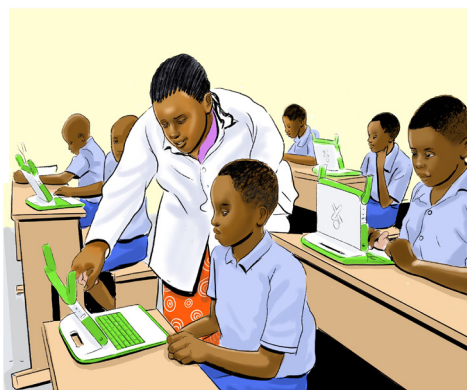
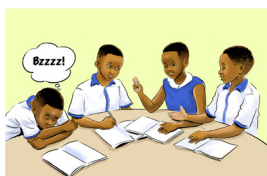


SPECIAL PROGRAM FOR UNCERTIFIED PRE-PRIMARY AND PRIMARY SCHOOL TEACHERS IN RWANDA



MODULE : EDUCATIONAL PSYCHOLOGY

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FOREWORD

Dear teacher trainee,

In response to overcrowded classrooms and long distance travelled by learners as a result of insufficient school infrastructures, the Government of Rwanda built 22,505 new classrooms which led to recruitment of a big number of new teachers including uncertified teachers countrywide. It is against this background that the Ministry of Education, through Rwanda Basic Education Board in collaboration with the World Bank, has developed this special programme for the uncertified teachers to equip them with necessary pedagogical skills.

Thus, we are pleased to present to you the module entitled **“Educational Psychology”**. This module was developed to equip you with basic knowledge, skills and attitudes that are needed to cater for learners of different ages and needs effectively. It is an added value to the content knowledge you already possess.

For effective learning of this module, your role is to:

- Regularly participate and take responsibility for your own learning.
- Participate in all activities suggested in this module for your effective learning. The activities will help you to develop cooperation, communication, critical thinking, innovation, and problem-solving skills.
- In some activities, you will be asked to work in groups, please cooperate with your group members, through effective communication, discussions, research, group work, and work presentation.
- Share relevant information with other trainees through presentations, discussions, group work and other active learning techniques such as role play, case studies, investigation, and research in library, from internet or from your community.
- Apply learnt skills in teaching activities of your subject of specialization.

Dr. MBARUSHIMANA Nelson

Director General / REB

ACKNOWLEDGEMENTS

I wish to express my appreciation to all the people who played a major role in the development of this special programme for uncertified teachers in pre-primary and primary schools. This was successful because of the active participation of different education stakeholders.

Special thanks go to the World Bank for their financial and technical support in the conception and development of the programme. I am especially grateful to the University of Rwanda – College of Education, Adventist University of Central Africa, Mount Kenya University - Rwanda, Rwanda Polytechnic/IPRC Kigali lecturers, TTC tutors, independent consultants, and other partners such as African Institute for Mathematical Sciences, MINEDUC and Right To Play delegates who participated in the development, review and validation ,Proofreading , illustration and designing of this programme. Their guidance and professional expertise, eye for accuracy and thoughtful suggestions contributed immensely to making the programme development a success.

Finally, my word of gratitude goes to the Rwanda Basic Education Board staff particularly those who were involved in the whole process of this programme development.

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LIST OF ACRONYMS AND ABBREVIATIONS

- e.g.** : Example
- P** : Primary
- AUCA** : Adventist University of Central Africa
- REB** : Rwanda Basic Education Board
- TDM&CGC** : Teacher Development Management & Career Guidance and Counselling
- TTC** : Teacher Training College








SYMBOLS	DEFINITION
	Introduction to the unit
	Introductory activity
	Activity
	Unit learning outcomes
	Self-reflection activity
	Unit summary
	End unit assessment

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INTRODUCTION

The Ministry of Education's mission is to transform Rwandan citizens into skilled human capital for the socio-economic development of the country by ensuring equitable access to quality education, focusing on combating illiteracy, promotion of science and technology, critical thinking, and positive values. In an effort to achieve this mission and the Sustainable Development Goal (SDG) 4, which states: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all", the Government of Rwanda in collaboration with the World Bank, introduced the special program for uncertified pre-primary and primary school teachers to equip them with pedagogical skills that will enable them to effectively deliver lessons of their specialization.

This module is designed for teacher training under the special program for uncertified pre-primary and primary school teachers. It is entitled, "Educational Psychology" aims at understanding learners, so that, teachers adapt their teaching and learning contents and methods to learners' levels, being able to manage the disruptive behaviours in smooth way and advising learners according their needs. The module covers six units namely Introduction to Educational Psychology, Human Developmental Psychology, Personality, Social Psychology, Learning Theories and their applications to the teaching and learning process, and Guidance and Counselling. Each unit starts with an introductory activity to the unit, followed by unit learning outcomes, and the content is organised into sections. Each section starts with an activity in which teacher trainees are requested to engage, followed by the content to be mastered which is well explained. The section ends with an application activity which allows you to apply the acquired knowledge and skills. At the end of each unit comes the conclusion that encompasses three important aspects. These are self-reflection activity, unit summary, and end of unit assessment activity.



Module learning Outcomes

This module contains the following learning outcomes:

Teacher Trainees will be able to:

- Demonstrate an understanding of the concepts of Psychology, Education and Educational psychology.
- Explain the various behavioural patterns of children at different stages of development.
- Justify the importance of studying personality for a teacher.
- Apply the knowledge of social psychology in school context.
- Apply key learning and teaching theories in the classroom setting.
- Enable teachers to diagnose students' learning difficulties and offer appropriate solutions.

UNIT 1

INTRODUCTION TO EDUCATIONAL PSYCHOLOGY



Introductory

You have been trained in secondary school and now, you are teachers in different nursery and primary schools:

- a) Based on your personal experiences as a student and now as a teacher, do you believe that a teacher needs to have complete understanding of his or her students? Why?
- b) What kind of knowledge is required of teachers in order to effectively teach students?



Introduction to the unit 1

Practically, throughout this unit, teacher-trainees will learn about concepts and forms of education (formal, non-formal, and informal). Again, they will acquire knowledge about the concept of Psychology (psychology, behavior, mental processes, emotion, consciousness-unconsciousness, and intelligence). Furthermore, they will learn about the importance of Psychology in teaching and learning, the meaning of Educational Psychology and its related concepts (motivation, sensation, perception, and memory). Lastly, they will learn about the importance of Educational Psychology to a teacher and its key related concepts.



Unit learning outcomes

By the end of this unit, teacher-trainees will be able to:

- Demonstrate an understanding of the concepts of Psychology, Education and Educational Psychology.
- Explain the importance of Educational Psychology for a teacher.

Section 1.1 Education



Activity 1.1

From your own experience, explain how children are educated in our society.

1.1.1 What is education?

Education is the act or process of imparting or acquiring general knowledge, developing the power of reasoning and judgement and generally of preparing oneself or others intellectually for mature life. It is also defined as the act or process of imparting or acquiring particular knowledge or skills for a profession. Therefore, education is the process of receiving or giving systematic instruction, especially at a school or university.

1.1.2 Forms of education



Formal Education



Non-Formal Education



Informal Education



There are three forms of education namely formal, non-formal, and informal.

a) Formal education

Formal education is a kind of education which is both structured and regular. It is provided in schools and other institutions of learning. The successful completion of each step in the formal education is sanctioned by an academic award.

The student and the teacher are both aware of the facts and engage themselves through the process of education. Some examples of formal education are classroom learning, institute grading/certification, or planned education of different subjects with a proper syllabus acquired by attending an institution.

b) The non-formal education

It refers to any organised educational activity taking place outside the framework of the formal education system and target specific groups or categories of persons with life skill, values and attitudes for personal and community development. It is structured and non-regular as the one which is acquired during training, conferences, seminars, etc. Some examples may be community-based adult education courses, free courses on different platforms, *ingando*, workshops, etc.

c) Informal education

Informal education is an education that allows people to learn by themselves according to their interest, competence, readiness and opportunities via people, experience, society, environment, media or other knowledge resources. It is not pre-planned or deliberate. Informal education happens outside the classroom, through community-based organisations, museums, libraries, mass media, and at home. People can also get informal education through book reading or educational websites. An example of informal education is a parent who is teaching some child things that are beyond academics like preparing a meal or riding a bicycle.



Application Activity 1.1

You have now acquired information about different forms of education, do you think that all those forms of education are relevant to the Rwandan society? Justify your answer

Section 1.2: Concepts Related to Psychology



Activity 1.2

You have been observing learners at your school playing alone or with others, or even in class. Describe the behaviours or attitudes they manifested most.



a) Psychology is defined as the scientific study of behavior and mental processes in relation to the environment. In this definition, we have 3 key terms: *behavior*, *mental processes*, and *science*. Psychology is considered as a science because it aims at understanding people's behavior through carefully controlled observations. It uses only those methods that are strictly scientific, and result in knowledge that can be verified everywhere.

b) Behavior is the response by an organism to stimuli. It is something that a person does that can be observed, measured, and repeated.

When we clearly define behavior, we specifically describe actions. Examples of behavior include:

- Motor activities (Walking, speaking)
- Cognitive activities (perceiving, remembering, thinking, reasoning)
- Emotional activities (feeling happy, sad, angry, afraid)

c) Mental processes include anything that the human mind can normally do such as memory, emotion, perception, thinking, imagination, reasoning, etc.

d) Educational Psychology

Educational Psychology is the application of the scientific methods to the study of people's behaviour in instructional settings. Educational psychology overlaps with other areas of Psychology, including child and adolescent development, social psychology, psychological testing, and educational counselling.

e) Emotion

Emotions are complex states of mind and body consisting of physiological, behavioural and cognitive reactions to situations such as fear, disgust, anger, surprise, happiness and sadness.

f) Consciousness-Unconsciousness

Consciousness is the state of being aware of and responsive to one's surroundings. Again, it is the awareness of inner being and environment (internal and external existence). We might even describe consciousness as a continuum that ranges from full awareness to deep sleep. There are three levels of consciousness according to Sigmund Freud: (1) The conscious level, (2) the subconscious level and (3) The unconscious level.

Levels of consciousness



Figure 1: Levels of consciousness

Source: <https://eduindex.org/2021/07/26/the-three-levels-of-human-consciousness-the-unknown-inside-you/>

To explain the concept of consciousness, Freud compared the mind to an iceberg and proposed 3 levels of consciousness.

- **Consciousness:** It includes what we are aware of, what we are thinking about or experiencing at any given moment.
- **Subconsciousness/preconsciousness:** It includes things that we have forgotten but which can come to consciousness (memories, knowledge) after effort of reflection.
- **Unconsciousness:** It includes thoughts, desires, impulses of which we have completely forgotten even after much reflection. This is the largest level of consciousness.

g) Intelligence

According to Wechsler (1944), intelligence is the general capacity of the individual to act purposefully, to think rationally, and to deal effectively with his/her environment. An intelligent person is able to learn, adapt to new situations, and think rationally and abstractly. Howard (1983) defined intelligence as the ability to solve problems, or to create products, that are valued within one or more cultural settings.

Types of intelligence

Gardner (1983) developed a theory of multiple intelligences. He proposed eight different types of intelligence to account for a broader range of human potential in children and adults. Each type has its characteristics and tasks related to it.

1. **Linguistic intelligence** involves aptitude with speech and language.
2. **Logical-mathematical intelligence** involves the ability to reason abstractly and solve mathematical and logical problems.
3. **Spatial intelligence** is used to perceive visual and spatial information and to conceptualize the world in tasks like navigation, painting, etc.
4. **Musical intelligence** refers to the ability to perform and appreciate music.
5. **Bodily-kinesthetic intelligence** is the ability to use one's body or portions of it in various activities, such as dancing, athletics, acting, surgery, etc.
6. **Interpersonal intelligence** involves understanding others and acting on that understanding.
7. **Intrapersonal intelligence** is the ability to understand oneself.
8. **Naturalist intelligence** is the ability to recognise and classify plants, animals, and minerals.



Application Activity 1.2

Some of the behaviours that you observe at school are translated into psychological concepts. Match the statements below with their corresponding terms from the following: psychology, behaviour, mental process, consciousness, subconsciousness, unconsciousness, intelligence.

S/N	Statements	Concepts
1	The ability to acquire and apply knowledge and skills.	Behaviour
2	Students are jumping.	Psychology
3	I have completely forgotten the taste of breast milk of my mother.	Consciousness
4	During the exam, Anna reflected too long on a question and suddenly got the correct answer.	Mental process
5	All of what I am aware of.	Intelligence
6	At school, students are asked to use creativity, imagination, thinking and reason well to provide good answers	Subconsciousness
7	The study of human behaviours and mental processes.	Unconsciousness

Section 1.3: Importance of Psychology in Teaching and Learning



Activity 1.3

As teachers who have just studied concepts related to Psychology, do you think that all teachers must study Psychology? Justify your answer.

Psychology is very important in education for the following reasons:

- 1. To know the student:** Psychology enables the teacher to know his/ her learners and identify their potentialities, capabilities, strength, and weaknesses, and thereafter differentiate instruction according to their diverse needs.
- 2. To select and organize the subject content or learning experiences:** Knowing his/her students helps the teacher not only to select and organise learning experiences, but also to select and develop learning materials.
- 3. To identify tools and techniques of teaching and learning:** These are essential tools for making the class more attractive so that the teacher can involve students in the teaching and learning process.
- 4. To provide guidance services:** Psychology helps teachers in providing guidance services to students. Teachers can better diagnose their students' abilities, interests, and aptitudes of the learners and guide them accordingly.
- 5. To solve classroom problems:** Psychology helps the teacher to effectively deal with problems like lying to teachers and adults, theft, bullying, cheating, disobeying teachers, etc.
- 6. To know about himself/herself:** Psychology helps teachers to understand their own behaviour pattern, personality characteristics, likes and dislikes, motivation, anxiety, conflicts, adjustment, and many others.
- 7. To build relationships:** Psychology makes it easier to live with others at school by understanding them more and working with their behavior.

- 8. To improve communication:** A greater understanding of how humans think and behave will help teachers and students communicate better.
- 9. To build self-confidence:** By understanding more about yourself and your personality, you can gain more self-confidence. You will learn more about your weaknesses and build on them.
- 10. To enrich careers:** With Psychology, teachers will be able to understand their co-workers more and build better friendships so that they will help each other to enrich their careers.



Application Activity 1.3

Assuming that there is a CPD session at your school and you are asked to explain to your colleagues the importance of Psychology for a teacher. How will you convince them to apply this in their daily teaching?

Section 1.4: Concept of Educational Psychology and its Importance to a Teacher



Activity 1.4

Scenario:

In a classroom, students are seated in groups around tables in a circle. They are working in 4 groups of 5 members each. A female teacher whose name is MUTUMWINKA is facilitating one group. On the walls of the classroom, there are pictures such as digestive system, urinary system, world map, map of Africa, map of Rwanda, fish, goat, table for the teacher, books, and teacher's chair.

