

[Name of Student]

[Date]

Table of Contents

QUESTION 2.....	3
Introduction.....	3
Discussion	3
Conclusion.....	6
QUESTION 3.....	7
Introduction.....	7
Description of Four Aspects of Psychology and their Association with Each Other	7
Strengths	9
Weaknesses.....	9
Conclusion.....	10
References	11

QUESTION 2

Introduction

The idea that some people are born good, and others are born evil is not supported by science. Everyone has the capacity for good or evil, as postulated by inclusive fitness, altruism, and Bowlby attachment theory, but it is up to a person's upbringing and life experiences to shape that capacity (Molchanova and Chekanova, 2018). Perspectives on the development of good and evil from the individual level may provide light on the nature of altruism and attachment. Both theories consider the genesis of evil and goodness from the human point of view. The notion of inclusive fitness provides a framework for defining the relationship between a living organism and its progenitors by emphasizing genetically compatible relationships as opposed to competitive ones. The individual, in a similar vein to a charitable deed, chooses to accept less than they are owed to ensure that the help they offer will go to those who need it most in their family (Salieva, 2022). This essay will evaluate the stamen some individuals are born good, and others are born evil by using the content of the two DE200 blocks.

Discussion

Evidence from the fields of inclusive fitness and altruism suggests that a person's upbringing has a major impact on their subsequent actions. According to Bowlby attachment theory, infants and young children have an innate need to bond with caring adults (Bowlby, 1979). This is because having a safe and caring environment is crucial to one's health and longevity (Salieva, 2022). Humans have the innate capacity to aid others, and inclusive fitness theory suggests that this tendency is more likely to be expressed when doing so benefits one's genetic relatives (Murtazoyevna and Jamilovna, 2021). The capacity for kindness is another trait passed down to us from our ancestors. It is not something people are born with; rather, it is a skill that can be refined with time.

There is no empirical proof that certain people are naturally "better" than others. People have the capacity for good or evil from birth, according to inclusive fitness, altruism, and Bowlby attachment theory; but their upbringing and life experiences shape their actual behaviour (Kube et al., 2020). Perspectives on the development of good and evil from the individual level may provide light on the nature of altruism and attachment (Dini, 2022). For instance, the notion of inclusive

fitness characterises the relationship between a living thing and its ancestors by placing more weight on mutually beneficial alliances based on shared genetics than on competitive ones. Like an act of charity, the individual chooses to accept less than they are entitled to ensure that their loved ones would benefit from the assistance they offer. It has been shown via studies on both altruism and inclusive fitness that our upbringing greatly influences the kind of people who become adults.

According to Bowlby attachment theory, infants and young children have an innate need to bond with caring adults (Bowlby, 1979). This is since having a safe and caring environment is crucial to one's health and longevity (Gross and Medina-DeVilliers, 2020). Humans have the innate capacity to aid others, but inclusive fitness theory suggests that they are more inclined to do so if doing so benefits their genetic relatives. The capacity for kindness is another trait passed down to us from our ancestors. It is not something people are born with; rather, it is something they can learn and improve upon. Those who did not have healthy interactions with people may have difficulty forming attachments as adults (Sutton, 2019). Every individual has the potential to do good and evil, but their upbringing and life experience greatly influence their ultimate decision. Personality and conduct are shaped via interactions with others, both within the family and in the greater community.

Keller (2018) suggests that individuals are predisposed to be violent, but that this trait develops through time because of exposure to various situations. Sutton (2019) found that although some infants are naturally more violent than others, most show strong environmental influences. Young people who do not get enough love and attention from their caretakers may develop personality traits that make them more likely to act in antisocial ways as adults. Dini (2022) argues that infants naturally form bonds and have a strong need for parental care since such care is crucial to their survival.

It is highly unusual for a person to be born without the capacity to do good, as stated by See (2018). In this case, the argument that all individuals have some measure of goodness in them from the start seems more plausible. The interaction between people's environments and their actions may either reinforce or deviate from this. Such innate goodness, however, may be buried or cultivated and brought to the surface (Salieva, 2022). The proliferation of destructive practices may be traced back to two main sources: an unhealthy social climate and the adoption of pessimistic worldviews. Unfulfilled fundamental needs may lead people astray (Molchanova and

Chekanova, 2018). If someone does not know what they are doing and does not care about the sentiments of others, their acts fall under the category of unethical. People should stay away from them; however, badness might exist without an evil motive.

