODELS OF DEVELOPMENT



# Models of Development

**Economic Models**—The major models of development, which have traditionally been economic, have been the focus of intense criticism since the 1960s (Bernstein, 1973; Roxborough, 1979; Schuurman, 1993; Seers & Joy, 1971).

Not only have economists debated the best economic policies (David, 1986), but there has also been a call for a broader conception of development—one that incorporates social and cultural characteristics of human societies (Dube, 1988; Hagen, 1962; Hoselitz, 1960; van Nieuwenhuijze, 1988).



# Models of Development

## Changing Views of Development

- Changes in the way that development is viewed seem to be subject to fashions that pertain to industrial countries. In the post-World War II era, these fashions have undergone considerable changes (Menon, 1980):
- 1948-55: Import substituting industries are the key to development.
- -1960-65: Import substitution is no good; export expansion is the answer.

# Models of Development

- 1966--67: Industrialization is an illusion; rapid agricultural growth is the only answer.
- 1967-68: Give top priority to population control policies as all other forms of development are likely to be submerged by population explosion.
- 1971-75: The poor masses have not gained much from development. Reject GNP growth; more equitable distribution of existing resources must come ahead of growth.

# Models of Development

- **Human Development**-- The latest model in development circles is the so called human development. This trend is to some extent reflected in the changed concept of development adopted by the European Union. It is reflected much more strongly in the first Human Development Report (UNDP, 1990).
- This report demonstrated the commitment of the United Nations Development Programme (UNDP, 1993), to the idea of development as "enlarging peoples' choices," a broader cultural rather than purely economic ideal.

# Models of Development

- Connected to this trend is the replacement of purely economic indicators of change, such as Gross National Product (GNP), with the Human Development Index, which incorporates three "human" measures indicative of choices available to individuals which are *purchasing power, quality of education, and standard of health*.
- But many questions remain to be addressed. For example, if there is "increased purchasing power", what goods does it make possible for people to buy? And what exactly is meant by "quality of education" and "standards of health?" Even in the West those criteria are not necessarily coherent.

# Models of Development

- The high level of attention now given to human development is also reflected in the other major funding institutions as well as those engaged in research activities. As part of this trend, some in the World Bank have called for a radical reform of policies so that a central place is given to human development.
- For example, Woods (1984) recognizes that the evolution of development theory has divided government and assistance agencies into mutually exclusive "sectors" (for example, "agriculture" and "education"), and this impairs the effectiveness of policy implemented by separate agencies responsible for each.

# Models of Development

- Development theorists (e.g., Haq & Kirdar, 1987) have even suggested that economic policies that are beneficial, at least in the short-term, have detrimental effects when implemented in important domains such as education, health, and employment.
- During the process of economic adjustment, a soft sector such as education (and the same may be true of other social services) faces "... demands for domestic austerity and competes with higher priority items such as export promotion and military spending" (Laure, 1987, p. 170). Critics have argued that economic growth and adjustment do not automatically lead to beneficial conditions for all people.



# Models of Development

- Economic indicators do not represent people, they represent the economy. Of course, this applies to rich and poor nations alike. In some respects, "poor" nations may be "healthier" than rich ones—who is to say that the problem of "over-weight" in the U.S. is any less serious than that of malnutrition in Ethiopia when considered as a factor in an assessment of quality of life?

# Models of Development

## Distinction between Economic and Human Developments

- It appears though that on the surface, the distinction between development as economic growth and human development seems to be becoming clearer. In response to calls for new development policies, there is now greater awareness of a need for programmes to improve *primary health care, education, income distribution, and nutrition* (Gall, 1992; Griffin & Knight, 1992; Goulet & Wilber, 1992).

# Models of Development

- These elements, which most directly have an impact on people, are taken as the focus of development with the understanding that when people have certain basic needs catered for they can more effectively take part in the control of their own economic, political and social lives. These basic needs are taken to be the foundations of expanding capabilities.

# Models of Development

- At a deeper level, however, the new emphasis on "human development" assumes that Western conceptions of health, education, nutrition, and so on, are universally valid. This is a huge assumption which must not go unchallenged. First, we need to differentiate between Western ideals of health and Western practices.
- For example, what nutritional food is supposed to be part of a Western diet, and the actual practices of eating fast-food? Ironically, it is often the latter rather than the former that are exported to the Third World.

Topic Three

# **DEVELOPMENT AND SOCIAL BEHAVIOUR**



# Development and Social Behaviour

- Underlying the concept of human development is a concern for human behaviour generally (Moghaddam, 1990, pp. 29--30; Moghaddam, 1997). However, once again we find that researchers have assumed certain Western values to be universal. This is reflected, sometimes explicitly, in the writings of thinkers who pioneered the new movement



# Development and Social Behaviour

- For example, according to Sen (1992), economic growth is only one narrow aspect of development. More broadly, development involves "entitlements" and "capabilities". The latter is "the ability to do this or that" (ibid., p. 15), implying that the capacities of people to utilize resources and to take advantage of "opportunities" is a key component of development.