Tasks:

- a. Describe your own classroom setting when you are teaching.
- b. Based on this scenario above and your own experience as a teacher, compare your own classroom setting with the classroom described in the scenario.
- c. Which one do you think facilitates students' learning?

1.4.1 Meaning of Educational Psychology and its key related concepts

A branch of Psychology that studies the behavior of the learner in educational settings is called Educational Psychology. The goal of Educational Psychology is to suggest ways and means of improving the process and products of education. It also aims to facilitate effective teaching and effective learning because the core business of schools is teaching and learning.

For an effective teaching and learning process, learners must be motivated to learn, the teacher stimulates them (sensation), they get the meaning of the information received from the teacher (perception), then they acquire what has been perceived (learning process), and the learned materials are stored in their memory and retrieved for future use in life.

The whole process is dealt with in the field of Educational Psychology. More explanation is provided below:

Learning has been defined as a relatively permanent change in behaviour that occurs as the result of prior experience or practice. It is a mental activity by which knowledge, skills, attitudes, and values are acquired making the learner's behaviours permanent and then utilised. This results in a progressive adaptation and modification of behaviour. We say that learning has taken place if a

change in behaviour is evident (observable) and permanent. What students learn come to them through the process of sensation and perception.

Sensation is the stimulation of sensory receptor organs (eyes, ears, nose, tongue, skin, etc.) and the transmission of sensory information to the central nervous system for further processing. These receptors are stimulated mechanically by external stimuli by sensitive nerves (sensation), and the information is transmitted to the brain for interpretation (perception).

Perception is the interpretation of sensation. Perception is thus the process by which sensations or sensory impressions from sense organs are made meaningful. As soon as one becomes aware of the object or organism that caused sensation, then sensation process changes to perception. What is perceived by learners is now learned or acquired and the first condition for learning to take place in the learners' mind is their motivation.

Motivation is the internal process that activates, guides, and maintains behaviour over time. Without motivation, learning cannot take place because:

- ✓ Motivation arouses and sustains interest in learning.
- ✓ Motivation initiates and energises activity in learning.
- ✓ Motivation leads to full engagement in learning.
- ✓ Motivation releases tensions and helps in satisfying the needs of the learner.

There are two types of motivation: intrinsic and extrinsic. The learner who is intrinsically motivated does things because he/she likes, enjoys doing them. It is the motivation to engage in an activity for its own sake. People who are intrinsically motivated work on tasks because they find them enjoyable. Task participation is an individual's own reward; for example, I teach because I enjoy/like teaching. On the other hand, extrinsic motivation is mainly activated by external

factors or rewards. If you engage in studying because you want to score more marks, this is extrinsic since marks are reward. But if you engage in learning because you want to understand deeply, you are intrinsically motivated. Motivated students learn effectively and what they learn is stored in their memory but also it can be lost through forgetting.

Memory is the ability of an individual or a learner to retain or store information acquired and then later retrieve all or some of it for use while **forgetting** is a process characterized by inability to recall, recognize, and reproduce the learned materials or tasks. After a task has been learnt, it is stored in memory. There are three types of memory banks:

- ✓ Sensory memory is a very brief memory where information we receive through the senses lasts only a few seconds.
- ✓ Short-term / working memory receives the information from the sensory memory and sends it to our consciousness. It helps to link the present, the past and the future and has a very limited capacity.
- ✓ Long-term memory is compared with a computer or a library catalogue where important information is filed and retrieved when needed. Information is kept for a long time.

1.4.2 Importance of Educational Psychology to a teacher

Educational Psychology focuses on three main areas: the learner, the learning process, and the learning situation. It is capital that the teacher knows the learners he/she is teaching, knows how the students learn, and knows the favourable situation or environment for learning. This will allow the teacher to:

- Design a stimulating classroom context / environment in which teaching and learning will take place.
- **Know the learner:** before you teach Latin to John, you must first know who John is. For a teacher to teach effectively, he/she must possess deep knowledge about the learners

he/she is teaching. Therefore, the teacher should know learners' personalities, emotional state, developmental stages, cognitive development, psycho-social problems, and potentialities.

- **Know the learning process:** a teacher must know what happens in the student's mind during the process of acquisition of new information, ideas, techniques, skills, attitude and values. The teacher must know the way in which the learning process takes place in the learners.
- **Know the learning situation:** given that teaching is facilitating students' learning, Educational Psychology is interested in finding out which environment positively facilitates learning, and which one does not. The classroom environment should be conducive, that is, attractive, favourable, calm, with disciplined learners, with seats well arranged, with enough oxygen, with enough light, etc. to allow all learners participate actively in all classroom activities for them to learn.



Application Activity 1.4

Suppose that you are teaching Primary two (P2) class. Your topic is "My family" in Social Studies subject. Describe what you will do during this lesson to motivate your learners, to activate their sensation and perception, to ensure that they are effectively learning, to focus on the three areas of Educational Psychology (knowledge about learners, the learning process, and the learning situation).

Conclusion



1.5.1 Self-reflection activity

Now you have completed unit 1, thank you. Please reflect on what you have learned in this unit. You have five minutes of reflection.

Write down in the space provided below key points or skills that you gained from this unit:

- ✓
- ✓
- ✓
- ✓



1.5.2 Unit summary

- Education is not possible if we do not have knowledge about the learners we are educating / teaching: Psychology.
- Psychology is the scientific study of behaviour and mental processes such as imagination, reasoning, perception, problem solving, thinking, intelligence, etc.
- Intelligence is the global capacity of the individual to act purposefully, to think rationally and to deal with his environment effectively.
- There are 8 types of intelligence (linguistic, logical mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist).
- Importance of Psychology for a teacher as it allows him/her to know the learners he/she is teaching and adapt the teaching accordingly.
- Importance of Educational Psychology in teaching and learning.
- Setting a conducive teaching and learning environment.
- Importance of motivating learners, sensation and perception, areas of focus in Educational Psychology: learners, learning process and learning situation.



End Unit Assessment Activity

Reflect on and answer the following questions from unit 1:

1. In your own words, what do you understand by the following concepts?
 - (i) Education
 - (ii) Psychology
 - (iii) Educational Psychology
 - (iv) Behaviour

2. Choose the letter that corresponds to the correct answer:
 - i. The broadcasting “Musekewayu” on Radio Rwanda about Buhumuro and Bumanzi is meant to educate the population of Rwanda on Unity and Reconciliation. This form of education may be best qualified as:
 - a. Formal education
 - b. Non-formal education
 - c. Informal education
 - d. Theatrical education

 - ii. Which one of the following is not an example of behaviour?
 - a. Teaching
 - b. Speaking
 - c. Thinking
 - d. Drawing

iii. Answer by **true** or **false**.

- a. Nowadays, we recognize that there are two types of intelligence: Logical-mathematical intelligence and linguistic intelligence.
- b. Anyone who has completed secondary education can teach effectively in nursery school.
- c. The knowledge of Educational Psychology is sometimes crucial to teach lower primary learners.
- d. It is possible to teach learners without considering their ways of perceiving classroom stimuli.
- e. Every lesson shall start by capturing learners' attention and arousing their interest in the topic of the day.
- f. There are 8 types of intelligence including artificial intelligence

3. Provide any 4 reasons why uncertified teachers must study Educational.

UNIT 2

HUMAN DEVELOPMENTAL PSYCHOLOGY



Introductory Activity

There are many changes that have taken place in your life since you were born until now. Describe some of those changes with the approximate ages on which they took place.





Introduction to the unit

This unit aims to explain the changes that occur during the process of human development. We encourage teacher-trainees to think deeply about the psychological development mechanisms of a human being.

Practically, throughout this unit, trainees will learn about key concepts of human development (Developmental Psychology, growth, maturation, and critical periods of human development). Again, they will learn about determinants, principles, periods, and domains of human development. Lastly, they will acquire knowledge about the implications of human development on teaching and learning.

In fact, the focal areas of developmental psychologists are physical and motor, emotional, moral, social, and intellectual development. Good knowledge of this unit will enable teacher-trainees to be well-balanced psychologists who can understand various behavioral patterns of children at different stages of development.



Unit learning outcomes

By the end of this unit, you will be able to:

- Demonstrate an understanding of concepts related to human development.
- Describe the determinants, principles, periods, and domains of human development.
- Explain the various behavioural patterns of children at different stages of development.

Section 2.1: Key Concepts Related to Human Developmental Psychology



Activity 2.1

The following activity is about assessing your prior knowledge of human developmental psychology bearing in mind that life starts from the time of conception and ends at death. Based on your personal observations and experiences; chronologically, outline the periods of human development according to the Rwandan culture and provide their approximate ages.

2.1.1 Human Developmental Psychology

i. Human Developmental Psychology

Human Developmental Psychology is a branch of Psychology that studies the developmental processes involved in human physical, cognitive, social, emotional, moral, and language changes from conception through adolescence including numerous biological and cultural factors that influence these processes. It includes Child Psychology, Teenage Psychology, Adult Psychology, and Old Age Psychology. Precisely, it is the study of progressive changes in the behavior and abilities of an individual from conception to death.

ii. Growth

Growth is the quantitative increase in size, length, height, and weight. It involves the multiplication and growth of body cells. Indicators of growth include height, weight, bone size, and dentition. Growth is rapid during the pre-natal, neonatal, infancy, and adolescent stages. It becomes slow during childhood, and minimal during adulthood.

iii. Development

Development is an increase of capacity and skill of a person through growth, maturation and learning to adapt to the environment. This

implies overall quantitative as well as qualitative changes. It is the behavioural aspect of growth (e.g., a person develops the ability to walk, talk, and think).

Growth and development are independent, interrelated processes. For example, an infant's muscles, bones, and nervous system must grow to a certain point before the infant is able to walk or to talk.

The developmental domains include:

- Physical development: This deals with the changes in the body.
- Personality development: This precisely deals with the changes in the way an individual's personality is made up.
- Social development: This refers to changes in which an individual interacts with others in society.
- Cognitive development: This refers to the development of intellectual capabilities.
- Moral development: This refers to changes in an individual in relation to what the society expects of him or her.
- Language development: Language development is the process through which children acquire the ability to process speech and communicate.

Note that many changes during development are due to growth and maturation. Maturation means changes that occur naturally and spontaneously and are to a large extent hereditarily programmed. So, maturation is growth that takes place regularly in an individual without special conditions of stimulation (E.g.: speaking, walking). On the other hand, growth refers to an increase in size and mass (E.g.: weighting 65 kg from 60kg).



Application Activity 2.1

Assuming that in your class you have learners, who are over the average size of their classmates which makes them feel uneasy. Briefly explain what you can do to help them learn effectively.

Section 2.2: Determinants of Human Development



Activity 2.2

Referring to your everyday experience, explain some factors that have influenced your own development.

There are two determinants of human development, namely heredity and environment.

(a) Heredity

Heredity or biological inheritance is the passing on of traits from parents to their children. It is the transmission of traits from one generation to the other. The children's cells or organisms acquire the genetic information of their parents. In fact, all species transmit characteristics from one generation to the other through the mechanism of genetics. With the genetic transmission, the human genetic code in a fertilized human egg cannot grow into a sheep, hen, goat, cow, or fish.

(b) Environment

The environment is also an important factor in development. Its effect is realized immediately when one comes into the world. Environmental factors such as home, school, church, playmates, or peers are quite influential in determining the way one behaves or develops.

The following are various environmental factors that determine human development:

Physical environment: human beings need sufficient food, air, water, and light for proper development. We also need comfortable space for movement and practice for proper development.

Family: this is usually the fundamental unit in society. The family

helps us learn sex roles, social skills, and language. The patterns of family interaction, family size, and quality of attention among family factors are found to profoundly affect development.

Peers: children are influenced by peers from their age group. This mostly affects their development and patterns of responses. Such influences continue throughout life.

School: schools influence a person's intellect, social skills mental health, and other aspects of behaviour through formal and informal programmes.

Mass media: it is believed that what we learn from newspapers, TV or radio greatly influences our behaviour and personality, values, and expression of emotions.



Application Activity 2.2

Learners at school are influenced by peers. Some influences might be negative. As a teacher who has studied factors influencing human development, explain what you will do to minimize negative influence by the peers.

Section 2.3 Principles of Human Development



Activity 2.3

Below, you are given pairs of body parts of an infant. From each pair, indicate the body part that matures first.

- a) Head and legs
- b) Trunk and hands
- c) Arms and fingers
- d) Neck and trunk
- e) Arms and legs

Human development may proceed in different ways involving the following:

- 1. Development proceeds from the head downwards.** The greatest development takes place at the top of the body, that is, the head, and then physical development moves gradually downwards: for example, the neck, the shoulders, the trunk, etc. This is called the “cephalo-caudal principle”.
- 2. Development proceeds from the center of the body outwards.** This is the type of development where growth starts at the center of the body and moves toward the extremities. An example of such a pattern is the early development of muscular control of the trunk and arms relative to the hands and fingers. This is called the “proximo-distal principle of development”.
- 3. Development proceeds from general to specific.** The child first shows general responses as a whole. Then gradually he/she gives specific response to specific stimuli. The child moves his/her whole hand to indicate certain things instead of one finger. In the emotional aspect, he/she responds through only general responses like crying and smiling to denote hunger, pain, and joy. The baby also produces general babbling sounds before he/she can speak words.
- 4. Growth and development are continuous processes.** As a child develops, he/she adds to the skills already acquired and the new skills become the basis for further achievement and mastery of skills. It is worth noting that one stage of development lays the foundation for the next stage of development.
- 5. Development depends on maturation and learning.** Indeed, every normal child has to reach a certain level of development before he or she can carry out certain tasks. One’s skeletal muscular neurological development at a particular level is essential if a given child has to solve a particular type of task associated with such development. For instance, a child of eight months cannot be expected to control neither his/her bladder nor walk or run. So, teachers should not expect much from children who are not mature for a particular task. They should rather patiently accommodate such children.
- 6. Growth is continuous and gradual.** Growth always brings

about certain change in the organism. But these changes do not take place suddenly. It is a continuous process. All body parts continue to grow gradually until they reach their maximum through infancy, early childhood, late childhood.

7. Growth proceeds more rapidly during early years. The rate of growth is not uniform. During early years, the child grows more rapidly and slowly during the later years. Growth during early years is so rapid that it is easily noticeable, and growth becomes slow at the later stages.

8. Development is a product of heredity and environment. Heredity and environment have considerable impact on the growth and development of the child. The child is born with some genetically inherited traits and develops by interacting with his/her environment. Neither heredity nor environment is the sole factor responsible for the development of a child. The development is a product of both influences (heredity and environment).

Developmental psychologists hold different views regarding the way development takes place. Despite their different views, all theorists generally support certain principles that are highlighted above.



Application Activity 2.3

Kwibuka is a teacher in P3 and has excellent learners in his class. He sometimes prepares for them P5-level questions but almost all of them fail. He wonders why they fail yet they are brilliant. Now, as a trainee who has studied Principles of Human Development, how would you help Kwibuka in this situation?