Women experiencing high levels of stress during pregnancy or when breastfeeding, for instance, may find it more challenging to bond with their infants. There's also the chance that infants who are not fed by their mothers soon after birth are more likely to reject breast milk (Murtazoyevna and Jamilovna, 2021). People have the potential to do good and evil, but our upbringing and life experience greatly influence our ultimate decision. People's identities and habits are shaped by interactions with their social environments, which might include their family and the greater community.

People are seen as good or evil depending on the standards of the society in which they are embedded, even though their life choices may be influenced by a wide range of factors. Keep this in mind, for sure. Humans may inherit the propensity to be either kind or hostile. It has been suggested by research by Kube et al. (2020) that altruistic tendencies are present in infants as early as six months of age. Although Sutton (2019) claims that certain individuals have a natural tendency for violence, they argue that upbringing and life circumstances are more important in shaping an individual's personality and actions. There may be some genetic predisposition for aggression in infants, but environmental factors have a far greater bearing on how a child ultimately develops. Children who do not get enough love and attention from their caretakers may have a greater propensity for antisocial conduct as adults. Attachment and a strong need for parental care are present in infants from the moment they are born, says Gross and Medina-DeVilliers (2020).

Due to the way their brains grow, people may be born kind or aggressive. According to Kube et al. (2020), people use several cognitive processes to weigh the advantages and disadvantages of various activities. The nucleus recumbent was more likely to respond altruistically to another person's suffering than the amygdala, which was more likely to be activated by another person's suffering. Another research found that people's brain activity changes when they see the pain of another person.

Conclusion

Nobody is born good or wicked, but everyone has some degree of selfishness. Everyone must master the art of accepting the beautiful virtues of love and compassion while rejecting the less admirable traits of brutality, hate, and prejudice. Without a compelling incentive, people would instead cave to their baser desires rather than prioritising the requirements of society. A newborn cannot enter the world with an evil disposition. Babies are symbols of fresh starts and new beginnings. Neglect, abuse, and power may all contribute to the development of evil in children and adults. The environment a person grows up in has a significant impact on their character. Some of the factors that lead to evil in the world are ego, envy, dishonesty, and greed. It is not innate in any human being to be evil. A person is no more at fault for having cystic fibrosis than they would be for having any other congenital abnormality. Malice is not a genetic predisposition. This quality does not get handed down from generation to generation. Before a child's brain has fully matured, it cannot tell the difference between good and evil. Having a bad attitude is not something that someone is born with.

QUESTION 3

Association Among four Sub-divisions of Psychology

Introduction

The assignment aims to explore the association between the four sub-divisions and segments of psychology which are comprised of developmental, social, cognitive, and biological aspects. Moreover, the assignment aims to discuss the strengths and weaknesses of associating and bringing together the above-mentioned aspects of Psychology.

Psychology is about the exploration of the feeling, thinking, and actions of individuals (Muthukrishna et al., 2021). In this context, Taylor (2022) elaborated that psychology supports individuals to better comprehend themselves and others effectively. However, Pennycook and Rand (2021) contrasted and stated that psychology does not provide a complete comprehension of the behaviours, thinking, and actions of the individuals but up to some extent. Based on this, Pedraza-Ramirez et al. (2020) added that for a deep understanding of the perspectives of different individuals, there are four major aspects of psychology which are cognitive, behaviour, developmental, and social psychology.

Description of Four Aspects of Psychology and their Association with Each Other

According to the exploration of Marsico (2018), there are four aspects of psychology which are biological, social, cognitive, and developmental psychology. In this context, Pedraza-Ramirez et al. (2020) stated that for understanding the behaviour and thinking of different individuals, one must be aware of these four aspects of psychology. The biological aspect of psychology demonstrates the physiological processes and behaviour of an individual such as feeling, thinking, learning, and perceiving (Myruski et al., 2019). However, the social aspect of psychology examined the social interaction of individuals with each other and with different personages which either positively or negatively affect their personality and behaviour (Krueger and Meyer-Lindenberg, 2019).

