

Communication

Maturogram (MTG): A Twenty-Four-Lustra Framework for Assessment of Human Development in Maturology

Oluwadare Ogunlade* 

Department of Physiological Sciences, Obafemi Awolowo University, Ile-Ife, Nigeria

Abstract

Background: Human development is an intricate, lifelong journey that transcends biological growth to encompass physical, emotional, cognitive, economic, and spiritual maturation. While the science of growth is well-established through auxology, the systematic study of maturity remains underexplored. To bridge this gap, *maturology* emerges as a novel interdisciplinary field dedicated to understanding the progression of human maturity across the lifespan. **Objective:** This study introduces the *Maturogram (MTG)*—a comprehensive graphical model designed to map and interpret twenty-four distinct developmental milestones, each corresponding to a five-year interval (lustrum) from birth to the twilight of life. The aim is to provide a structured, integrative framework that supports holistic human development and enhances practical application in education, healthcare, coaching, and policy. **Main Ideas:** MTG conceptualizes human life as a continuum of unfolding potentials, each milestone marked by characteristic traits, growth tasks, and challenges. Early childhood stages focus on foundational aspects such as trust, autonomy, and initiative. Adolescence highlights identity formation and resilience, while early adulthood addresses intimacy, career alignment, and social contribution. Midlife navigates themes of generativity, stability, and re-evaluation, and later life emphasizes wisdom, legacy, and inner peace. Rooted in interdisciplinary insights from psychology, philosophy, developmental science, and behavioral economics, the MTG reveals the complex interplay of internal and external forces shaping human maturation. It serves as both a reflective mirror and a forward-guiding compass for individuals and communities. **Conclusion:** MTG offers an innovative and digitally adaptable model for understanding and supporting human development. By promoting intentional and stage-appropriate nurturing, it has the potential to inform evidence-based interventions for lifelong well-being. This framework empowers educators, psychologists, life coaches, and policymakers with practical strategies to foster thriving individuals and resilient societies in a rapidly evolving world.

Keywords

Maturogram, MTG, Human Development, Maturology, Lustra, Lifespan, Maturity

1. Introduction

Human development represents a complex, dynamic interplay of biological, psychological, and socio-cultural maturation processes that span the entire lifespan [1]. While traditional theories such as Erikson's psychosocial stages [2] and

Piaget's cognitive development framework [3] have provided foundational models, contemporary research highlights the need for more integrative approaches that account for non-linear progression and modern lifespan transitions [4]. This

*Corresponding author: ogunladeomotomilayo@gmail.com (Oluwadare Ogunlade)

Received: 2 April 2025; **Accepted:** 18 April 2025; **Published:** 14 May 2025



Copyright: © The Author(s), 2025. Published by Science Publishing Group. This is an **Open Access** article, distributed under the terms of the Creative Commons Attribution 4.0 License (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

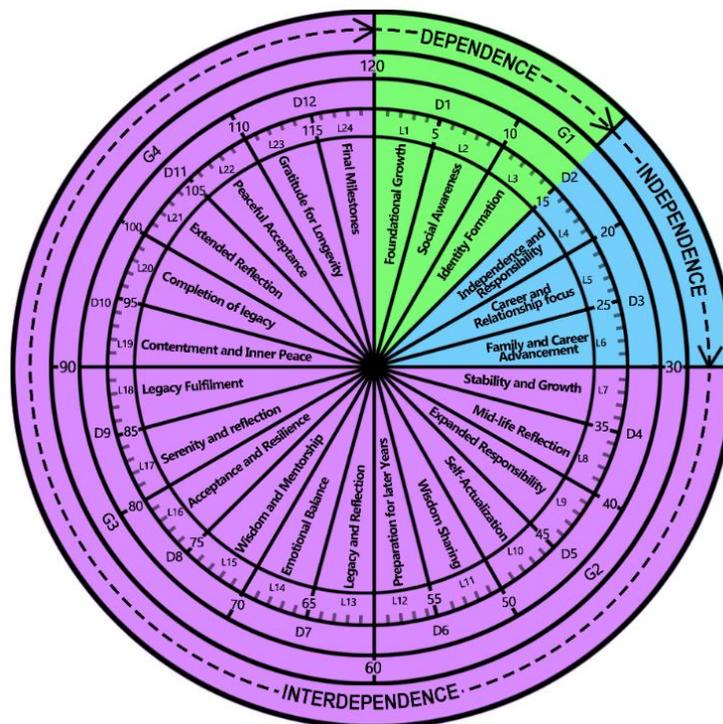
article introduces the Maturogram (MTG), an innovative developmental model that organizes human maturation into twenty-four distinct lustral milestones (five-year intervals), synthesizing current evidence from developmental psychology, neuroscience, and lifespan studies [5].