Section 2.4 Periods of Human Development



Activity 2.4

Observe different people in your village. Can you differentiate the following categories of people?.

- A baby and a toddler?
- A child and an adolescent?
- An old person and an aged person?

The periods of human development are:

(a) Prenatal period

The prenatal period is the time prior to birth, i.e., from conception to birth. It is a time of tremendous growth, usually from a single cell to an organism with fully formed brain and behavioral abilities. The produced organism is 9 months old, though some exceptional cases do occur.

(b) Infancy period

The infancy period is a time of extreme dependence on adults. It is the time when many psychological activities such as language, symbolic thought, sensorimotor coordination, and social learning start manifesting themselves. The period stretches from birth to 18 or 24 months.

(c) Early childhood

Early childhood is the period when young children learn to become more self-reliant and care for themselves; they develop school readiness skills (following instructions and identifying letters, symbols, and colors). They spend most of their time playing with peers. The first class generally marks the end of this period. The period extends from the end of infancy to about 5 or 6 years. The period is called the **pre-school years**.

(c) Middle and late childhood

Middle and late childhood is the period when children try to master the fundamental skills of reading, writing, and arithmetic and they are formally exposed to the larger world and self-control increases. This period extends from 6 to 12 years of age. It corresponds to the **elementary school years**.

(d) Adolescence period

The adolescent period starts with rapid bodily changes associated with gain in height, and weight, changes in body contour, and development of sexual characteristics such as enlargement of the breasts in girls, development of pubic hair and beards, and deepening of voice for boys. During this period, the pursuit of independence and identity is of paramount importance to an individual. Cognitive development is more logical, abstract, and idealistic. It is a period when stress is prominent, and an individual spends more time outside the family during this period. It is a developmental period of transition from childhood to early adulthood that occurs approximately at 11 to 12 years of age and ends at 18 to 21 years of age.

(e) Adulthood

This is the period of a person aged 20 and above. Adulthood is the period in the human lifespan in which full physical and intellectual maturity has been attained. This period includes young adulthood (20-40 years) and middle adulthood (40- 60 years).

(f) Old age

Old age/late adulthood (60 and above): Old age may be defined as the stage from age 60 until death. During this stage, most people retire from work and no longer have the major responsibility of caring for others. Physically, older adults tend to have a decline in stamina, strength, reflex time, and the senses. There is also a decrease in

mental activities in general, such as difficult incorporating new knowledge or being slower to understand



Application Activity 2.4

- a) With reference to the class level that you teach, what is the approximate age and period of development of your learners?
- b) How does the knowledge about periods of development helps you to effectively teach your learners?

Section 2.5 Domains of Human Development



Activity 2.5

Make groups of three persons and discuss what you think would be the domains of human development.

2.5.1 Physical development

(a) Increase in height and weight

The average weight of a neonate (newborn baby) is 3.3kg. The approximate length of a neonate is 20 inches (1 inch = 2.5 cm). At birth, the newborn has an enormous head that flops around without any control. In the first few weeks of life, most newborns lose 5-7% of their body weight before they adjust to neonatal feeding habits. In the first four months, infants double their birth weight, which is nearly tripled by their first birthday. They reach 1½ inches their length by their first birthday. An infant of 12 months can sit, stand, stoop, and walk.

b) Reflexes development

A reflex is an involuntary and nearly sudden movement in response to a stimulus. The reflex is an automatic response to a stimulus that does not receive nor need conscious thought as it occurs through a reflex arc. Reflex arcs act on an impulse before that impulse reaches

the brain. Examples of reflexes include yawning, coughing, blinking, and sneezing, which are self-induced reflexes. Other reflexes control new-born movements, which are automatic and beyond new-born control. Their main function is that they provide young infants with adaptive responses to their environment. These include sucking, rooting, Moro, Babinski, and grasping reflexes.

- **Sucking reflex:** this takes place when babies automatically suck anything placed in their mouths. It enables a newborn to get nourishment before they associate a nipple with food. This disappears later as the infant grows up.
- **Rooting reflex:** this takes place when an infant's cheek is stroked, or the side of the mouth is touched. Consequently, the infant turns its head towards the side that is touched in an attempt to suck. Both sucking and rooting reflexes generally disappear when an infant is about 4-6 months. However, they are replaced with infants' voluntary eating.
- **Moro reflex:** this occurs when a neonate is surprised and responds to a sudden intense noise or movement around it. When frightened, the neonate stretches its arms and legs, arches its back, and throws his head sideways. All these behaviors disappear between the 4th - 6th months.
- **Babinski reflex:** this takes place when a gentle blow is applied on the sole of the foot whereby the neonate bends its toes and flexes the bigger toe with an effort to withdraw from the source of the stroke.
- **Grasping Reflex:** this occurs when the neonate tightly, but briefly grasps any objects that come into contact with its palm. This happens when objects such as a stick, pen, the finger of a caretaker, are placed in its palm. The reflex tends to disappear by the end of 4th month, after which the infant shows a more voluntary grasp, which is produced by visual stimuli.

The physical development of an infant is not a random process, it is directional and follows two directions simultaneously, referring to cephalocaudal and proximodistal growth.

c) Motor development: This deals with two kinds of development namely Gross motor and Fine motor development.

- **Gross motor:** it consists of using large muscle groups in legs, arms, and chest (walking, running, throwing, kicking).
- **Fine motor development:** it is about using small muscles in the hands and feet in coordination with the eyes (reaching, grasping).

2.5.2 Cognitive development

Cognitive development refers to the higher mental processes such as thinking, remembering, perception, imagination, and reasoning. Jean Piaget (1896-1980) suggested that cognitive development begins with a child's inborn ability to explore the environment. He contended that cognitive development occurs in four major stages which are age-related. According to him, cognitive development occurs through the process of organisation, adaptation, and equilibration as explained below:

Organisation: It refers to the tendency of increasingly gathering complex cognitive schemas or structures.

Adaptation: It refers to how children handle new information considering what they already know. It involves the process of assimilation and accommodation.

Assimilation has to do with grasping information and incorporating it into the existing cognitive structure. The following example helps to understand the above concepts: the infants who are breastfed only develop a schema of the mother's milk which is sweet and liquid. If sweet water is introduced, the infant fits sweet water into the existing schema of breast milk. The baby then accommodates.

Accommodation involves adjusting one's cognitive structures to fit the new information. For example, a child who has seen a dog may see a goat and think it is a dog, but after realising that a goat is not a dog, he/she forms the schema of a goat.

Equilibrium: It is the last stage which has to do with a state of mental balance. According to Piaget, it occurs when a person continuously attempts to reconcile new experiences with existing ones. They organise mental patterns that integrate the new experiences restoring a more comfortable state of equilibrium. Children without these experiences are in a state of disequilibrium.

Stages of cognitive development

Piaget hypothesised four stages of cognitive development and their characteristics. These are sensorimotor stage, the preoperational stage, the concrete operational stage, and the formal operational stage as summarised in the table below:

Table 1: Summary of four stages of cognitive development as described by Jean Piaget

Table S/N	Stages	Years	Characteristics
1	Sensorimotor stage	Birth - 2 years	Infants understand the world through senses and actions. For example, they learn what dogs look like and what petting them feels like.
2	Preoperational stage	2-7 years	Toddlers and young children acquire the ability to internally understand and represent the world through language and mental images. They also begin to be able to see the world from other people's perspectives, not just from their own.

3	Concrete operational stage	7-12 years	Children become able to understand the world through logical thinking and categories, not just through intuitive thinking. They understand that events are often influenced by multiple factors, not just one.
4	Formal operational stage	12 years and beyond	Adolescent can understand the world through hypothetical thinking and scientific reasoning. This allows them not only to understand politics, ethics, and science fiction, but also to engage in scientific reasoning.

Source: Summarised from Siegler, DeLoache, Eisenberg & Safran (2014, p. 143).

In conclusion, based on these processes, the teacher should put emphasis on the lived experiences of the learners to enable them to easily understand what is presently taught.

2.5.3 Social development

Social development refers to changes in which an individual interacts with others in society. Social interactions start in the context of care that parents, particularly the mother, provide for the child since his or her birth. From these relationships, attachment is created. Attachment is defined as the strong, affectional tie we feel for special people in our lives that leads us to feel pleasure and joy when we interact with them. Attachment promotes contact and intimacy. During infancy, attachments develop as follows:

- 1. The pre-attachment phase: 2 - 3 months of age.** During this period, babies smile at anybody and can be comforted by anybody. These innate signals attract the caregiver (grasping, gazing, crying, smiling while looking into the adult's eyes). The infants are encouraged by the adult to remain close as this comforts them. Babies recognize the mother's perfume, voice, and face. They are not

yet attached to their mother and do not mind be left with unfamiliar adults as they have no fear of strangers.

- 2. Focusing on familiar people: 3 - 6 months.** Babies smile and react to their caregivers more often than other persons. The baby would smile more to the mother, babble to her, and he/she will become quiet more quickly whenever picked by the mother. The infant learns that his/her actions affect the behavior of those around. They tend to develop a “Sense of Trust” where they expect the response of the caregiver when signaled. They do not protest when they get separated from the caregiver.
- 3. Clear-cut attachment: 6 - 12 months.** Attachment to the caregivers can be clearly noticed. Babies protest when caregivers leave them alone. Most babies develop an attachment to other family members and family friends. The attachment to a familiar caregiver becomes evident. Babies show “separation anxiety” and get upset when an adult on whom they rely, leaves them. This anxiety increases by weeks 6 -15 months, and its occurrence depends on the temperament and the context of the infant and the behavior of the adult. The child would show signs of distress, in case the mother leaves, but with the supportive and sensitive nature of the caretaker, this anxiety could be reduced.
- 4. Formation of reciprocal relationships:** From 2 years, children know that their behaviour can influence their caregivers’. This is why they cry in the supermarket so that the mother buys sweets for them. They also try to understand the motive of others, that is, when the mother goes out, she should tell her child, for instance, what to do with his/her toy.

The following factors influence attachment:

1. Mother’s personality and her relationship with her baby. The mother should show a positive attachment. The temperament of the baby exerts an influence on the person who cares for it. The mother’s work should not have a negative effect on the baby.
2. Psychological factors such as unhappy marriage, poverty, and lack of social support have a negative attachment to the personality of the baby.

2.5.4 Emotional development

As children grow intellectually and physically, they need to grow socially and emotionally. Here below are some features of emotional development that children of early childhood exhibit throughout different stages.

- **By the age of 2-3 years:** Children are assertive about what they want and say no to adult requests. The children start to show awareness of their own feelings and others' feelings. They have rapid mood shifts. They also show more fear in certain situations (e.g., the dark). They become shy and may start to cry. They become aggressive and frustrated easily. In addition, they want independence, but still need the security of their parents. They need an ordered, predictable routine (i.e., when saying goodbye to their parents). They watch other children playing and join them briefly.
- **By the age of 3-4 years:** Children share toys, taking turns with help. They initiate or join in play with other children and make-up games. They follow simple rules in games but will always want to win. They begin with a dramatic play, acting out whole scenes such as travelling and pretending to be animals. They might be bossy and defiant. They show more independence. They experience a broad range of emotions (i.e.: jealousy, excitement, fear, happiness, and anger). They become less egocentric. They are more even-tempered and cooperative with their parents. Lastly, they show attachment to one friend.
- **By the age of 4-6 years:** Children show some awareness of moral reasoning, such as "fairness", and good or bad behavior. They develop friendships and express more awareness of other people's feelings. They enjoy imaginative play with other children, such as dress-up or house building. They also get better at sharing and taking turns with other children, and they enjoy playing games, but might change the rules as they go. They stick with a difficult task for a longer period (controlling frustration or anger better). They show understanding of right and wrong. They listen while others are speaking and play games with simple rules.

As a teacher-trainee, it is very important to know, experience, direct, and coordinate these features of children's emotional development. This will help you to give to each individual student what is valuable to him or her.

2.5.5 Moral Development

Moral development refers to changes of an individual in relation to what society expects of him or her. In fact, according to Piaget (1896-1980), morality consists of a set of rules that are handed down from adults to children. He identified two broad stages of moral understanding namely heteronomous and autonomous morality.

1. **Heteronomous morality or the moral realism (5 to 10 years).** The word heteronomous means under the authority of another. As the term suggests, children of this stage view rules as stipulated by significant others (parents, teachers as well as God), as having permanent existence, unchanged and requiring strict obedience. During and before early school years, children have little understanding of rules that govern social behaviour. When they play rule-oriented games, for example, they do not mind about winning, losing, or coordinating their actions with those of others. At the age of 5, they start to show much more concern with and respect for rules. According to Piaget, two factors limit children's moral understanding:
 - a. The power of adult to insist that children comply, which promotes unquestioning respect for rules and those who enforce them.
 - b. Egocentrism, children think that all people view rules in the same way, their moral understanding is characterised by realism. That is, they consider rules to be permanent and features of reality rather than subjective principles that can be modified at will. Children of the heteronomous age believe in immanent justice that wrongdoing inevitably leads to punishment. They think that moral order is only maintained by punishment.
2. **Autonomous morality or morality of cooperation (about 10 years and above).** In this stage, children view rules as flexible, socially agreed-on principles that can be revised

to fit the will of the majority. Children at this stage cease to regard unquestioning obedience to adult as a sound basis for moral action. They recognize that sometimes there may be justified reasons to violate or change a rule. Also, they discard the view that wrongdoing is inevitably punishable. Instead, punishment should be rationally related to the offense.

2.5.6 Language development

Language is a behavioral means of communication. The acquisition of a language is one of the most fascinating developmental tasks a child must master. It consists of the use of sounds to create words. Children communicate from their birth. They also understand language before they can speak it.

Language development is generally divided into two main periods namely the prelinguistic and the linguistic periods.

The prelinguistic period: The Prelinguistic period comprises three stages namely crying (from birth), the cooing/fussing (from 3 months) and babbling/chatting (from 6 months).

- 1. The crying stage:** Infants communicate through crying. it is considered as a language because it aids the infants' communication. It is the baby's only way to tell others that somethings are going wrong with him such as (feel of hunger, pain of some sort etc.).
- 2. The cooing/fussing stage** which consists of a repetition of vowel sounds for instance aaa..... eee.... ooo..... infants usually coo when they are happy or excited.
- 3. The babbling/chatting stage.** It consists of a repetition of combined consonants and vowel sounds such as "mama mama", babababa" dadadada" and many others.

The linguistic period: This period comprises six stages namely First words (12 months) and holophrase (14-18 months), telegraphic speech (18-24 months), multiple word sentence (above 2 years), more complex structure (above 3 years), adult like language structures (5 and 6 years and above).

