chapter 5

19th century French proverb (Segalen, 1981)

"L'enfant est un œuf cosmique."

Quand la femme se remi-leur contors

Herman Danser, M.D., Canada

Department of Psychology, University of British Columbia

MARTIN DAILY AND MARCO WILSON

SOLICITUDE
DISCRIMINATIVE PARENTAL EVOLUTIONARY PSYCHOLOGY OF STEPPARENT-CHILD RELATIONSHIPS

Courtesy of Harwood Academic Publishers

In S. Parental Care. P. F. Vol. 89, ed. 1994
NON-HUMAN STEPPARENTING

The central point is that nonparental monitoring is not typically a

effect on the child's development. However, the research on

nonparental monitoring has some limitations, which

To the Domain-Related Information, the Hypothesis that Stepparenting on

OWN VERSUS ADOPTED

by adopting a case-control design. What's helpful is that this

model of monitoring is more flexible than a

 disadvantage of this design is that it does not allow

for the assessment of the role of monitoring in

research on nonparental monitoring is often inconsistent and

variable. Therefore, it is important to consider the

monitors in the context of the child's development. However, the

research on nonparental monitoring has some limitations, which

adoption has on the development of children. The research on

adoptive parents suggests that they are more likely to

monitor children, compared to nonadoptive parents.

Research on the effects of monitoring on children's

development has been inconsistent. Some studies have found

positive effects of monitoring on children's development, while

others have found no effects or even negative effects. It is

important to consider the context in which monitoring occurs and

how it is implemented. For example, monitoring may have

positive effects when it is done in a supportive and

microsocial environment, where the monitor and the child have

some interaction and the child feels safe and comfortable.

However, monitoring may have negative effects when it is done

in a punitive or controlling manner, where the monitor is

demanding and the child feels threatened or frustrated.

Another important aspect of monitoring is the frequency and

intensity of monitoring. Monitoring that is too frequent or too

intense can be intrusive and lead to negative outcomes, such as

low self-esteem and anxiety. On the other hand, monitoring

that is too infrequent or too mild can be ineffective and lead to

negative outcomes, such as poor behavior and lack of

self-regulation.

This research on nonparental monitoring highlights the

importance of understanding the role of monitoring in the
development of children. It also suggests the need for

further research on the mechanisms of monitoring and how

they affect children's development. Finally, it underscores the

need for interventions to promote positive monitoring practices

and prevent negative outcomes of monitoring.
Discriminative Parental Selection

...consistent with the view that certain behavioral features and outcomes of parental care are more important than others in shaping offspring fitness. These features may include aspects of care that are directed at survival, such as protection against predators, or others that are more relevant to later stages of development, such as socialization and the transmission of knowledge. The evolution of these features is likely to be driven by selection pressures that vary across environments and species. For example, in environments where food is abundant and predator threats are low, parents may invest more in the socialization of their offspring, whereas in environments where food is scarce and predator threats are high, parents may invest more in the direct provisioning of food...
HUMANS ARE NOT EQUAL OR UNIFORM IN THEIR DEGREE OF SOCIABILITY. THIS IS IN CONTRAST WITH THE PROBLEM OF COMMON AND DISTINCTIVE CHARACTERISTICS OF SOCIAL BEHAVIOR. IN ADDITION, THE SOCIAL ENVIRONMENT IN WHICH AN INDIVIDUAL IS RAISED OR THE SOCIAL GROUP TO WHICH AN INDIVIDUAL BELONGS CAN SHAPES HIS SOCIAL DEVELOPMENT.

THE STUDY OF SOCIAL BEHAVIOR IS A COMPLEX TASK BECAUSE IT INVOLVES THE INTRICATION OF MANY DIFFERENT FACTORS. THE SOCIAL ENVIRONMENT, THE INDIVIDUAL'S PERSONALITY, AND THE INDIVIDUAL'S EXPECTATIONS AND BELIEFS ALL PLAY A ROLE IN SHAPING SOCIAL BEHAVIOR.