Moreover, the cognitive aspect of psychology evaluates the thinking and intellectual procedures of the individuals such as making decisions, analysing a person, and solving problems that determine the learning behaviour of an individual (McGill et al., 2018). However, the developmental aspect of psychology deals with the development of language, personality, gender, social interaction, and intellectual development (Noviansah, 2020). Based on the above-mentioned

demonstrations, Yildirim and Arslan (2020) depicted that these four aspects are associated with each other through which the thinking, behavior, and actions of a person could be analysed effectively.

Based on the above research, Anglim et al. (2020) explained that through the biological or physiological development of the individual, there is a transmission of characteristics from the mothers to their children which primarily outline the personality, behaviour, learning, and thinking of that individual. In this context, Liebal and Haun (2018) mentioned that the biological perspectives of psychology support psychologists in identifying their psychological issues by gaining insight into their genetics and brain psychology which forms the behaviour of a person at a later age. In comparison, Argo (2020) demonstrated that the biological development of an individual then defines the memory, learning, thinking, and behaviour of a person i.e, cognitive psychology. Based on these analyses, Haslam et al. (2019) mentioned that the cognitive development of a person also demonstrates the social interaction of an individual with others.

Concerning the association of all of the aspects of psychology with one another, Baker et al. (2020) have elaborated the example of a human issue i.e., the aggression factor of an individual which could be studied under all of the perspectives of psychology. In this context, Muthukrishn et al. (2021) mentioned that the biological perspective may analyse the aggressive behavior of an individual by observing biological factors such as genetic factors. However, Argo (2020) elucidated that, the same human issue will be perceived from the social perspective as the interaction of that individual with others due to which the personality of that individual has developed into an aggressive person.

Moreover, the behavioural perspective will analyse aggression as the way of association of that individual with others which has now moulded the behaviour of the person (Sameer, 2018). However, Noviansah (2020) explored that the developmental perspective of psychology will analyse the history of the development of the aggressive person by examining the family background and surrounding environment which has resulted in the elevation of aggression in that person. These analysis indicates the association of all aspects of psychology with each other (dos Santos and dos Santos Prestes, 2020). Moreover, Taylor (2022) mentioned that all of the factors contribute equally towards the development of the personality of an individual either negatively or positively.

Strengths

Concerning the strengths of associating social, developmental, biological, and cognitive aspects of psychology, Lopez et al. (2018) mentioned that a psychologist can comprehend the psychological issue or illness of an individual i.e., the reason for aggression. In this context, Niemiec (2022) explained that one could be able to comprehend the impact of biological factors such as genes in developing the cognitive personality of a person that how the inherited genes or childhood experience had impacted negatively the personality of the individuals which elevated aggression of this person. In comparison, Schill et al. (2019) mentioned that through the interaction of all psychological aspects, the psychologist could be able to understand that apart from inherited genes, the family background or the atmosphere in which that aggressive individual developed could also impact negatively on the development of aggression in the individual and this analysis will lead the psychologists towards the solution of the problem.

Moreover, Hughes (2018) mentioned that psychoanalysts by evaluating all of the biological, social, cognitive, and developmental factors could be able to enhance the management of stress, anger, aggression, and emotions in the aggressive individual which indicates the strength of association of all aspects of psychology with each other. However, concerning block 1 “Social to Cognitive Psychology”, the association of psychological aspects could be able to further support the psychologists regarding the analysis and answering of the question that why a good person performs bad activities (Doliński et al., 2018).

Furthermore, Muthukrishna and Henrich (2019) entailed that through the behavioral and social aspects of psychology, psychologists could be able to identify the answer that due to the unmet needs of the individuals, or the bad childhood experience, the behavior of the individuals could divert them from a good person to a bad one. Further, through the association of all psychological aspects, psychologists could be able to support such individuals and these negative people could be able to make sense of the differentiation between good and bad (Haslam et al., 2019).

Weaknesses

Concerning the weaknesses, Ronnie et al. (2021) entailed that by associating all of the psychological aspects, it could not be possible for the psychologists to resolve all of the problems and answer all of the questions which account for the weakness of the designated area. Furthermore, Nosek et al. (2022) elaborated that although the psychological aspects are

responsible for the generation of several questions and intriguing in the mind of psychologists; however some problems and questions require in-depth knowledge, information, and detailed procedure. In this context, Green (2016) stated that sometimes, due to ethical reasons and insufficient information from psychologists, some questions could not be answered and some problems could not be resolved efficiently.