MTG addresses key limitations in existing stage theories by incorporating three critical dimensions: first, it recognizes the growing importance of emerging adulthood as a distinct developmental phase in modern societies [6]; second, it accounts for neuroplasticity research demonstrating continued brain maturation into the third decade of life [7]; and third, it integrates contemporary understandings of successful aging and wisdom development [8]. Recent longitudinal studies emphasize how gene-environment interactions shape developmental trajectories in ways that classical models could not anticipate [9], while sociological work documents how delayed transitions to adulthood necessitate revised developmental frameworks [10]. This model serves multiple functions: as a diagnostic tool for educators and clinicians, as a roadmap for personal development, and as a policy framework for age-appropriate interventions. Its interdisciplinary nature bridges gaps between traditional psychological theories and 21st-century challenges, offering a comprehensive yet flexible approach to understanding human maturation across biological, cognitive, emotional, and social domains.

2. Lustrum Maturity Milestones

The concept of the lustrum originates from ancient Roman tradition, where it denoted a five-year period, often associated with ceremonial purification and census-taking [11]. In the context of human development, a lustrum represents a five-year segment of the lifespan, providing a structured framework to track physical, socio-emotional, spiritual, and mental growth.

This article introduces a comprehensive framework of twenty-four lustra (L1 to L24), spanning a 120-year lifespan, to map human development from infancy to late adulthood. Each lustrum corresponds to a specific age range and is characterized by distinct milestones, challenges, and opportunities (Figure 1). The graphical representation of the developmental milestones across the lifespan is called a Maturogram (MTG). This novel model strategically comprises five concentric cycles: milestones (innermost), lustra, decades, generations, and maturity stages (outermost). The milestones cycle outlines standardized developmental traits mapped to chronological age progression. Subsequent cycles partition the lifespan into lustra (5-year units), decades (10-year units), and generations (30-year units). The outermost cycle categorizes the lifespan into three maturity stages: dependence (1-15 years; green), independence (16-30 years; blue), and interdependence (31-120 years; purple), with hues intuitively signaling developmental transitions. By dividing the lifespan into 24 lustra, this framework offers a holistic and systematic approach to assessing and supporting human development, emphasizing the interconnectedness of growth and maturation at every stage.



L1- L24: 1st to 24th lustrum; D1- D12: 1st to 12th decade and; G1-G4: First to Fourth Generation

Figure 1. Maturogram (MTG), a graphical representation of developmental milestones across the human lifespan.

L1: Foundational Growth (1-5 years)

The first lustrum is characterized by foundational growth, including the development of basic motor skills, language acquisition, and early social interactions. Emotional attachment to caregivers plays a critical role in shaping the child's sense of security and self-worth [12]. During this stage, children begin to explore their environment and develop a sense of curiosity [13]. Contemporary practices, such as early childhood education programs and parental support initiatives, emphasize the importance of nurturing these foundational skills [14].

L2: Social Awareness (6-10 years)

In the second lustrum, children develop greater social awareness, form friendships, and understand social rules. Basic empathy and self-regulation skills emerge, laying the groundwork for emotional intelligence [15]. Modern educational approaches, such as social-emotional learning (SEL) programs, are designed to support these developmental milestones [16].

L3: Identity Formation (11-15 years)

Adolescence is a period of intense identity formation marked by increased self-awareness and exploration of peer groups. Emotional challenges, such as mood swings and self-doubt, are common as individuals navigate the transition from childhood to adulthood [17]. This stage is critical for developing a sense of identity and purpose. At this stage, individuals typically exhibit a certain degree of independence. Contemporary interventions, such as youth mentoring programs and digital mental health tools, aim to support adolescents during this transformative period [18].

L4: Independence and Responsibility (16-20 years)

During the fourth lustrum, individuals begin to assert their independence and take on adult responsibilities. Vocational interests and personal values solidify, shaping their future goals and aspirations [19]. This stage is characterized by a focus on self-discovery and personal growth. Lifespan coaching and career counseling are increasingly used to guide young adults through this critical period [20].