1. In the first words stage, babies usually say their first real words at about 12 months of age where for instance “boo” is used to refer to book and “milk” is used to refer to milk.
2. In the holophrase stage, children begin to express themselves using one word. For example, a baby can use the word “Milk” with different intonations to mean different things. A baby can say “milk” with a rising intonation to mean, “is that milk?” or “can I have milk?” Saying milk with a falling intonation might mean “this is milk”. Or “give me milk”.
3. In the telegraphic speech stage (Between 18 and 24 months), children usually begin to combine words into primitive sentences. For example, “mama milk”, “mama me milk”, “No bed”, “Jane book” etc.
4. During the multiple-word sentence (above 2 years), the children reach this stage between the ages of two and a half. The children can now form sentences with a subject and predicate. Example: car is big; I want more sugar.
5. Through the more complex structure (above 3 years), children use complex grammatical structures. Example: Read it, my book (conjunction). Where is Daddy?
6. During adult-like language structures (5 and 6 years and above), complex structural distinctions can now be made. Examples: Ask him what day is. He promised to help her.

In summary, young children have certain innate characteristics that predispose them to learn languages. These characteristics include:

- The structure of the vocal tract.
- The ability to understand several general grammatical principles; and
- The hierarchical nature of sentence structure.

These characteristics predispose children to learn multiple languages. In fact, children acquire whatever language is spoken around them, even if their parents speak a different language.



Application Activity 2.5

Describe the level at which your learners are regarding the following domains of human development:

- Physical & reflexes development
- Cognitive & social development
- Emotional & moral development
- Language development

NB: Provide clear examples.

Section 2.6 Implications of Human Developmental Psychology on Teaching and Learning



Activity 2.6

As teachers who have just studied Human Developmental Psychology; do you think that all teachers must study Human Developmental Psychology? Justify your answer.

As you have gone through different sections of this unit, Human Developmental Psychology is very important in teaching and learning activities for the following reasons:

1. The teacher knows the students: Human Developmental Psychology enables the teacher to know his/ her students and identify their potentialities, capabilities, strengths, and weaknesses, and thereafter differentiate instruction according to diverse learners' needs.
2. Human Developmental Psychology is needed by the teacher for selecting and organising the subject matter or learning experiences. When a teacher knows his/her students, then it becomes easy for him/her to select and organise learning experiences and select or develop learning materials.
3. The knowledge of Human Developmental Psychology enables the teacher to identify tools and techniques for teaching and learning. Such tools are essential for making the class more

attractive so that the teacher can involve students in the teaching and learning process.

4. Knowledge of Human Developmental Psychology helps the teacher to create or arrange appropriate learning situations for students. For example, the knowledge of group dynamics or group behavior gives the necessary art for teaching or learning in groups.
5. The knowledge of Human Developmental Psychology helps teachers in providing guidance services to students. Teachers can better diagnose their students' abilities, interests, and aptitudes of the learners and guide them accordingly.
6. The knowledge of Human Developmental Psychology helps teachers solve classroom problems. There are innumerable problems like backwardness, truancy, bullying, and cheating in the classroom situations which are to be faced by a teacher. Psychology helps the teacher in this field as well.



Application Activity 2.6

You have acquired knowledge about human development domains. How can each domain of development be a starting point in preparing your teaching-learning activities?

Conclusion



2.7.1 Self-reflection activity

In five minutes, reflect on what has been covered in unit 2 and write down key points/skills you gained from the unit.

- ✓
- ✓
- ✓
- ✓



Unit Summary

- In this unit various stages of human development were described: prenatal, infancy, early childhood, middle and late childhood, adolescent period, adulthood, and old age.
- We have identified and described the major aspects or domains of human development (including physical, cognitive, social, emotional, moral, and language domain).
- It was observed that there are individual differences among children with regard to interpersonal, social relationships, intellectual capacity, moral and emotional behaviors, language development and personality.
- Human Developmental Psychology impacts well on teaching and learning process in the way of selecting and organising the subject matter or learning experiences of your learners.



End Unit Assessment Activity

1. In the Rwandan context, most children at a given period of their development produce a repetitive noise that they say “umwana uvuza ubuhuha”. Which stage of language development is characterised by this?
2. Answer by True or false:
 - a. Every normal child has to reach a certain level of development before he or she can carry out certain tasks.
 - b. The rate of growth is uniform.
 - c. One stage of development lays the foundation for the next stage of development.
 - d. Neither heredity nor environment is the sole factor responsible for the development of a child.
 - e. A reflex is involuntary.

3. How does growth differ from maturation?
4. Which of the following is not an example of a reflex?
 - a. Catching a ball
 - b. Jumping at a loud noise
 - c. Blinking when an object flies at your face
 - d. Coughing when something irritates your throat.
5. A reflex is:
 - a. A sneeze
 - b. An automatic response
 - c. A late reaction
 - d. Stomach pain
6. Which of the following is true of human development?
 - a. It follows a predictable pattern.
 - b. Generalisation can be made about different stages of human development.
 - c. Most people develop in a similar way.
 - d. All the above answers are true.
7. Give the human development stages.
8. Which of the following is true of infancy?
 - a. It is not an important stage of development.
 - b. During infancy we look for an identity.
 - c. Many physical milestones occur during infancy.
 - d. We learn self-confidence during infancy.
9. Puberty occurs in this stage, the last stage of development before adulthood.
 - a. Adulthood
 - b. Childhood
 - c. Adolescence
 - d. Infancy

10. Explain four (4) reasons why human developmental psychology is important to you as a teacher.
11. You are a teacher-trainee, and you are engaged in activities of teaching and learning. Demonstrate how you will plan to use this acquired knowledge to bring your students to the enjoyment of your teaching considering their development domains. Hint: needs in physical and reflex development, needs in cognitive and social development, needs in emotional and moral development, and needs in language development.

UNIT 3

PERSONALITY



Introductory Activity

Ms. Mukamana is a teacher of Religious Studies in P2. She has just introduced her lesson on Ten Commandments of God. In her class, she has 2 children, Moses and Sun who are shy as their parents. The learner Keza always raises her hands to answer even when there is no question asked and her answers are most of the time wrong and unrelated to the topic being studied. Another learner Kanyana likes to walk around the classroom and sits at any seat she finds during the lesson. Another learner, Suzanne likes to tell colleagues to be polite and do what their teacher asks them to do. She is all the times worried about the order in the class.

Reflection question: Why do learners in this class behave in a different way?



Introductory to the unit 3

In this unit, you will learn about why individuals react or behave differently. As teachers, you have learners who behave differently, either in class, in the playgrounds, on the way to, and from home, and at home. In fact, their actions and behaviours differ because they are different. This is to mean that they have different personalities. Each one reacts to the environmental stimuli in conformity with his/her personality traits.



Unit learning outcomes

By the end of this module, learners should be able to:

- Demonstrate understanding of the concept of personality.
- Describe the factors that influence personality.
- Describe the structure of personality according to S. Freud.
- Explain psychoanalytic and psychosocial theories of personality.
- Justify the importance of studying personality for a teacher.

Section 3.1: Meaning of personality and related concepts



Activity 3.1 Telling who trainees are in a circle

In a circle, the trainer throws a ball to a trainee who tells the whole group who he/she is. This one throws the ball to another trainee to tell who he/she is, etc. It is expected that trainees will tell their names, what and where they studied, what they do in life, their personal status (single, married, separated, divorced, priests, naans, pastors, etc.), what they like (hobbies), their expectations in the future, etc. After enough trainees have told who they are, the trainer stops the game and asks why they did not say the same things while they are asked the same question: “who are you”?

Derived from the Latin word “persona,” a mask worn by ancient Greek players to assume several roles. Personality is defined as the lasting impression made on the audience after a demonstration. As a result, the term “personality” refers to a set of traits or characteristics that make all people who they are.

Let us ask ourselves why, for example in class, learners react differently when they are exposed to the same stimuli. People think, feel, act, and react differently. If you observe someone's way of acting for long time, you realize that he/she acts in the same way. Therefore, everyone's way of doing is consistent and unique. This refers to his / her "personality". Personality is that pattern of characteristic thoughts, feelings, and behaviours that distinguishes one person from another and that persists over time.

Personality is the sum of temperament and character. **Character** is a usual and constant manner of being, feeling, acting, and reacting of a person in relation to his environment. It can be modified by this environment. It can also be innate or acquired. **Temperament** on the other hand is the way of being, feeling, acting, or reacting of everybody due to his/her morphology and physiology. The temperament is fixed or permanent. It is a set of in-born traits. People have traits that represent the type of person they are. Personality characteristics that last over time and across different situations are called **traits**. Traits are distinguishing qualities in one's character, this means that the same personality will have different traits.

Every individual is unique, has his/her own identity, and behaves or reacts to stimuli as whole person. Thus, personality is characterized by:

- Uniqueness: nobody can behave completely like another one in the same manner. Your personality is unique.
- Identity: individual reacts in conformity with his/her memories, experiences, relationships, and values that create the one's sense of self.
- Unity: an individual does not react as the sum of elements (intelligence, morphology, affectivity, etc.) placed side by side, but you react in your unicity where your constituents are interdependent.



Application Activity 3.1

- a. Considering the behaviours of learners in your class; identify some of their personality traits that you have observed on them.
- b. Give a concrete example that shows the uniqueness, identity, and unicity of the identified learners' personality in "a" above.

Section 3.2: Factors that influence personality



Activity 3.2

Form two concentric circles, one made of insiders and the other one made of outsiders. Two people (one on the insider circle and the other one on the outsider circle) face one another. Exchanging ideas on the factors that can influence individuals' personality and discussing how they do influence personality giving concrete example in their respective schools.

3.2.1 Heredity / Biological factors

Through the process of heredity, we inherited personality traits from our parents. Being small, tall, short, slim, fat, black or white, thin, muscular, health and strength, having hair color, the height, weight, physical defects, etc. affect our personality. In fact, physical appearance plays an important role in how individuals are perceived by others, and this influences our behaviour. In addition to the biological constitution, our physiology (functioning of the body such as nervous system and glands), age, intelligence which is mainly hereditary, and sex influence our personality.

3.2.2 Psychological factors

Cognition (what we know), emotional, self-disclosure, complexes (inferiority or superiority), aspiration, achievements, goal setting, mental conflicts, wishes, aspirations, and thought patterns determine individual's personality. Individuals act in accordance with these psychological forces.

3.2.3 Environmental factors

Important aspects of the environment which include physical, social, family, cultural, school, and electronic and mass media influence our personality.

- **Physical environment** including the natural features such as climate and weather, atmosphere, soil and landforms, rivers and other water bodies of a particular area or country influence the personality formation.
- **Social Environment:** The child has his birth in the society in which he/she lives and learns everything through the process of socialization in social groups, i.e., family, school, religion, social classes, and society in general. Hence, the social environment has an important impact on the personality development of the child.
- **Family:** The type of training and early family childhood experiences received from the family play an important role in the development of personality.
- **Culture** which refers to all of the beliefs, customs, ideas, behaviours, and traditions of a particular society that are passed through generations dictate which personality traits are considered important and vary from culture to culture leaving thus a permanent impression on the child's personality. Cultural environment (cultural and religious practices) shapes individual's personality.

- **Electronic and mass** media leading to modelling and imitation, it is thus obvious that this will affect people's personality.

3.2.3 Nature – nurture controversy in shaping personality

One would ask if heredity and environment contribute equally or not to personality development. The fact is that psychologists agree that both nature (heredity) and nurture (environment) interact to determine human personality and most experts recognize that neither nature nor nurture is stronger than the other.



Application Activity 3.2

In pairs, with concrete examples, tell your partner how your personality has been shaped by heredity, then by environment.

Section 3.3 Theories of personality



Activity 3.3

The trainer asks participants to stand up. They close their eyes as if they are praying. They think of their past experiences starting with the breast milk they enjoyed when they were infants. They try to remember all their experiences during infancy, childhood, and adolescence. They open their eyes and share with the whole group what they remember. The trainer asks trainees what they think about what they don't remember.

3.3.1 Psychoanalytical / psychodynamic theories

Psychoanalysis refers to the theoretical basis that includes a specific approach, theories, and techniques that assist the psychologist to comprehend the human mind. The terms psychoanalytic and psychodynamic are sometimes used interchangeably but they are

not the same. Psychoanalytic refers to Sigmund Freud's views of understanding people's mind while psychodynamic refers to the ideas and perspective of new Freudians, that will be dealt with later in this section.

Figure 2 Structure of personality by Sigmund Freud



According to Freud, there are three sub-systems or structures of personality such as the **id**, the **ego** and the **superego** that interact harmoniously to produce a well-adjusted individual.

- The **id** is present at birth and totally unconscious. It has no contact with reality. It deals with basic biological drives, instincts, and reflexes. It acts on the pleasure principle because its primary goal is to maximize physical pleasure and minimize pain or reduce tension or anxiety. The id strives for the maximum satisfaction of needs, despite the means used.
- The **ego** begins to develop at six months of age. It is the individual's personal identity and conscious mind. It operates on the reality principle which means that it is rational and is devoted to preserving the individual. It controls and judges the actions or demands of the **id**. The **ego** designs behaviours that are agreeable to the demands of the superego.

- The **superego** emerges at the end of pre-operational stage of child cognitive development, that is, between the ages of 5 and 7 approximately. It distinguishes between right and wrong, good, and bad. It is often referred to as the “conscience” of an individual. It operates on moral principles and the ideals of the society. The superego contains the rules, values and morals that regulate our behaviour.
- When the **superego** becomes dominant, people become over controlled, rigid and excessively frightened of their own inner needs.
- If the **id** becomes too powerful, then people will struggle unceasingly with socially unacceptable, selfish and anxiety producing impulses.

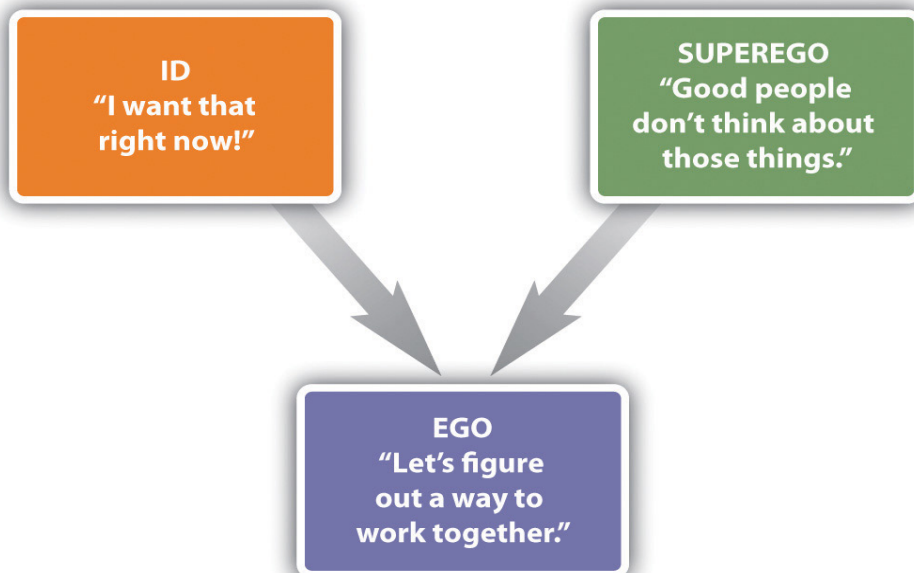


Figure 3: Id, Ego, and Superego and their respective principles

Source: <https://opentextbc.ca/introductiontopsychology/chapter/11-2-the-origins-of-personality/>

a)Freud’s Stages of Personality Development

According to Freud, human personality evolves in five psychosexual stages. Each stage is characterized by a libido (sexual energy or pleasure) located in a body part and is marked by a conflict, which when well resolved, the result is a healthy personality; when it is

not resolved, fixation (persistent focus on an earlier psychosexual stage). The table below summarizes the five stages of psychosexual development.