Concerning Block 3 of investigating psychology, i.e, “From Biological to Developmental Psychology”, some individuals could not able to listen to their conscience due to which they could not able to differentiate between wrong and right and this develops negativity in their personality. On the other hand, Hirst et al. (2018) mentioned that the childhood of the individuals is the best time when the children learn about their survival from mistakes and develop their behavior, which forms the foundation of their future life. However, bad childhood experiences sometimes develop the negative personality of children in their adulthood (Ronnie and Philip, 2021). In this context, Muthukrishna et al. (2021) critiqued that psychological aspects sometimes could not be able to explore all areas of the psychological aspects which further enhances the negative symptoms of the children developing the children into negative people.

Conclusion

The assignment aimed to elaborate on the association among the four aspects (social, developmental, cognitive, and biological) of psychology along with the explanation of strengths and weaknesses for bringing together the four aspects. The essay concluded that all of the aspects have a correlation with each other and through their association, a personality of an individual is developed. The essay further concluded that although bringing together all of the aspects could be beneficial for psychologists to identify the root cause of the psychological illness of the individuals. However, sometimes, due to ethical concerns and insufficient information from psychologists, some of the psychological questions could not be answered sufficiently.

References

- Anglim, J., Horwood, S., Smillie, L.D., Marrero, R.J. and Wood, J.K., 2020. Predicting psychological and subjective well-being from personality: A meta-analysis. *Psychological bulletin*, 146(4), p.279.
- Argo, J.J., 2020. A contemporary review of three types of social influence in consumer psychology. *Consumer Psychology Review*, 3(1), pp.126-140.
- Baker, S.C., Watson, B.M. and Gallois, C., 2020. Social psychology and language. In *Oxford Research Encyclopedia of Psychology*.
- Bowlby, J., 1979. The bowlby-ainsworth attachment theory. *Behavioral and Brain Sciences*, 2(4), pp.637-638.
- Dini, J.P.A.U., 2022. Management of Parenting Activities in Forming Character of Early Childhood. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), pp.3169-3179.
- Doliński, D., 2018. Is psychology still a science of behaviour?. *Social Psychological Bulletin*, 13(2), pp.1-14.
- dos Santos, E.F. and dos Santos Prestes, C.R., 2021. Race and Gender Relations in Developmental Psychology. *Racism and Human Development*, p.9.
- Green, L., 2016. *Understanding the life course: Sociological and psychological perspectives*. John Wiley & Sons.
- Gross, E.B. and Medina-DeVilliers, S.E., 2020. Cognitive processes unfold in a social context: a review and extension of social baseline theory. *Frontiers in Psychology*, 11, p.378.
- Haslam, S.A., Haslam, C., Jetten, J., Cruwys, T. and Bentley, S., 2019. Group life shapes the psychology and biology of health: The case for a sociopsychobio model. *Social and Personality Psychology Compass*, 13(8), p.e12490.
- Hirst, W., Yamashiro, J.K. and Coman, A., 2018. Collective memory from a psychological perspective. *Trends in cognitive sciences*, 22(5), pp.438-451.
- Hughes, B., 2018. *Psychology in crisis*. Bloomsbury Publishing.
- Keller, H., 2018. Universality claim of attachment theory: Children's socioemotional development across cultures. *Proceedings of the National Academy of Sciences*, 115(45), pp.11414-11419.