L5: Career and Relationship Focus (21-25 years)

The fifth lustrum marks the transition to adult roles, with a focus on career-building and forming deeper personal relationships. Individuals begin to consider long-term goals and make decisions that will shape their future [21]. This stage is critical for establishing a sense of direction and purpose. Digital tools, such as career assessment platforms and relationship coaching apps, are now widely used to support individuals during this stage [22].

L6: Family and Career Advancement (26-30 years)

In the sixth lustrum, individuals often establish families and focus on career advancement. Financial planning and balancing responsibilities become key priorities [23]. This stage is characterized by a focus on stability and growth in both personal and professional life. Contemporary practices, such as work-life balance programs and financial literacy initia-

tives, are designed to support individuals during this stage [24].

L7: Stability and Growth (31-35 years)

The seventh lustrum emphasizes stability and growth, with individuals refining their goals and reassessing their priorities. Greater attention is paid to health and well-being, reflecting a shift toward self-care and personal fulfillment [25]. Wellness programs and mindfulness practices are increasingly used to support individuals during this stage [26].

L8: Mid-Life Reflection (36-40 years)

Mid-life reflection is a hallmark of the eighth lustrum, as individuals evaluate their achievements and adjust their personal and professional goals. This stage is often marked by a search for meaning and purpose [27]. Contemporary interventions, such as mid-life transition coaching and purpose-driven workshops, aim to support individuals during this period [28].

L9: Expanded Responsibility (41-45 years)

During the ninth lustrum, individuals often reach the peak of their careers and take on mentorship roles. The focus shifts to investing in future legacy and community, reflecting a desire to make a lasting impact [29]. Leadership development programs and community engagement initiatives are increasingly used to support individuals during this stage [30].

L10: Self-Actualization (46-50 years)

The tenth lustrum is characterized by self-actualization as individuals recognize their strengths and limitations. Nurturing younger generations and achieving personal fulfillment become key priorities [31]. Contemporary practices, such as life coaching and legacy planning, aim to support individuals during this stage [32].

L11: Wisdom Sharing (51-55 years)

In the eleventh lustrum, individuals broaden their influence by sharing wisdom and guidance. Continued self-care and re-evaluation of priorities reflect a focus on holistic well-being [33]. Mentorship programs and intergenerational learning initiatives are increasingly used to support individuals during this stage [34].

L12: Preparation for Later Years (56-60 years)

The twelfth lustrum involves planning for retirement and pursuing meaningful activities. Health management and legacy building become central concerns [35]. Retirement planning tools and wellness programs are increasingly used to support individuals during this stage [36].

L13: Legacy and Reflection (61-65 years)

During the thirteenth lustrum, individuals often retire or reduce their workload. Contributions through community service and family connections take precedence [17]. Contemporary practices, such as volunteer programs and memoir-writing workshops, aim to support individuals during this stage [37].

L14: Emotional Balance (66-70 years)

The fourteenth lustrum emphasizes emotional stability and mental well-being. Fostering gratitude and acceptance of

life's stages are key themes [38]. Mindfulness practices and gratitude interventions are increasingly used to support individuals during this stage [39].

L15: Wisdom and Mentorship (71-75 years)

In the fifteenth lustrum, individuals offer counsel to younger generations and find peace with their accomplishments. Resilience and contentment become central to their well-being [40]. Intergenerational programs and resilience training are increasingly used to support individuals during this stage [41].

L16: Acceptance and Resilience (76-80 years)

The sixteenth lustrum involves adapting to health challenges and strengthening relationships. Passing on traditions and appreciating life's journey are key priorities [41]. Health management programs and family legacy projects are increasingly used to support individuals during this stage [42].

L17: Serenity and Reflection (81-85 years)

During the seventeenth lustrum, individuals focused on mental and spiritual fulfillment. Reflecting on life experiences and celebrating family milestones are central themes [42]. Spiritual practices and life review therapies are increasingly used to support individuals during this stage [43].

L18: Legacy Fulfillment (86-90 years)

The eighteenth lustrum is marked by storytelling and inspiring future generations. Spiritual beliefs and deep family connections provide a sense of purpose [37]. Legacy projects and digital storytelling tools are increasingly used to support individuals during this stage [44].