Table 2: Five psychosexual stages of personality development by S. Freud

Stage name	Approximate age	Erogenous zone (source of pleasure)	Main activity
Oral	Birth – 1 year	Mouth	Eating & drinking : Chewing, biting, sucking
Anal	1 – 3 years	Anus	Defecation
Phallic	3 – 6 years	Genitals	Masturbation/Self Manipulation
Latency	6 – puberty	Libido inactive	Socialization, intellectual activity
Genital	Puberty – death	Genitals: maturing sexual interests	Sexual intercourse

(b) Neo-analytic or Neo-Freudian theory

There are theorists who disagreed with certain aspects of Freud’s thinking and developed their own theory. Among them were Alfred Adler, Carl Gustav Jung, and Erik Henri Erikson. They developed a theory called Neo-analytic or Neo-Freudian theory and believed that Freud did not give social and cultural factors a sufficiently important role in the development and dynamics of personality. According to them, Freud stressed infantile sexuality too much. The second major criticism was that Freud has put too much emphasis on the event of the childhood as determinants of adults’ personality.

Alfred Adler was the first to break away from Freud with his **individual psychology**. Adler is of the view that inferiority complex which is an individual feeling that he is not meeting the standards

of others or of the society which pushes him to gain superiority by opposition to Freud who believes in the psychosexual development of personality arguing that we are motivated by sexual and aggressive desires.

Carl Gustav Jung focused on the collective unconscious: universal version of the personal unconscious, holding mental patterns, or memory traces, which are common to all of us called **archetypes** represented by universal themes in various cultures that reflect common experiences of people over the world, such as facing death, becoming independent, and striving for mastery.

Eric Henri Erikson proposed psychosocial theory of development, which suggests that an individual’s personality develops throughout the lifespan based on a series of social relationships in eight steps, each one having a conflict. If the conflict is successfully well resolved, the stage is well managed, and the individual develops a sense of mastery (ego strength or ego quality). However, when there is failure (stage managed poorly), the person will emerge with a sense of inadequacy in that aspect of development as summarized in the table below:

Table 3: Psychosocial stages by E. Erikson with approximative age

Stage	Basic conflicts	Important event	Key questions to be answered	Outcome
Infancy (0 to 18 months)	Trust vs. Mistrust	Feeding/Comfort	Is my world safe?	Children develop a sense of trust when caregivers provide reliability, care and affection. A lack of this will lead to mistrust.

Early Childhood (2 to 3)	Autonomy vs. Shame and Doubt	Toilet Training/ Dressing	Can I do things by myself or need I always rely on others?	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feeling of autonomy, failure results in feelings of shame and doubt.
Preschool (3 to 5)	Initiative vs. Guilt	Exploration/ Play	Am I good or bad?	Children need to begin asserting control and power over the environment. Success in this state leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (6 to 11)	Industry vs. Inferiority	School/Activities	How can I be good?	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feeling of inferiority.

Adolescence (12 to 18)	Identity vs. Role Confusion	Social relationships/ Identity	Who am I and where am I going?	teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and weak sense of self.
Young Adult (19 to 40)	Intimacy vs. Isolation	Intimate relationships	Am I loved and wanted?	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationship, while failure results in loneliness and isolation.
Middle Adulthood (40 to 65)	Generativity vs. Stagnation	Work and Parenthood	Will I provide something of real value?	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
Maturity (65 to death)	Ego Identity vs. Despair	Reflection on life	Have I lived a full life?	Order adults need to look back on life and feel a sense of fulfillment. Success at this state leads to a feeling of wisdom, while failure results in regret, bitterness and despair.

Source: <https://www.pinterest.com/pin/713820609665421107/>

The above 8 stages can be illustrated in comparison with the developmental periods as follows:

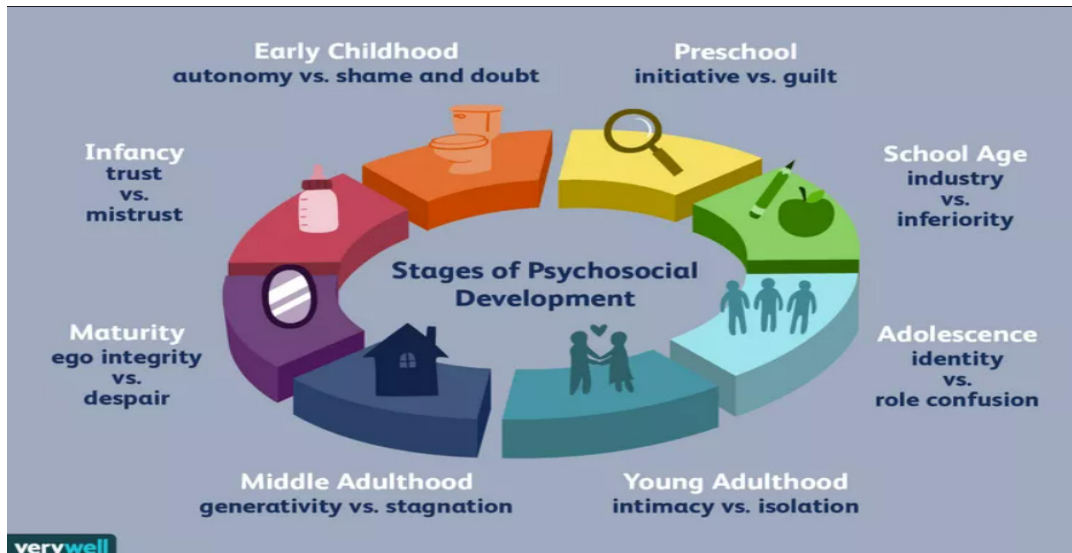


Figure 4 : Illustration of Erikson’s Stages of psychosocial development

Source: <https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740>

3.3.2 Humanistic psychology theory

Humanistic psychologists such as Carl Rogers and Abraham Maslow believed that human struggle for self-determination, growth, and glory. Carl Rogers’ idea is self-concept which is the thoughts, feelings, and beliefs people have about themselves. When there is discrepancy between the self-concept and reality, this is “incongruence” while there is congruence when they match.

Abraham Maslow ’s hierarchy of needs theory, in which Maslow proposes that human beings have certain needs in common and that these needs must be met in a certain order. The highest need is the need for self-actualization, which is the achievement of our fullest potential. According to him, in the hierarchy, the upper category of needs will not appear if the lower category of needs is not met or satisfied. These needs in the ascending hierarchy follow

as physiological needs of which if they are not met, the individual can die, safety needs, belongingness or social needs, self-esteem needs and at the top self-actualization needs as follows:

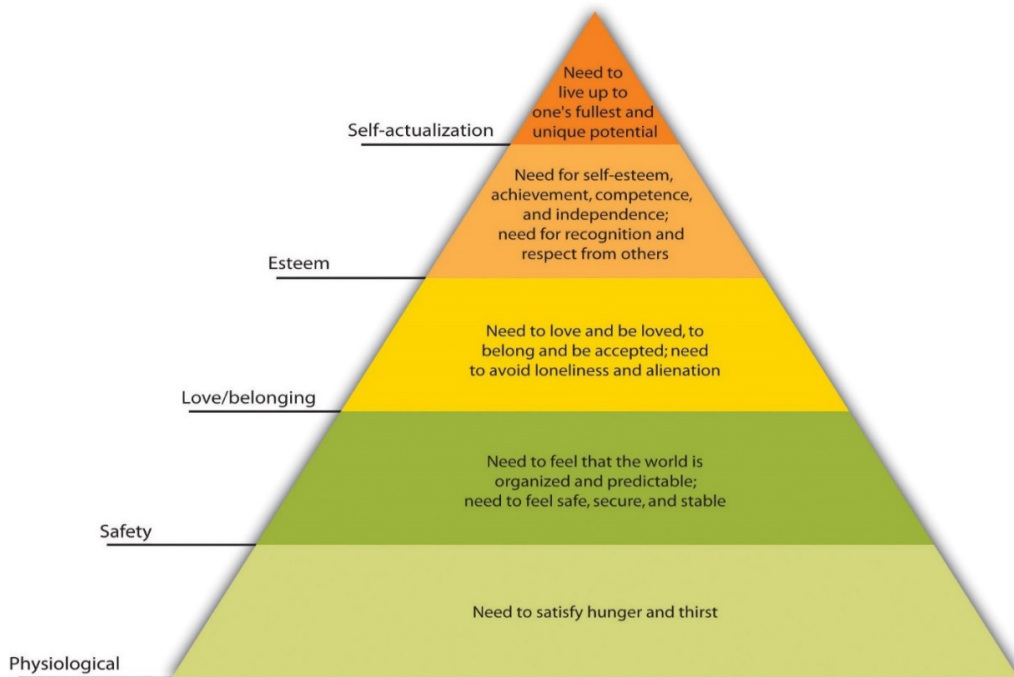


Figure 5: A. Maslow's hierarchy of needs

Source: <https://simplypsychology.org/maslow.html>

3.3.3 Socio-cognitive theory

This theory was developed by Albert Bandura. It considers personality as the result of observational learning. An individual observes others and consciously chooses to pursue behaviour that is rewarded or avoid behaviour that is punished. Social-cognitive theory of personality emphasizes the role of cognitive processes, such as thinking and judging, in the development of personality.

3.3.4 Pedagogical implications of personality on teaching and learning

- For the teacher to understand who the learners are, personality knowledge is essential.
- The role of the teacher is to shape suitable learners' personality.
- Teachers should provide a holistic education to learners. This means that teachers shall address all aspects of human development (intellectual, emotional, social, physical, moral, etc.), addressing thus learners' individual whole personality.
- Students with strong personality perform higher.
- Students with weak personalities tend to misbehave, to stop their studies and drop out of school.
- By knowing learners' personality, the teacher will adapt his/her teaching accordingly.
- Individual's personality plays a role in their performance because having a strong personality is the key to success.
- Personality traits are expressed in learning styles, which are in turn reflected in learning strategies, which eventually produce a certain learning outcome.
- The knowledge of learners' personality allows the teacher to handle appropriately learners' behaviours.

Knowledge of personality will help the teachers to individualize learning by addressing individual learner's needs.



Application Activity

In pairs, with concrete examples, explain the personality traits of your learners according to:

- a. Sigmund Freud
- b. Erik Erikson
- c. Abraham Maslow

Conclusion



Self-reflection activity

Now you have completed unit 3, thank you. Please reflect on what you have learned in this unit. You have five minutes of reflection.

Write down in the space provided below key points or skills that you gained from this unit:

- ✓
- ✓
- ✓
- ✓



Unit Summary

This unit covered mainly the following elements:

- ✓ Personality refers to a set of traits or characteristics that make all people who they are and distinct from one another.
- ✓ Personality includes:
 - Character (a usual and constant manner of being, feeling, acting, and reacting of a person in relation to his environment).
 - Temperament (the way of being, feeling, acting, or reacting of everybody due to his/her morphology and physiology): a biological way of being.
- ✓ Personality is characterized by uniqueness, identity, and unit.
- ✓ Personality is determined by heredity and environment.
- ✓ According to Freud, personality is structured in three subsystems: Id, Ego, and Superego
- ✓ Id (pleasure principle and is instinctive), Ego (reality principle), and superego (moral reality).

- ✓ Neo-Freudians include Carl Rogers, Alfred Adler, C. G. Jung, Abraham Maslow, and E.H. Erikson.
 - Carl Rogers' non-directivity for the congruence of individual.
 - A. Adler with his inferiority and superiority complexes.
 - C.G. Jung with collective unconsciousness.
 - H. Erikson with his psychosocial theory with the 8 stages of personality development each one characterized by a conflict (Trust vs. Mistrust, Autonomy vs. Shame and Doubt, Initiative vs. Guilt, Industry vs. Inferiority, Identity vs. Role Confusion, Intimacy vs Isolation, Generativity vs. Stagnation, Ego Integrity vs. Despair).
- ✓ Humanistic psychology: Maslow with his hierarchy of needs (physiological, safety, love, self-esteem, self- actualization needs).
- ✓ Socio-cognitive theories by Albert Bandura consider personality as the result of observational learning.
- ✓ The impact of studying personality on teaching and learning is important.



End Unit Assessment Activity

Reflect on and answer the following questions from unit 3.

1. One of the following is not a concern of personality:

- a) Person b) Personnel c) Trait d) Character e) Persona f) Personal

2. Karibu is a man, aged 35. He meets a lady at night and immediately attacks and rapes her. His personality is dominated by:

- a) Persona b) Superego c) Id d) Ego

3. A sub-system of personality that regulates all human desires so that individuals behave according to the norms of the society is called:

- a) Superego b) Ego c) Id d) Persona

4. One of the following psychologists explained personality development based on what he called libido. This one is:

- a) C.G. Jung b) A. Adler c) C. Rogers d) S. Freud

5. Psychologists explained differently the way personality develops. The one who explained this in terms of psychosocial stages is:

- a) S. Freud b) A. Maslow c) E. Erikson d) C. Rogers

6. In all public and government aided Rwandan schools, children are having lunch. This policy of school feeding programme aims to satisfy children's need proposed by:

- a) S. Freud b) A. Maslow c) E. Erikson d) C. Rogers



Introductory Activity

Think about your day-to-day life and how many times you interact with others - family members, neighbors, roommates, classmates, team members, teachers, etc. - and explain what would happen without them.



Introduction to the unit 4

Other people shape our life, they are sources of our most intense pleasure, pain, source of the needed information, they help us to know and understand ourselves. So, the social side of life – which is the core of social psychology - is a key aspect of our lives and our existence. Consequently, we cannot have a pleasant life if we don't have any interaction with others. In this unit, different concepts related to social psychology are defined; social perception, social influence, social roles, norms, conformity, obedience, and leadership, social roles and norms, conformity, obedience, leadership, inter-group conflicts and inter-group conflict resolution, and importance of social psychology in teaching and learning are discussed.



Unit learning outcomes

By the end of this unit, you should be able to:

- Explain briefly the concepts related to social psychology.
- Understand the causes and consequences of people's actions.
- Differentiate the types of groups.
- Explain the management of classroom groups.
- Apply the knowledge of social psychology in school context.

