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Discussion Questions

Student's Name

Instructor's Name

Date

Discussion Questions

Question 1

Nature and nurture debate assesses human behavior, finding whether the aspects are determined by genes or the external environment. Nature focuses on the genetic concepts among other biological areas while nurture emphasizes on the learned behaviors while interacting with the various institutions in growth and development. In comparing nature and nurture ideas, the human development process is best explained by the nurturing approach.

Heritability is one of the ideas discussed by nurture scholars in describing human development (Colodro et al., 2018). The concept is based on biological differences between humans caused by genetic variations among them. The traits such as eye colors are determined by the external factors like the genes evident in the other organism, temperature as well as the oxygen levels during development. It, therefore, implies that genes are expressed depending on the environment, making nurture explain the procedures better. Nurture is also reliable in explaining human development as most of the human behaviors are shaped by the surrounding. The language one adapts, the religion practiced, the political party supported, and cultures adapted are externally based.

Moreover, these life experiences shape people's personalities and behaviors since childhood. For example, kids grown in families with domestic violence are more likely to adopt aggressive behavior which influences their interactions with people throughout their lives. As stated by the diathesis-stress model, the biological traits must interact with environmental aspects called stressors for disorders like depression and schizophrenia among others to develop (Colodro et al., 2018). The theory states that if the genetic characters do not interact with stressors found in the surrounding, the diseases cannot come up.

In a nutshell, nurture describes human development better as nature cannot explain it fully. As noted above, the genetic traits are expressed depending on the environment, indicating that humans are made of their environment rather than genetics.

Question 2

The achievement motivation approach describes individuals' characteristics and history to assess one's desire for achievement and drive to meet certain levels of excellence (Nicholls, 2017). The theory is thus based on the idea that one characteristic determines their need and urge to attain something in life.

The achievement motivation scale did not offer the results I expected. I scored 10, indicating that my desire for achievement is average. I would have a high level of motivation because I work on improving the self regularly. I have developed a personal growth program, where I make a change whenever necessary. I also set realistic goals in life by establishing a convenient time to achieve specific objectives. Even though I take easy tasks, I also consider the hard as they challenge me to be better in future. Apart from that, I take responsibility for solving issues, where I come up with ideas, and in case things go wrong, I accept and work on improving. Based on these practices, I expected to have a higher score as I am motivated to achieve as much as I can.

The score applies to both my school work and career aspirations. Notably, the theory is based on achievement, power and affiliation aspects. The achievement dwells on goals setting and having feedback from time to time for the expected results to be achieved. The score means that my intentions are ordinary meaning that the grades to be made are also low. It is, therefore, a challenge, where I should aim higher by setting goals and cooperating with instructors to have better performance. The score also applies to job aspirations in future based on the power idea. It refers to the desire to influence other people by giving directions.

DISCUSSION QUESTIONS

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The rating indicates I am less determined to control people at work. Instead, I choose to cooperate without taking advantage of power or authority.

References

- ¹ Colodro-Conde, L., Couvy-Duchesne, B., Zhu, G., Coventry, W. L., Byrne, E. M., Gordon, S., ... & Eaves, L. J. (2018). A direct test of the diathesis–stress model for depression. *Molecular psychiatry*, 23(7), 1590-1596.
- ² Nicholls, J. G. (2017). Conceptions of ability and achievement motivation: A theory and its implications for education. In *Learning and motivation in the classroom* (pp. 211-238). Routledge.

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