L19: Contentment and Inner Peace (91-95 years)

In the nineteenth lustrum, individuals emphasize inner peace and simplicity. Strengthening bonds with loved ones and expressing gratitude for life's journey are key themes [39]. Gratitude interventions and mindfulness practices are increasingly used to support individuals during this stage [38].

L20: Completion of Legacy (96-100 years)

The twentieth lustrum involves final reflections and preserving memories. Reliance on support systems and spiritual closure becomes a central concern. End-of-life planning tools and spiritual counseling are increasingly used to support individuals during this stage [34].

L21: Extended Reflection (101-105 years)

During the twenty-first lustrum, individuals reflect on a century's experiences and share life's wisdom. Fostering family unity and resilience is a key priority [33]. Intergenerational programs and digital legacy tools are increasingly used to support individuals during this stage [29].

L22: Peaceful Acceptance (106-110 years)

The twenty-second lustrum emphasizes embracing life's final stages with dignity, meaningful connections, and comfort [43]. Palliative care and spiritual support are increasingly used to support individuals during this stage.

L23: Gratitude for Longevity (111-115 years)

In the twenty-third lustrum, individuals celebrate longevity and express gratitude for family and caregivers [29]. Gratitude interventions and caregiver support programs are in-

creasingly used to support individuals during this stage [39].

L24: Final Milestones (116-120 years)

The twenty-fourth lustrum involves accepting life's cycle, passing on last wisdom, and finding closure in personal achievements [17]. Spiritual counseling and end-of-life care are increasingly used to support individuals during this stage.

3. Discussion

MTG provides a robust tool for assessing human maturity across the lifespan. By identifying key developmental traits and challenges at each stage, this framework can be applied in various contexts, including education, psychology, and career counseling. For instance, educators can use the milestones to design age-appropriate curricula that support social, emotional, and cognitive development [14]. Similarly, psychologists can utilize the framework to diagnose and address developmental delays or challenges, such as identity crises in adolescence [18] or mid-life transitions [28].

In career counseling, the milestones can guide individuals in making informed decisions about education, career paths, and retirement planning [20]. For example, young adults in the fifth lustrum (21-25 years) can benefit from career assessment tools and mentorship programs to align their vocational interests with long-term goals [22]. Similarly, individuals in the twelfth lustrum (56-60 years) can use retirement planning tools and wellness programs to prepare for later life [36].

Digital tools, such as mobile apps and online platforms, can also facilitate the application of lustral milestones in modern contexts. For example, mental health apps can provide personalized interventions for adolescents navigating identity formation [18], while wellness apps can support mid-life adults in achieving emotional balance and well-being [38]. By integrating the lustral milestones into these tools, practitioners can offer tailored support that addresses the unique needs of individuals at each stage of life.

The framework of lustral milestones emphasizes the importance of character cultivation and development across the lifespan. Character traits such as resilience, empathy, and gratitude are essential for navigating the challenges and opportunities associated with each milestone. For example, foundational growth in early childhood lays the groundwork for emotional intelligence and self-regulation [15], while identity formation in adolescence fosters self-awareness and a sense of purpose [17].

In adulthood, character traits such as responsibility, wisdom, and mentorship become increasingly important. For instance, individuals in the ninth lustrum (41-45 years) often take on mentorship roles and invest in their legacy, reflecting a desire to make a lasting impact [29]. Similarly, older adults in the fifteenth lustrum (71-75 years) can cultivate resilience and contentment by sharing wisdom and fostering intergenerational connections [40].

Contemporary practices, such as mindfulness and gratitude

interventions, can support character development at every stage of life. For example, mindfulness practices can help mid-life adults achieve emotional balance and well-being [26], while gratitude interventions can enhance the sense of fulfillment and inner peace in later life [39]. By integrating these practices into educational, psychological, and community programs, practitioners can promote holistic development and well-being across the lifespan.

4. Conclusions

MTG provides a comprehensive and holistic approach to understanding and assessing human maturity. By identifying key traits and challenges at each stage, the framework offers valuable insights into the lifelong journey of growth and maturation. The innovation has significant implications for educators, psychologists, and policymakers, emphasizing the need for tailored interventions to support individuals at every stage of life. Contemporary practices in maturology, such as lifespan coaching, assessment of maturity, and intergenerational programs, highlight the framework's relevance in modern contexts. Future research should explore the applicability of this framework across diverse cultural and socioeconomic contexts, as well as its potential for informing evidence-based practices in education, psychology, and public policy.