Section 4.1 Key Concepts Related to Social Psychology



Activity 4.1

You participated in at least one group while in primary or secondary school. How did each member influence the group? Did you have any members of the group who were influencing more than others? How was that influence? Were you happy with that influence?

- a. Social psychology:** It is a branch of psychology that studies individuals as they interact with others. Generally, social psychology is considered as a branch of psychology, blending concepts from both psychology and sociology to focus on peoples' influence on one another. To fully understand people, we must see how they are influenced by their social context. Myers (2007) defines it as, "the scientific study of how people think about, influence, and relate to one another,". It also adequately covers three core domains of the discipline: social cognition, influence and persuasion, and interpersonal relations.
- b. Social behavior:** This term refers to the behavior shared by the society's members because of the interactions within them. E.g., Shaking hands, hugging each other.
- c. Social influence** is the process by which an individual's attitudes, beliefs or behavior are modified by the presence or action of others. It is like social pressure. There are three major types of social influence studied by social psychologists: conformity, compliance, and obedience.
- d. Persuasion** is a process by which a person influences another to change his attitudes by communicating him/her certain message(s). Persuasion depends on three factors: the communicator, the message, and the audience.
- e. Peer pressure** is about changing personal attitudes and beliefs due to direct influence of peers. The individual is encouraged to follow their peers by changing their attitudes, values, or behaviors to conform to those of the influencing group or individual.
- f. Conformity** refers to the adjustment of one's behavior to align with the norms of the group. It involves the acceptance of social and cultural goals and means of attaining those goals. Several factors increase the likelihood of conformity to the group: the size of the group, unanimous groups, culture, and gender.
- g. Social perception** refers to the process through which an individual seeks to know and understand other people. It is a complex process that involves many different tasks like

nonverbal communication, attribution process, the nature of impression formation and impressions management.

- h. Social loafing** refers to the tendency for people to spend less effort when in a group than alone. This is a kind of behavior that individual person (s) tends to express within group activity/task by using less effort when working together than when working alone. For example, in a class, a group of 5 students are asked to work together on the homework given by their teacher, 3 students use all their efforts to finish the homework, other 2 students spend their time playing with other colleagues.
- i. Social facilitation:** this concept refers to the fact that people tend to improve their performance on a task in the presence of others. For instance, the presence of football fans improves players' performance.
- j. Groupthink:** It is a phenomenon that occurs when a group of individuals reaches a consensus without critical reasoning or evaluation of the consequences or alternatives.
- k. Superordinate goals** refer to the goals that get people from opposing sides to come together and work toward a common result.



Application Activity 4.1

Look at the proposed strategies below. Identify the ones that can be used to mitigate (fighting against) social loafing in your class:

- a. Set group goals, so the group has a common purpose to strive toward.
- b. Increase intergroup competition, which again focuses on the shared outcome.
- c. Engage in peer evaluation so each person evaluates each other person's contribution.
- d. Select members who have high motivation and prefer to work in groups.

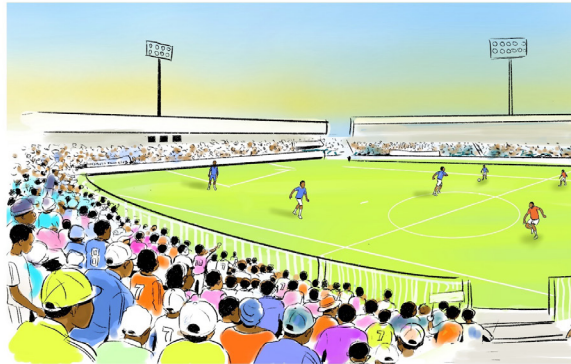
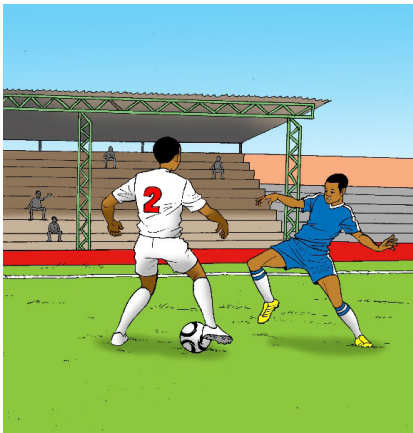
All the above answers

Section 4.2 Social Influence



Activity 4.2

In your class, explain how you influence learners to execute your decisions and how learners influence each other?



In school, there are many ways people introduce changes in others. Changes can be done on behavior, attitudes, or beliefs. In this way, social influence is defined as efforts by one or more individuals to change the attitude, beliefs, perceptions, or behaviors of one or more others. Social influence can be manifested through majority influence or minority influence.

Majority influence

In majority influence or conformity, the larger group influences the individual or smaller group. There are two explanations of why people conform: either they want to be accepted in a group (**normative influence**), or they want to do what is correct (**informational influence**). Informational influence is more important in situations where there is no clear answer. Group size, unanimity and task difficulty affect conformity.

Minority influence

In minority influence, the individual or smaller group influences the larger group and causes a change in the behaviour or thinking of the larger group. This social change is more likely to be permanent and internalized. The main factors that contribute to social change are consistency, the commitment of the minority group and flexibility of the majority group.

The following are the ways social influence is realized.

- **Persuasion:** There are different forms of convincing someone to do something you want through verbal communication. The goal of persuasion is to make someone change his/her mind. Referring to their economic status or experience, parents may persuade their child to enroll to a certain school different from the child's choice.
- **Conformity:** Conformity refers to a type of social influence in which individuals change their attitudes or behavior to adhere to existing social norms. Conformity in other words, refers to pressures to behave in a way consistent with rules indicating how individuals should or ought to behave. These rules are known as **social norms**. Many people show strong tendencies toward conformity; they obey social norms most of the time.
- Conformity is manifested through:
 - a. Compliance:** Compliance is a public conformity, while keeping one's own private beliefs. This is when an individual does what is directly requested of them. Typically, an individual goes along with what's expected in public but holds different views in private. E.g., Wearing a uniform to school but taking it off as soon as possible when you get home.
 - b. Identification:** Identification is the medium level of social influence, where an individual identifies with the group or individuals in the group because they value the group and want to belong to it. The individual might change

some behaviours in public as well as in private but might not agree with all aspects of the group's behaviour or thinking. E.g.: Cutting your hair in the most popular style.

- c. **Internalization:** Here, the individual has completely taken on the expectations of the group, in private as well as in public. This change continues indefinitely, even in the absence of the group. The individual is now completely part of the group, in terms of thinking and behaviour. E.g.: Waiting at the cross lights even if there's no car or person in sight.



Application Activity 4.2

There are different ways social influence can happen. Select two ways that you see happening in your class and explain how they happen.

Section 4.3. Social Perception



Activity 4.3

A young lady called Nyiramwiza is 20 years old. She is exceptionally very beautiful. She is in a supermarket, and all people turn to watch her. What impression is Nyiramwiza leaving on them?

Social perception is the process through which an individual seeks to know and understand other people. It is a complex process that involves many different tasks like **nonverbal communication** provided by eye contact, facial expressions, body movement and postures; **attribution** which is the process through which you attempt to understand the reasons behind others' behaviour; **the nature of impression formation** - how we form first impressions of

others-, and **impressions management** – how we try to assure that these impressions are favorable ones. Prejudice, stereotypes, and discrimination explain well the social perception existing in groups.

4.3.1 Prejudice

Prejudice is an attitude that predisposes a person to think, perceive, feel and act in favorable or unfavorable ways towards a group or its individual members. It is also defined as an attitude toward another person or group that is based solely on group membership. The term prejudice contains cognitive, emotional, and behavioral components. **A cognitive component**, involving the beliefs or thoughts (cognitions) that make up the attitude; **an affective or emotional component**, representing both the type of emotion linked with the attitude (e.g., anger, warmth) and the intensity of the emotion (e.g., minor nervousness, complete hostility); and **a behavioural component**, relating to one's actions. People don't only hold attitudes; they usually act on them as well. *Example of prejudice: the notion that females are inferior to males in sciences.*

According to social identity theory, prejudice is derived from our tendency to divide the world into “us and them” and to view our own group more favorably than various out-groups. We are all victims or potential victims of prejudice for no other reason than our membership in an identifiable group, whether on the basis of skin colour, religion, gender, age, national origin, sexual orientation, body size, or disability, to name just a few. And it is not only minority groups that are the targets of prejudice at the hands of the dominant majority. Prejudice is a two-way street; it often flows from the minority group to the majority group as well as in the other direction. Threats to our group's interests can motivate prejudice, and perceived competition between groups for resources can escalate conflict. Prejudices have a cognitive element (a stereotype) and can influence behavior (in the form of discrimination).

4.3.2 Stereotypes

According to Dovidio and Gaertner (2010), the human mind cannot avoid creating categories, putting some people into one group based on certain characteristics and others into another group based on their different characteristics. Stereotypes are widespread generalizations about certain groups of people that have little, if any, basis in fact. In other words, stereotypes are situations by which people draw inferences or interpretations talking about others based on the knowledge they randomly have about them. Stereotypes can include more than just traits; physical, appearance, activity preferences, and behaviors are the components of stereotype expectancies. Stereotyping is stable as long as the nature of the relationship that exists between one group and the stereotyped group is stable. It can only change when values and the categorizations used shift or the stake in the present status relations are changed.

Stereotypes can be positive as well as negative. If you like a group, your stereotype will be positive, but if you dislike the group, your stereotype of the same behaviour will be negative, but all stereotypes, positive or negative, are inherently harmful for three reasons:

- Stereotypes reduce our ability to treat each member of a group as an individual.
- Stereotypes lead to narrow expectations for behavior.
- Stereotypes lead to faulty attributions.

Stereotypes change as the relations between the groups are altered. Those in a position of power are especially likely to negatively stereotype with lesser status, whereas those with little power are motivated to attend to and individuate the powerful.

4.3.3 Discrimination

Discrimination is a differential (usually negative) behavior directed toward members of different social groups. It is a companion to prejudice in that it is the behavioral manifestation of prejudice. The result of prejudice is a diminution of self-esteem, internalizing society's views of one's group as being inferior, unattractive, or incompetent. The presence of prejudice does not mean that discrimination always occurs.

Aronson, Robin, Akert, and Sommers (2016) identified three causes of prejudice:

- a. Pressure to confirm-normative rules.** This is the practices that discriminate, legally or illegally, against a minority group by virtue of its ethnicity, gender, culture, age, sexual orientation, or other target of societal or company prejudice and this demands conformity to normative standards or rules in the society. The person tends to go along with the group in order to fulfill the group's expectations and gain acceptance.
- b. Social identity:** individuals develop a social identity based on the groups they belong to, including their national, religious, political, and occupational groups (Dovidio & Gaertner). Social identities give them a sense of place and position in the world.
- c. The limited resources lead to conflict between groups and result in increased prejudice and discrimination.** E.g., political, and economic competition, conflict, and frustration.

4.3.4 Reducing prejudices.

Social psychologists believe that prejudice is inevitable, so, the reduction techniques should be successfully employed. Groups are more likely to reduce their reciprocal stereotyping, prejudice, and discriminatory behavior when some conditions are met. Aronson, Robin, Akert, and Sommers (2016) suggested the following six conditions:

1. *Interdependence.* Both sides must depend on each other to accomplish their goals.
2. *Both sides must pursue a common goal.* People share the same goals, and everyone contributes for their achievement regardless of the group they belong.
3. *Both sides must have equal status.* The whole point of contact is to allow people to learn that their stereotypes are inaccurate; contact and interaction should lead to disconfirmation of negative, stereotyped beliefs.
4. *Both sides must get to know each other in a friendly, informal setting* where they can interact on a one-to-one basis discovering shared interests, having meals together, hanging out casually.
5. *Both sides must be exposed to multiple members of the other group, not just one token.* In this way, the individual learns that the out-group members in that informal setting are typical of their group; otherwise, the stereotype can be maintained by labeling that one token as the outstanding exception.
6. *Both sides must know that the social norms of their group, institution, and community promote and support equality.* Social norms wield great power; here they can be harnessed to motivate people to reach out to members of the out-group.



Application Activity 4.3

Janet is an autistic learner in P3, but she is very intelligent. Sometimes, she shows disruptive behaviours due to her situation. The teacher refused to teach her and said he cannot waste his time on a lost case like Janet. He does not even let her work with her classmates. He justifies his decision by saying that Janet would delay her lessons.

Questions:

- a) Describe teacher's behavior in relation to the problem of Janet?
- b) Basing on this scenario, how would you solve Janet's case?

Section 4.4 Social roles and norms, obedience, and leadership



Activity 4.4

Kaneza arrives at the road junction. Traffic lights are on. Some vehicles one side have stopped and others on the other side are moving. Pedestrians on one side are standing but on the other side they are moving.

1. Suggest the title of the scenario.
2. Based on the scenario, what can happen if traffic road regulations are not followed?

- a. Social roles:** Social roles are defined as a set of behaviors that individuals occupying specific positions within a group are expected to perform. Sometimes roles are assigned, in other cases individuals gradually acquire certain roles without being formally assigned to them.
- b. Social norms:** Social norms refer to acceptable standards of behavior within a group that are shared by the group's members. They are the rules or expectations within a group concerning how its members should (or should not) behave. Social norms tell us what we should do (or not do) in a given situation, and most people obey them most of the time. Social norms may be explicit (written), implicit (unspoken) or developed in a totally informal manner. Example of social norms: Traffic regulations.
- c. Social obedience:** Obedience is the fact of doing what one is told to do by people in authority (parents, teachers, political, religious leaders...). Social obedience is a form of social influence in which one person simply orders one or more others to perform some actions. The influence does not come from peers but from an authority figure who directly gives orders and who has a power to punish disobedience. Wearing a uniform may give someone an authority to be obeyed.
- d. Leadership:** Leadership is the ability to influence, encourage and help others to work enthusiastically toward defined objectives. Once again, leadership is about working with and through people. Effective leaders do not command

obedience; rather, they empower and energize followers.

There are different styles of leadership:

- **Autocratic leadership:** This style corresponds to authoritarian leader. In this type of leadership, the leader alone determines policy and assign tasks to individuals without any consultations with them. The subordinates are expected to carry out those directives without question or comment.
- **Democratic leadership:** This type of leadership is at times called participative leadership. It rests on the idea that the workers or their representatives should be involved in the making of decisions. This style of leadership considers the needs, interests, rights, and freedom of the subordinates.
- **Laisser-faire leadership:** This style comes from a French word meaning “let people do what they wish”. It is a kind of leadership which does not encourage any rules within groups. The leader is merely a symbol since there is no hierarchy of authority.
- **Charismatic leadership:** This is based on the leader’s magnetic personality and influence on his/her subjects which tends to draw them to him/her (self). The leader commands love, faith, respect and devotion because of personal attributes such as attractiveness, good position, eloquent speeches and warm personality. His/ her followers are converted and are champions of his/ her cause.
- **Transactional leadership:** Transactional leadership states that the relationships between the leader and workers (subordinates) are based on exchange of resources (more focus on external motivation than intrinsic motivation).