- Krueger, F. and Meyer-Lindenberg, A., 2019. Toward a model of interpersonal trust drawn from neuroscience, psychology, and economics. *Trends in neurosciences*, 42(2), pp.92-101.
- Kube, T., Schwarting, R., Rozenkrantz, L., Glombiewski, J.A. and Rief, W., 2020. Distorted cognitive processes in major depression: a predictive processing perspective. *Biological psychiatry*, 87(5), pp.388-398.
- Liebal, K. and Haun, D.B.M., 2018. Why cross-cultural psychology is incomplete without comparative and developmental perspectives. *Journal of Cross-Cultural Psychology*, 49(5), pp.751-763.
- Lopez, S.J., Pedrotti, J.T. and Snyder, C.R., 2018. *Positive psychology: The scientific and practical explorations of human strengths*. Sage publications.
- Marsico, G., 2018. The challenges of the schooling from cultural psychology of education. *Integrative Psychological and Behavioral Science*, 52(3), pp.474-489.
- McGill, R.J., Dombrowski, S.C. and Canivez, G.L., 2018. Cognitive profile analysis in school psychology: History, issues, and continued concerns. *Journal of school psychology*, 71, pp.108-121.
- Molchanova, L.N. and Chekanova, A.V., 2018. Development of parental competence through psychological and pedagogical support for families in the upbringing of hearing-impaired children. *Psychology in Russia: State of the art*, 11(4), pp.223-238.
- Murtazoyevna, Q.D. and Jamilovna, A.Z., 2021. Features of emotions in the upbringing of children. *ResearchJet Journal of Analysis and Inventions*, 2(04), pp.60-64.
- Muthukrishna, M. and Henrich, J., 2019. A problem in theory. *Nature Human Behaviour*, 3(3), pp.221-229.
- Muthukrishna, M., Henrich, J. and Slingerland, E., 2021. Psychology as a historical science. *Annual Review of Psychology*, 72, pp.717-749.
- Myruski, S., Bonanno, G.A., Cho, H., Fan, B. and Dennis-Tiwary, T.A., 2019. T Biological Psychology. *Biological Psychology*, 148, p.107768.
- Niemiec, R.M., 2022. Pathways to peace: Character strengths for personal, relational, intragroup, and intergroup peace. *The Journal of Positive Psychology*, 17(2), pp.219-232.
- Nosek, B.A., Hardwicke, T.E., Moshontz, H., Allard, A., Corker, K.S., Dreber, A., Fidler, F., Hilgard, J., Kline Struhl, M., Nuijten, M.B. and Rohrer, J.M., 2022. Replicability,

- robustness, and reproducibility in psychological science. *Annual review of psychology*, 73, pp.719-748.
- Noviansah, A., 2020. Developmental Characteristics Influenced By Flow in Psychology. *Sunan Kalijaga International Journal on Islamic Educational Research*, 4(2), pp.21-32.
- Noviansah, A., 2020. Developmental Characteristics Influenced By Flow in Psychology. *Sunan Kalijaga International Journal on Islamic Educational Research*, 4(2), pp.21-32.
- Pedraza-Ramirez, I., Musculus, L., Raab, M. and Laborde, S., 2020. Setting the scientific stage for esports psychology: A systematic review. *International Review of Sport and Exercise Psychology*, 13(1), pp.319-352.
- Pennycook, G. and Rand, D.G., 2021. The psychology of fake news. *Trends in cognitive sciences*, 25(5), pp.388-402.
- Ronnie, J.B. and Philip, B., 2021. Expectations and what people learn from failure. In *Expectations and actions* (pp. 207-237). Routledge.
- Salieva, D.A., 2022. The Impact of a Healthy Family Environment on the Upbringing of Children. *Middle European Scientific Bulletin*, 22, pp.220-223.
- Sameer, Y.M., 2018. Innovative behavior and psychological capital: Does positivity make any difference?. *Journal of Economics & Management*, 32, pp.75-101.
- Schill, C., Anderies, J.M., Lindahl, T., Folke, C., Polasky, S., Cárdenas, J.C., Crépin, A.S., Janssen, M.A., Norberg, J. and Schlüter, M., 2019. A more dynamic understanding of human behaviour for the Anthropocene. *Nature Sustainability*, 2(12), pp.1075-1082.
- See, B.H., 2018. Understanding the moral values of young people and the key influences on their character development. *Interdisciplinary education and psychology.*, 2(2), p.1.
- Sutton, T.E., 2019. Review of attachment theory: Familial predictors, continuity and change, and intrapersonal and relational outcomes. *Marriage & Family Review*, 55(1), pp.1-22.
- Taylor, S., 2022. The psychology of pandemics. *Annual Review of Clinical Psychology*, 18, pp.581-609.
- Yıldırım, M. and Arslan, G., 2020. Exploring the associations between resilience, dispositional hope, preventive behaviours, subjective well-being, and psychological health among adults during early stage of COVID-19. *Current psychology*, pp.1-11.