# Development and Social Behaviour

- Capabilities are closely tied with choices, in that increased capabilities make available greater options to choose among possibilities in different domains, such as economic, political, social, and religious spheres. But choices are not made randomly, they are guided by values.
- The very choice between trying to change and attempting to conserve the status quo is a value judgement (Bezanson, 1994). Clearly, values, alienation, attitudes, identity, motivation, participation, skills, and other "human" features of a population are central to the enlarged concept of development. And these are psychological factors.



# Development and Social Behaviour

- Perhaps this new orientation is best captured by Donaldson's (1973) description of development as, "... bringing about basic changes in the underlying social fabric of attitudes and institutions" (p. 80). Once again, however, this begs the question of why changes toward a Western model of society should be better for all humankind.



# Development and Social Behaviour

- This is put into question particularly because the Western world involves greater specialization and entails the disappearance of satisfying craftwork (Moghaddam, 1997). In many traditional societies, everyone has a part to play in the construction of houses, making clothing, cooking, musical performances, and so on.

# The Scope of Educational Psychology

- Through the teacher's interaction with pupils and pupils' interaction with one another, many desired interests, motives, social skills, and many outcomes in the cognitive and the psychomotor domains are acquired more efficiently than if there were no active interaction.



Topic Four

# **PSYCHOLOGISTS' INTERVENTION IN NATIONAL DEVELOPMENT**



# Psychologists' Intervention in National Development

Parallel to the movement toward a people-centered concept of development, psychologists have become increasingly aware of their potential contribution to development taken in the enlarged sense with its obvious psychological aspects.

This is not a new idea (Klineberg, 1956; McClelland & Winter, 1969), but it is an idea for which the time seems ripe because the new emphasis on "human' development" presents a historic opportunity for psychologists to have an important impact.

The psychological literature related to national development can be usefully conceived as comprising the following broad categories.



# Psychologists' Intervention in National Development

## The Call for "Appropriate" Psychology

- The issue of "appropriateness" underlies discussions of the social sciences in Developing Nations (UNESCO 1976a, 1977, 1980), sometimes becoming explicit in considering psychology specifically (Connolly, 1985; Moghaddam & Taylor, 1986).
- In some ways the issues raised in discussions of "appropriate psychology" are also present in discussions about "appropriate technology" transfer generally. For example, central to all such discussions are issues concerning the appropriateness of personnel (e.g., Moghaddam, 1996), as well as problems caused by experts who are sent in (typically from Western countries) without adequate preparation enabling them to adapt to local conditions (Maruyama, 1974).

# Psychologists' Intervention in National Development

## **Sensitivity to Power Inequalities**

- A second theme underlying the literature, and becoming far more explicit since the 1980s, is the power inequalities that characterize the abilities of nations to influence psychology and other knowledge domains internationally (Blackler, 1983; Gielen, 1994; Moghaddam, 1987; Sloan & Montero, 1990).
- The United States has been described as the only "Psychology Superpower" (Moghaddam, 1987) and Gielen (1994) has shown that North American psychology is exceptionally parochial as compared to other knowledge domains such as linguistics.

# Psychologists' Intervention in National Development

- As a general rule, North American psychologists only read the publications of other North Americans (see also Lewicki, 1982). American psychology presents the norms of local middle-class U.S. culture as if they were universal laws of human cognition, emotion, and social interaction.



# Psychologists' Intervention in National Development

- In contrast, psychologists from the Second and Third Worlds do tend to read North American publications, while Third World psychologists tend to read the publications of the First and Second Worlds.
- Third World psychologists are becoming more sensitive to this situation and some have called for greater efforts to build indigenous Third World psychologies and in this way to achieve control over their own national psychology arena (see Adair, 1992; Kim & Berry, 1993; Moghaddam, 1990, 1998; Sinha & Holtzman, 1984).

# Psychologists' Intervention in National Development

## Direct Intervention in National Development

- A third category of literature calls for direct intervention by psychologists in national development (see Carr & Schumaker, 1996) to help alleviate poverty (Connolly, 1985) and to tackle other important problems in Developing nations.
- Both supporters and critics agree that the impact of psychological research has remained minimal, and it is instructive for us to consider the reasons for this. A number of possible reasons are mentioned in the literature. For example, psychologists have had little influence on the broader "macro" processes of development planning (Ayman, 1985).

# Psychologists' Intervention in National Development

- Another criticism is that the historical role of psychology has been to create underdevelopment, and to strengthen the position of colonial powers. This may be in part because traditional psychology encourages the imitation of Western models of development. In addition to the reasons why psychologists have had minimal influence on national development is the lack of effective psychological explanations of social change.

# References

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