Application Activity 4.4

As a teacher trainee who has studied about social norms. Explain how you will enforce positive social norms in your class.

Section 4.5 Group dynamics



Activity 4.5

In your school, learners tend to form different groups. Explain the basis on which those groups are formed.

4.5.1 Definition of social group

Kretch, Crutchfield, and Ballachy (1962) define social group as two or more persons who meet the following conditions: (i) the relations among the members are independent (ii) each member's behavior influences the behavior of each of the others, (iii) the members 'share an ideology' – a set of beliefs, values and norms which regulate their mutual conduct. This definition too focuses on not only interaction, rules and norms but also mentions a shared ideology amongst the group members. Those individuals are together because they share the same purpose, for example, the *football team*.

4.5.2 Characteristics of a group

- Feeling of belonging among the members of the group: The members of the group help each other in performing their duties. They work collectively against the harmful powers. They treat others as outsiders. They always try to make the group self-sufficient.
- Common interest: Every member of the group has a common interest. There is a similarity among the members which promotes unity.
- Relatedness to each other: It is true that members of the group are inter-related, and this social relation is called a group. There is reciprocal communication among the group members. Social relations are the fundamentals of the group life.
- Common values: The social values of the members of a family are common and traditionally respected and communicated to the succeeding generation. They are expressed by the mutual behaviour of the members. Members of the social group are bound together by common values.

- **Obligation:** In a family situation, all the members have complementary obligations to each other. Moreover, the relationships between the members of a group are strengthened through their mutual obligation and their common social values.
- **Expectations:** Not only mutual obligation, but also the members of the group expect love, sympathy, co-operation etc. from other members of the group. If mutual expectation is fulfilled, the group members are maintained intact.

School as a social group: a school is a social group with the following significant characteristics:

- All children have a common goal.
- The students and the teacher are motivated for the achievement of a common goal.
- School has an organized structure.
- School offers excellent opportunities for groups.

4.5.3 Types of group and group boundaries

Social psychologists classified groups considering different characteristics like size, structure, and affiliation. The following are some of the types of groups:

- **Formal group:** By formal group, we mean a group defined by a clear structure with designated work assignment establishing a task. It is generally formed based on specific norms, rules and values. The group of students in a classroom comes under the category of formal group. So, school is one of the formal group settings.
- **Informal group:** An informal group is neither formally structured nor organizationally determined. The nature of the group is not formal at all. The rules are usually flexible. Play groups, peer group, social clubs, teachers from different departments who regularly have lunch together, etc. are examples of informal groups.
- **Primary group:** Is a small social group whose members share close, personal, enduring relationships with one another. Members of this group show real concern for one another

(e.g., family, play groups, village community, the child's play group, and the neighborhoods).

- **Secondary groups:** Secondary groups are one in which interactions are more impersonal than in primary group and are typically based on shared interests, activities, and/or achieving purpose outside the relationship itself. Most of these groups are short term and the members do not know too much of one another (e.g., coworkers, schoolmates).
- **In-group:** It is a social group toward which a member feels respect and loyalty. It is a group that an individual identifies in a positive direction; it is hence a group in which you belong to.
- **Out-group:** It is a social group toward which a person feels a sense of competition or opposition. It is a group that an individual identifies in a negative direction; it is therefore a group you don't belong to.
- **Reference groups:** Reference groups are those groups which are the referring points of the individuals, towards which the person is oriented, and which influences the person's opinion, tendency, and behavior.

4.5.4 Group Dynamics

The social psychologist Kurt Lewin (1890–1947) used the term group dynamics, to describe the positive and negative forces within groups of people. Group dynamics refers to a system of behaviours and psychological processes occurring within a social group (intragroup dynamics), or between social groups (intergroup dynamics).

In group dynamics, it is necessary that all members of a group support and validate one another at work that is what is called **Group cohesion**. In other words, a cohesive group is one that sticks together. When group members trust one another, seek common goals, and work together to achieve these common ends, the group is cohesive; when group members are divided among themselves in terms of what they want to achieve and have little loyalty to one another, the group is not cohesive. There is ample evidence showing that cohesive groups are more effective.

The technique of Sociometry is used to study group dynamics.

- Sociometry is a technique in educational psychology to understand the behavior of an individual.
- It is based upon the study of the behavior of an individual within the group.
- It is necessary to see the way the individual is seen by his fellow pupils to know his behavior in detail.
- Sociometry technique was devised by **Moreno** and adapted by **Jenning** for the study of students in class-room situations. It is also known as sociogram.

Sociometry is defined as a technique for describing social relationships that exist between individuals in a group. There are two types of the technique of sociometry:

- 1. Guess who technique:** The questions are asked to each pupil in the group. For example: (a) With whom do you enjoy most in gathering? (b) Who would you like to sit next to, in the class?
- 2. Nominating technique:** The questions are asked to the pupils in the group. For example: (a) Name the star of the Class. (b) Name the group leader of your group.

Advantages of the use of sociometry:

- a. Sociometry helps in discovering the patterns of choice, rejection, attraction, repulsion, isolation, leaders, mutual choices, etc. among the individuals making up the group.
- b. It facilitates the appraisal of the social adjustment of the individuals.
- c. It helps in counselling. If the pupil is maladjusted in the group, then counselling is done to improve adjustment.
- d. It is useful to have an idea of a group briefly.
- e. It helps us to form appropriate groups of students for carrying out various activities and projects.

4.5.5 Group work formation

Group work refers to a multiplicity of techniques in which two or

more learners are assigned a task that involves collaboration and communication (Linsin, 2011). Group work techniques can be used to motivate learners, encourage active learning, and develop key critical thinking, communication, and decision-making skills. However, without careful planning and facilitation, group work can frustrate learners and instructors who can feel like they are wasting time.

Effective ways of forming group work

- Consider the learner's ability to engage in group work.
- Mix learners in different groups, boys/girls, confident/less confident, more/ less able.
- Clarify expectations and learning outcomes of the group work. This enables learner's preparation and focus.
- Consider group size. When planning group work, consider the size that will best suit your outcomes, depending on factors such as time allocation, complexity of task, different roles needed.
- Ensure your learners have access to facilities in which to conduct group work. Make sure furniture is arranged in circles, U- shape, semi-circle... and use all the space in the room, have enough copies of any resources for each group.

The role of the teacher in group work

- The teacher should know deeply what to teach. He/she should master his subject to be able to successfully face any unexpected situations.
- A teacher should also be omnipresent through the lesson, he/she must know how group activities are being carried out, and make sure that all groups don't go out of the topic. This is an active observation of works.
- A teacher should also facilitate an exchange between groups to establish a balance between all activities of the groups. He should therefore be omniscient. Then, a teacher should not only observe actively, but also intervene whenever needed.
- So, a teacher should play leadership roles at school that is the process by which teachers, individually or collectively,

influence colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increasing student learning and achievement (York-Barr and Duke, 2004).

Benefits of group work

- Development of higher-level thinking, social skills, oral communication, self-management, and leadership skills
- Promotion of learners' interaction
- Increase in learner engagement, commitment and initiative
- Preparation for real-life social and employment situations

Problems arising from group work

a. *Problems related to the nature of the group:* The nature of the group is mainly determined by its objectives, and the interactions between its members.

- *Size of a group:* when a group is very large, its members will not be satisfied as communication among group members is difficult, even impossible; they will not have a chance to express their ideas (their points of view). The size of the group must be in relation to its objectives or its tasks, but a better group must be limited (generally between 5 and 7/8 members).
- *Non-integration of the chief in the group:* The group monitor must be accepted by all group members if not some negative effects can appear within a group:

b. *Problems related to inter-individual conflicts:* Inter-individual conflicts sometimes lead to the formation of some groups which have contrasting interests and live in an atmosphere of hostility. The more there are conflicts, the more difficult the realisation of tasks because the collaboration will be very poor.

c. *Problems related to the nature of tasks:* Considering the group discussion, the topic to debate should be at the level of learners and limited enough. Otherwise, there will be very limited interventions and solutions. During practical/manual works, insufficient materials and the lack of organisation will hinder the works from advancing.

d. Problems related to the nature of personalities: The teacher as a facilitator and animator of group works should always care for establishing the balance of personalities in group members (indifferent learners, dominant learners, aggressive learners, reluctant learners, passive followers....). It is better to have a mix of personalities in a group to create mutual influences.

Additional problems that might rise from group work include:

- Sometimes all learners speak at once trying to accomplish their task, and this causes noise that may bother others.
- Some teachers may lose control of the class or have difficulties controlling the class, especially in terms of discipline.
- Learners with a low level of English (medium of instruction) may find it harder to engage in group discussions.
- Learners who lack confidence may find it difficult to contribute to group discussions.

Group problem solving

- In general, small groups of people solve complex intellectual problems better in groups than they do when working alone.
- It is true that “two heads are better than one” and the knowledge as well as skills of more than one person may be needed to solve a complex problem.
- The discussion of issues in groups often leads to the polarisation of thinking, pushing our opinions towards the “pole” of the issue. So, the teacher should intervene in group discussions.



Application Activity 4.5

Referring to different types of groups and their characteristics, briefly explain how you can create effective groups in your class to improve pupils' learning.

Section 4.6: Inter-group Conflicts and Inter-group Conflict Resolution



Activity 4.6

Think about any group to which you are a member of and answer the following questions.

1. Have you observed any conflict in your group? If yes, how was that conflict?
2. What was the cause of the conflict?
3. Explain how you tried to resolve that conflict.

In some groups, there are interpersonal conflicts. This makes the creation of antagonist sub-groups. The teacher should be aware of such sub-groups and why they were created in order to bring back the unity of the group.

4.6.1 What is conflict?

Conflict is defined as a process in which individuals or groups perceive that others have taken or will soon take actions incompatible with their own interests. Conflict can range from a simple disagreement to a war. You can observe conflict in a small group when two or more people express differing and incompatible ideas.

Social factors like faulty communication, faulty attribution, and tendency to perceive our own views as objective and as reflecting reality more than others, play a big role in initiating conflicts.

- a. Faulty communication:** Some individuals communicate with others in a way that angers or annoys them.
- b. Faulty attribution:** Errors concerning the causes of others' behavior.
- c. Tendency to perceive our own views as objective and**

as reflecting reality more than others: Conflicts happen when views of others are considered as biased by their ideology.

In brief, conflict is inherent to everyday life, the most important thing is to avoid unnecessary conflict and find a way of taking advantage of good conflict prevention and management.

4.6.2 Conflict management styles

Conflicts are often costly. This is the reason why people involved should find a way to resolve them as quickly as possible. The following are suggested useful ways in solving conflicts:

- **Avoidance:** This occurs when any group member chooses not to disagree or to bring up a conflicting point. This style can also be appropriate at times when the issue is not important to the group. The refusal to speak up at these times can often be positive because it will avoid a conflict rather than spark one.
- **Accommodation:** This is also called “appeasement” or “giving in”. This occurs when one person gives into another without making much of an argument for a different point of view.
- **Collaboration:** This is sometimes referred to as the “win-win” style of conflict management. This occurs when the people in the conflict are motivated to meet the opposing parties’ needs along with their own needs. Collaboration assumes that individuals **will argue strongly for their points of view.**
- **Compromise:** This represents a middle ground that can be called a partial-win solution for each party. Unlike the collaborative style, those using the compromising style give up something in order to get something in return.

As a conclusion, people, particularly in educational settings need to be acquainted with **positive attitudes** towards unnecessary conflict prevention and peaceful conflict resolution. Effective communication, a culture of **tolerance and non-violence** are some of the ways by which conflict can be turned from harm to benefit.



Application Activity 4.6

Assuming that you are a teacher of sport, and you have two strong teams which are fighting for one playground. The conflict has escalated to the extent that team members of one group don't want to greet team members of the other group. What best method can you apply to solve this situation?



Activity 4.7

As a teacher, what do you see as the importance of Social Psychology in your teaching/learning?

Section 4.7: Importance of Social Psychology in Teaching and Learning

Teaching and learning are social acts characterised by the interaction between the teacher and his/her students and between students themselves. Teachers' roles in the classroom are equally social. Explaining concepts, keeping students on task, and communicating with fellow faculty members and parents are apparently social.

Although less obvious, planning classes and grading papers are anticipatory social acts in that these activities require teachers to forecast how students will react to lesson plans and comments, respectively. Even monitoring a study hall includes exchanges of gestures and facial expressions, setting up seating arrangements, and developing community norms that affect the social experience for everyone involved.

Social Psychology plays a great role in education by helping teachers to improve their pedagogy, to get ability to motivate students, and capacity to enrich students' understanding of subject matter. Three domains of Social Psychology - social cognition, influence/persuasion, and interpersonal relations - illustrate how applications

of principles from each domain could benefit classrooms.

The following are some of the importance of Social Psychology in education:

- It helps teachers and students to develop the ability to accurately read others' thoughts, feelings, and motivation.
- These principles do provide powerful tools to improve teachers' pedagogy, booster student motivation, and enrich students' understanding of multiple content areas.
- Social Psychology helps teachers to have the tools to understand the social dynamics of their classrooms.
- It shapes the way learners see the world and it affects their development through what they learn from their relationship between them, and the relationship that their parents and relatives have with other people.
- It helps the teacher to know how groups can be formed depending on different characteristics of the students.



Application Activity 4.7

How can you apply the knowledge acquired in Social Psychology to improve your teaching career?

Conclusion



4.8.1. Self-reflection activity

Now, you have completed unit 4. Please, reflect on what you have learnt and write down here what you got from this unity:

1.
2.
3.



Unit Summary

The unit of Social Psychology

- Clarified the key concepts related to Social Psychology.
- Clarified how social influence is done.
- Explained well the social perception and its effect on the group members or the society in general.
- Discussed the group in general and group dynamic.
- Inter-group conflicts and how the conflict resolution is done.
- Demonstrated the importance of Social Psychology in teaching and learning.



End Unit Assessment Activity

Now have covered unit 4: Social Psychology. You are requested to attend the following questions by choosing the correct answer.