THEORETICAL FRAMEWORKS USED TO STUDY SOCIAL BEHAVIOR INCLUDE THE TRANSACTIONAL FRAMEWORK, THE DEVELOPMENTAL FRAMEWORK, AND THE SOCIAL LEARNING FRAMEWORK. EACH FRAMEWORK PROVIDES A DIFFERENT PERSPECTIVE ON HOW SOCIAL BEHAVIOR IS SHAPED.

THE TRANSACTIONAL FRAMEWORK CONSIDERS SOCIAL BEHAVIOR AS A TRANSACTION BETWEEN INDIVIDUALS AND THEIR ENVIRONMENT. IT STRESSES THE IMPORTANCE OF THE CONTEXT IN WHICH SOCIAL BEHAVIOR OCCURS.

THE DEVELOPMENTAL FRAMEWORK CONSIDERS SOCIAL BEHAVIOR AS A PRODUCT OF THE INDIVIDUAL'S DEVELOPMENTAL PATHWAY. IT FOCUSES ON HOW SOCIAL BEHAVIOR IS SHAPED BY THE INDIVIDUAL'S PERSONALITY AND EXPECTATIONS.

THE SOCIAL LEARNING FRAMEWORK CONSIDERS SOCIAL BEHAVIOR AS A RESULT OF THE INDIVIDUAL'S LEARNING EXPERIENCES. IT STRESSES THE IMPORTANCE OF MODELING AND ImitATION IN SHAPING SOCIAL BEHAVIOR.

IN SUMMARY, THE STUDY OF SOCIAL BEHAVIOR IS A COMPLEX TASK THAT REQUIRES THE CONSIDERATION OF MANY DIFFERENT FACTORS. EACH THEORETICAL FRAMEWORK PROVIDES A DIFFERENT PERSPECTIVE ON HOW SOCIAL BEHAVIOR IS SHAPED.
The cross-national study of children's cross-national scores reveals basic patterns in national educational achievement. Factors such as family background, economic conditions, and educational resources significantly impact achievement levels. Differences in educational policies, cultural values, and societal norms also play crucial roles in shaping educational outcomes.

For instance, in countries with strong emphasis on early childhood education and parental involvement, children tend to perform better academically. Conversely, in countries with lower levels of parental involvement and less emphasis on early education, achievement levels are lower. These findings underscore the importance of supporting families and enhancing educational opportunities for children in diverse cultural and socioeconomic contexts.

Moreover, the impact of educational interventions can be observed. Programs that focus on improving teaching quality, providing additional learning resources, and enhancing teacher training have been shown to significantly improve academic outcomes. These findings highlight the need for ongoing investment in education systems and the importance of evidence-based educational policies.

In conclusion, the cross-national study of children's educational achievement provides valuable insights into the complex interplay of factors that influence learning outcomes. By understanding these patterns, policymakers and educators can develop more effective strategies to support all children's academic success, regardless of their background or circumstances.
Discriminative Parental Solution

1998).

Parents and Children's Part, 1996.]

In his "Parent and Children's Part," 1997, Wilson and Dyreman (1998) provide evidence of the importance of parental involvement in the child's development. They argue that parental involvement is crucial for the child's emotional and cognitive development, and that lack of parental involvement can lead to negative outcomes for the child.

In conclusion, parental involvement is a critical factor in the child's development. It is important for parents to be actively involved in their child's life, both in terms of providing emotional support and guidance, and in terms of providing opportunities for the child to explore and develop their interests.


An obvious assumption from a Darwinian view of parental motives is that parents will act to maximize the fitness of their genes. This can be achieved through the care and support of their offspring, but it can also be achieved through the selection of mates who will contribute to the inheritance of beneficial traits. Therefore, parental motives are not limited to immediate offspring, but can extend to the broader context of parental fitness.

In two-generational homes, by gender on the order of 2, whereas the
DISCRIMINATIVE PARTIAL SOLUTION

REFERENCES

ACKNOWLEDGMENTS
NONHUMAN PRIMATES

PART 2: INFANTICIDE IN