Abbreviations

| | |
|-----|------------|
| MTG | Maturogram |
| L | Lustrum |
| D | Decade |
| G | Generation |

Acknowledgments

The author would like to extend appreciation to Adedayo I. Grillo, a talented artist, for his exceptional skill and expertise in refining the original framework. His contributions have significantly enhanced the visual presentation of this work.

Author Contributions

Oluwadare Ogunlade is the sole author. The author read and approved the final manuscript.

Funding

This work is not supported by any external funding.

Conflicts of Interest

The author declares no conflicts of interest.

References

- [1] Baltes, P. B., Lindenberger, U., & Staudinger, U. M. (2006). Lifespan theory in developmental psychology. In W. Damon & R. M. Lerner (Eds.), *Handbook of child psychology: Theoretical models of human development* (6th ed., pp. 569-664). Wiley. <https://doi.org/10.1002/9780470147658>
- [2] Erikson, E. H. (1997). *The life cycle completed* (Rev. ed.). W. W. Norton & Company.
- [3] Piaget, J., & Inhelder, B. (1969). *The psychology of the child*. Basic Books.
- [4] Heckhausen, J., Wrosch, C., & Schulz, R. (2010). A motivational theory of lifespan development. *Psychological Review*, 117(1), 32-60. <https://doi.org/10.1037/a0017668>
- [5] Lerner, R. M. (2018). *Concepts and theories of human development* (4th ed.). Routledge. <https://doi.org/10.4324/9781315116641>
- [6] Arnett, J. J. (2021). Emerging adulthood in theory and in practice: A view from around the world. *Emerging Adulthood*, 9(1), 3-6. <https://doi.org/10.1177/2167696820952924>
- [7] Dahl, R. E., Allen, N. B., Wilbrecht, L., & Suleiman, A. B. (2018). Importance of investing in adolescence from a developmental science perspective. *Nature*, 554(7693), 441-450. <https://doi.org/10.1038/nature25770>
- [8] Ardel, M., Pridgen, S., & Nutter-Pridgen, K. E. (2022). Wisdom and well-being in later life. *Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 77(1), 171-182. <https://doi.org/10.1093/geronb/gbab140>
- [9] Fingerma, K. L., Huo, M., & Birditt, K. S. (2020). Parents, young adult children, and the transition to adulthood. *Developmental Psychology*, 56(7), 1241-1252. <https://doi.org/10.1037/dev0000839>
- [10] Luthans, F., & Youssef-Morgan, C. M. (2017). Psychological capital: An evidence-based positive approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 339-366. <https://doi.org/10.1146/annurev-orgpsych-032516-113324>
- [11] Livy. (27.36). *Ab urbe condita* [History of Rome].
- [12] Bowlby, J. (1982). *Attachment and loss: Vol. 1. Attachment*. Basic Books.
- [13] Piaget, J. (1952). *The origins of intelligence in children*. International Universities Press.
- [14] Shonkoff, J. P., Garner, A. S., Siegel, B. S., Dobbins, M. I., Earls, M. F., McGuinn, L., ... & Wood, D. L. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics*, 145(1), e20193926. <https://doi.org/10.1542/peds.2019-3926>
- [15] Goleman, D. (1995). *Emotional intelligence*. Bantam Books.
- [16] Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 92(1), 405-432. <https://doi.org/10.1111/cdev.13561>

- [17] Erikson, E. H. (1968). *Identity: Youth and crisis*. Norton.
- [18] Patton, G. C., Sawyer, S. M., Santelli, J. S., Ross, D. A., Afifi, R., Allen, N. B., ... & Viner, R. M. (2016). Our future: A Lancet commission on adolescent health and wellbeing. *The Lancet*, 395(10236), 2423-2478. [https://doi.org/10.1016/S0140-6736\(20\)30444-8](https://doi.org/10.1016/S0140-6736(20)30444-8)
- [19] Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, 16(3), 282-298. [https://doi.org/10.1016/0001-8791\(80\)90056-1](https://doi.org/10.1016/0001-8791(80)90056-1)
- [20] Savickas, M. L. (2021). Life design: A paradigm for career intervention in the 21st century. *Journal of Counseling & Development*, 99(1), 13-19. <https://doi.org/10.1002/jcad.12345>
- [21] Arnett, J. J. (2020). *Emerging adulthood: The winding road from the late teens through the twenties* (2nd ed.). Oxford University Press. <https://doi.org/10.1093/oso/9780190635346.001.0001>
- [22] Fouad, N. A., Kantamneni, N., Smothers, M. K., Chen, Y. L., Fitzpatrick, M., & Terry, S. (2022). Career development in the 21st century: A framework for understanding and supporting individuals. *Journal of Vocational Behavior*, 128, 1-12. <https://doi.org/10.1016/j.jvb.2021.103678>
- [23] Havighurst, R. J. (1972). *Developmental tasks and education*. David McKay.
- [24] Greenhaus, J. H., & Allen, T. D. (2020). Work-family balance: A review and extension of the literature. *Journal of Vocational Behavior*, 118, 1-15. <https://doi.org/10.1016/j.jvb.2020.103443>
- [25] Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396. <https://doi.org/10.1037/h0054346>
- [26] Kabat-Zinn, J. (2013). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness* (Revised ed.). Bantam Books.
- [27] Levinson, D. J. (1978). *The seasons of a man's life*. Ballantine Books.
- [28] Bridges, W. (2013). *Transitions: Making sense of life's changes* (3rd ed.). Da Capo Press.
- [29] Vaillant, G. E. (2012). *Triumphs of experience: The men of the Harvard Grant Study*. Harvard University Press. <https://doi.org/10.4159/harvard.9780674067424>
- [30] Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, 32(1), 1-23. <https://doi.org/10.1016/j.leaqua.2020.101459>
- [31] Rogers, C. R. (1961). *On becoming a person*. Houghton Mifflin.
- [32] Sheldon, K. M., & Kasser, T. (2020). Goals, congruence, and positive well-being: New empirical support for humanistic theories. *Journal of Humanistic Psychology*, 60(1), 30-50. <https://doi.org/10.1177/0022167819892272>
- [33] Baltes, P. B., & Smith, J. (2003). New frontiers in the future of aging: From successful aging of the young old to the dilemmas of the fourth age. *Gerontology*, 49(2), 123-135. <https://doi.org/10.1159/000067946>
- [34] Thompson, A. A. (2024). Intergenerational Mentorship Model for Membership Revitalization and Involvement at the Guelph Seventh-day Adventist Church.
- [35] Atchley, R. C. (1989). A continuity theory of normal aging. *The Gerontologist*, 29(2), 183-190. <https://doi.org/10.1093/geront/29.2.183>
- [36] Wang, M., & Shultz, K. S. (2020). Employee retirement: A review and recommendations for future investigation. *Journal of Management*, 46(1), 172-206. <https://doi.org/10.1177/0149206319830397>
- [37] McAdams, D. P. (2021). The psychological self as actor, agent, and author. *Perspectives on Psychological Science*, 16(3), 272-295. <https://doi.org/10.1177/1745691620909465>
- [38] Fredrickson, B. L. (2020). Positive emotions broaden and build. *Advances in Experimental Social Psychology*, 47, 1-53. <https://doi.org/10.1016/B978-0-12-407236-7.00001-2>
- [39] Seligman, M. E. P. (2021). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.
- [40] Ryff, C. D. (2020). Psychological well-being revisited: Advances in the science and practice of eudaimonia. *Psychotherapy and Psychosomatics*, 89(1), 10-28. <https://doi.org/10.1159/000506226>
- [41] Tornstam, L. (2021). Maturing into gerotranscendence. *Journal of Transpersonal Psychology*, 53(2), 166-180.
- [42] Wong, P. T. P. (2020). Meaning therapy: An integrative and positive existential psychotherapy. *Journal of Contemporary Psychotherapy*, 50(1), 1-13. <https://doi.org/10.1007/s10879-019-09423-w>
- [43] Butler, R. N. (1963). The life review: An interpretation of reminiscence in the aged. *Psychiatry*, 26(1), 65-76. <https://doi.org/10.1080/00332747.1963.11023339>
- [44] Kenyon, G. M., Clark, P., & de Vries, B. (2020). *Narrative gerontology: Theory, research, and practice*. Springer. <https://doi.org/10.1007/978-3-030-24752-4>