1. “The scientific study of how people think about, influence, and relate to one another” is known as:
 - a. Social influence
 - b. Peer pressure
 - c. Social psychology
 - d. Social perception

2. Students are given group work. Few of them do not engage fully in performing the task because they rely on their colleagues whom they find brilliant. This situation illustrates:
 - a. Social perception
 - b. Groupthink
 - c. Social behaviour
 - d. Social loafing

3. The process by which a person influences another to change his attitudes by communicating him/her certain message(s) is called:
 - a. Conformity
 - b. Persuasion
 - c. Social facilitation
 - d. Peer pressure
4. Social influence is realized through:
 - a. Persuasion and conformity
 - b. Conformity and internalisation
 - c. Persuasion and identification
 - d. Compliance and conformity
5. The process through which you attempt to understand the reasons behind others' behaviour is called:
 - a. Impression
 - b. Attribution
 - c. Prejudice
 - d. Stereotype
6. Keza is a class representative of Senior 5 at G.S Bubu. Her classmates' expectation is to see her performing a set of behaviours within this group class. This refers to:
 - a. Social norms
 - b. Social obedience
 - c. Social roles

Leadership

7. The following psychologist used the term "group dynamics", to describe the positive and negative forces within groups of people.
 - a. Kurt Lewin
 - b. Jacob Moreno
 - c. Alfred Binet

Albert Bandura

8. The technique used to describe social relationships that exist between individuals in a group is called:
 - a. Metrix
 - b. Sociometric
 - c. Sociometry
 - d. Star matrix

UNIT 5

LEARNING THEORIES AND THEIR APPLICATIONS TO THE TEACHING AND LEARNING PROCESS



Introductory Activity

You are given several statements and you are asked to say whether you practice or not what they describe. Answers are provided with YES or NO. Justify your answer:

1. When I teach, I sometimes use praises to reward students for working well.
2. When I teach, I create a positive classroom environment to help students overcome anxiety or fear.
3. When I teach, I give learners more opportunities to use and repeat the knowledge they have acquired.
4. When I teach, I provide feedback as soon as possible after marking students.
5. When I teach, I always ask learners to relate what I teach to the experience of their life.
6. When I teach, I mostly ask learners to justify and explain their thinking.
7. When I teach, I continually assess learning.
8. In my class, Learners who show disruptive behaviours are sometimes punished in front of their classmates.
9. When I teach, I provide support and guidance to help learners achieve stated goals.



Introduction to the unit 5

Learning is described as a generally long-lasting change in behaviour brought about by earlier experience. So, gaining the knowledge, skills, habits, attitudes, and values necessary for daily life is a mental activity. This is the main goal of teaching in particular, and education in general.

The goal of the unit is to help you understand better the fundamental theories underlying learning and teaching. The basis for all teaching and learning activities is built on these theories: behaviorism, cognitivism, constructivism, social learning, and social cultural theory. Each theory is linked with the process of teaching and learning by explaining how it is used in this process. As learning is influenced by several factors, the unit ends by a brief description of factors influencing learning both internal and external factors.



Unit learning outcomes

By the end of this unit, you should be able to:

- Demonstrate an understanding of the fundamental theories of teaching and learning.
- Explain the relationship between theories of learning and teaching.
- Explain and analyse factors that influence learning.
- Apply key learning and teaching theories in the classroom setting.
- Value the importance of learning theories of teaching.

Section 5.1 Behaviorism Theory of Learning



Activity 5.1

1. In this activity, you are given several statements. Read each statement and show if you agree or disagree with it and justify your position. Agreement is shown by **✓** while disagreement is shown by **X**:

- a. It is always good to clarify to learners the instructional objectives at the beginning of each lesson.
- b. If learners are hungry, it is useless to teach them because studying does not meet their expectation which is “food”.
- c. Learners learn effectively if they are motivated to learn.
- d. A child is used to receiving biscuits from her mom when she is home from work. The mom now comes home from church without biscuits, but the child runs in smiling to meet her because the child expects to receive biscuits. The child’s behavior is a result of learning.

2. In this activity, carefully read the statements and answer by “True” or “**False** In **class**, when a student gives a wrong answer, he/she must be blamed.

- a. In class, a correct answer given by the student should be rewarded.
- b. The classroom should be an exciting environment that stimulates learning.
- c. In class, learners should be engaged in activities that lead to understanding what the teacher is teaching.
- d. Learners are interested in the lesson when they discover by themselves what the teacher has planned to teach them.
- e. A good teacher gives quiz marks to learners at the end of the term.

Before we embark on explaining different learning theories, let us explain two important concepts: theory and learning.

- **Theory:** In science, including Psychology, a theory is a principle or idea that explains or solves a problem. Theories typically address a collection of issues. E.g.: Behavioural theory, Maslow Hierarchy of Needs, Piaget's Theory of Cognitive Development, etc.
- **Learning:** In Psychology, learning is defined as a relatively permanent change in behaviour that results from experience.

Many behaviorists developed this theory. These include Edward L. Thorndike, John B. Watson, Ivan P. Pavlov, and B. Frederick Skinner, among others.

5.1.1 What is behaviorism?

Behaviorists argue that because thought processes cannot be directly observed and measured, it is difficult to study thinking objectively and scientifically. Instead, they focus on two things that researchers can observe and measure: people's behaviours (responses) and the environmental events (stimuli, reinforcement) that precede and follow those responses. Behaviorists focus on the idea that all behaviors are learned through interaction with the environment and that innate or inherited factors have very little influence on behavior.

In the classroom, teachers use behaviorism to show learners how they should react and respond to certain stimuli. This is why each lesson should start by clearly defining instructional objectives to be achieved by the end of that lesson. Consequently, as a learning theory, behaviorism concentrates on relatively observable permanent behavioral changes in organisms as the result of experience (Jordan, Carlile, & Stack, 2008).

From the behaviorist perspective, there are two main theories involved: Classical conditioning and Operant conditioning.

5.1.2 Classical conditioning

a) A brief description

Classical conditioning is a learning process in which an association is made between two stimuli. With classical conditioning, two stimuli are linked together to produce a new learned response. One stimulus is neutral and the other evokes a natural response. After learning the association, the neutral stimulus elicits the conditioned response.

The theory of classical conditioning was introduced by a Russian physiologist, **Ivan Petrovich Pavlov**. Pavlov conducted his classic experiment involving dogs. In his experiment, he conditioned the dogs to associate the sound of a bell with the presence of food. He paired the smell of food which was the naturally occurring stimulus with the neutral stimulus of a ringing bell. Once an association had been made between the two, the sound of the bell alone could elicit a response. The dogs responded to the sound of the bell by salivating.

He noted that the smell of meat (food) caused hungry dogs to salivate. This is an 'unconditional response' because the dogs reacted naturally to the meat/food (**the unconditional stimulus**). When Pavlov rings the bell (**neutral stimulus**), he sees that there is no salivation. Pavlov began ringing the bell immediately prior to providing the meat/food and discovered that after a certain number of repetitions (**conditioning**), the bell alone was sufficient to cause salivation. It is important to note that this presentation of bell and meat/food has to be closed in time. The bell has become **conditional stimulus** as it causes a conditional response. When the conditional stimulus (the bell) is repeatedly presented without the associated unconditional stimulus (meat/food), the conditional response (salivation) declines until it is non-existent. This is called '**extinction**'. Behaviorists tend to use the term 'conditioning' instead

of 'learning' to indicate that the subject is changed by external rather than cognitive events. The bell produces the expected response under the condition of having been associated with the meat.

b) Illustration of Pavlov's experiment

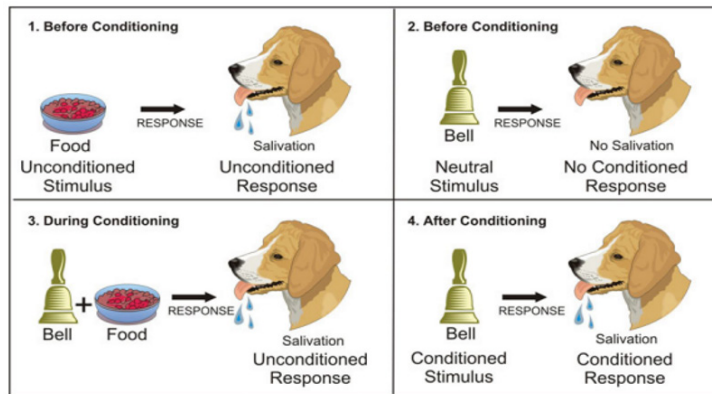


Figure 6 : Illustration of Classical conditioning

Source: REB (2020, p. 185).

c) Terms used in classical conditioning

Psychologists use specific terms to identify the stimuli and the responses in classical conditioning.

- **Unconditioned stimulus (US)** is something that triggers a naturally occurring response.
- **Unconditioned response (UR)** is the naturally occurring response that follows the unconditioned stimulus. Some examples of the US-UR pairs include:
 - Sneezing (UR) to pepper (US)
 - Shivering (UR) to cold (US)
 - Blinking (UR) to a bright light (US)

NB: All of these responses are reflexive and unlearned, which is why we refer to them as being unconditioned.

- **Neutral stimulus (NS)** is something that does not naturally produce a response.
- **Conditioned stimulus (CS)** is a once neutral stimulus

that has been repeatedly presented prior to the unconditioned stimulus and evokes a similar response as the unconditioned stimulus.

- **Conditioned Response (CR)** is the acquired response to the conditioned stimulus, which was formerly the neutral stimulus.

d) Laws of classical conditioning

- **Stimulus generalisation:** This is the principle by which a stimulus like, but not identical with, the CS, elicits a CR. The more similar a new stimulus is to the original CS, the more likely it is to elicit the CR.
- **Stimulus discrimination:** The organism learns to differentiate CS from other similar stimuli.
- **Extinction:** Extinction or cessation of the CR occurs when the CS is presented repeatedly without the UCS. Once extinguished, a CR can be reactivated in much less time than it took to acquire it in the first place.
- **Spontaneous Recovery:** It is the increase in responding to the CS following a pause after extinction.
- **Higher Order Conditioning:** With its newly acquired strength, the CS can be used to condition the same response to other stimuli.

5.1.3 Operant conditioning

a) A brief description of Skinner's experiment

Skinner (1930) used rats in his investigations (experiments). He placed a hungry rat in a box (Skinner box). There was a cup and a bar inside this box. The installation of the box ensures that when the bar is actuated, the food will be released into the cup. The rat started to explore after smelling the food and accidentally pressed the bar, causing food to fall into the cup and the rat eat the food. The time taken to reach the bar was getting shorter as the rat continued to explore and repeatedly press it. The rat started heading directly to the bar and repeatedly pushing it to receive reinforcement food. As a result, the rat has figured out how to press (behavior/

operation) the bar to get food (reinforcer of the response). Here, operant conditioning is used to train the rat to press the bar. Thus, a reinforcer in operant conditioning is an occurrence that happens after a response, and increases its probability.

a) Illustration of Skinner experiment

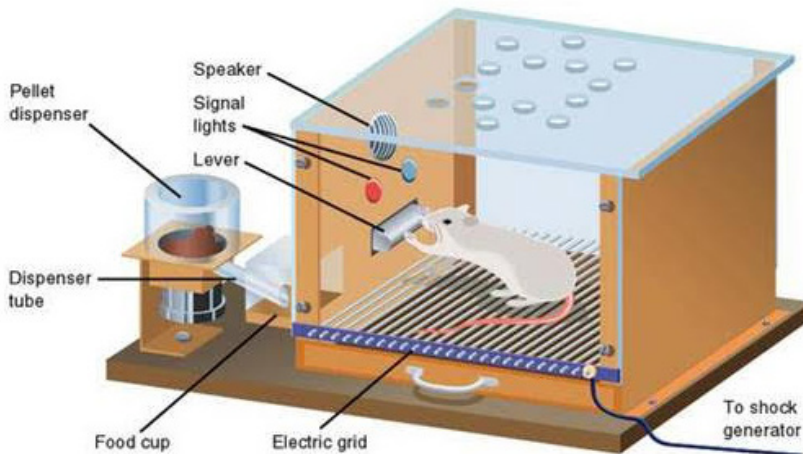


Figure 7 : Illustration of Skinner's experiment

Source: McLeod, S. A. (2018, p. 21)

b) Meaning of operant conditioning

Operant conditioning, sometimes referred to as instrumental conditioning, is a method of learning that uses rewards and punishment to modify behaviour. In operant conditioning, actions are influenced by their results. Through operant conditioning, a rewarded behaviour is likely to be repeated while a punished behaviour will rarely occur. As explained above, operant conditioning is based on the work of B.F. Skinner.

c) Role of reinforcement and punishment in operant conditioning

- **Reinforcement:** The reinforcement is a consequence that increases the likelihood of a response to occur. If you are using reinforcement, you are trying to increase your behaviour. There are two types of reinforcement:
- Positive reinforcement means adding a stimulus. Thus, positive reinforcement is the addition of a good stimulus after

a response in order to encourage the response to continue. An example of this would be giving someone praise after a desired behaviour is displayed.

- Negative reinforcement is the removal of an undesirable stimulus after a response so that the response will occur more often. An example of this would be fastening your seatbelt in a car so the beeping sound will stop. Since the undesirable stimulus is removed when you fasten your seatbelt, you are encouraged to fasten your seatbelt. Negative reinforcement is often confused with punishment because of its name. However, negative reinforcement involves removing a negative consequence to increase a behaviour while punishment seeks to decrease a behaviour (Slavin, 2012).
- **Punishment:** Punishment is a consequence that decreases the likelihood of a response to occur. If you are using punishment, you are trying to decrease your behaviour. There are two types of punishment:
- **Positive punishment** is the addition of an undesirable stimulus after a response so that the response will occur less or stop. An example would be to give someone extra work for misbehaving.
- **Negative punishment** is the removal of a pleasing stimulus after a response so that the response will occur less or stop. An example would be taking away television or video games from a child for misbehaving so that he or she will stop misbehaving.

From the above experiments, Skinner observed how reinforcement could lead to increase in behaviours whereas punishment would result in decrease in behaviours (Slavin, 2012).

e) Laws of operant conditioning

- **The law of effect:** It states that a response followed by satisfying or pleasant consequences (reward) tends to be repeated while a response followed by unpleasant consequence (punishment) tends not to be repeated.
- **Law of exercise:** “law of use and disuse”. It states that the more S-R connection is used, the stronger it will become. The less it is used, the weaker it will be (law of disuse).

- The law of readiness: When an organism is in a state in which S-R connections are ready to conduct learning, learning is satisfying otherwise it is annoying.
- **The law of similarity of stimuli:** The more similar the stimuli are, the greater the chance that the correct response will be supplied by the organism.
- **The law of contiguity/ immediacy:** It states that the reinforcement should be very close to when the response is made.
- **The law of spacing:** As the organism needs time for the new learning to settle and be meaningful, the more spaced-out stimuli are in terms of time, the better the responses are likely to be in terms of correctness.

5.1.4 Tips for applying behaviourism in the classroom

- Make students active; give them chance to practice and show what they know.
- Build positive associations with learning tasks.
- Give students frequent and repeated practice, in varied contexts.
- Break tasks into achievable steps and provide positive reinforcement for achieving each step.
- Give verbal and non-verbal encouragement to reinforce both participation and success.
- Award “bonus points” to provide students with an incentive to go beyond the assigned task.
- Make learning objectives clear so that whether they are achieved is visible.
- Use reinforcements immediately following the desired behaviour.
- Use the least tangible or elaborate reinforcement that will work (i.e., compliments vs. prizes).
- Avoid punishments and try reinforcements instead, as much as possible.
- Establish classroom rules and routines so that students know what is expected of them.
- Teachers should avoid presenting fear-eliciting stimuli such

as ridicule, bitter remarks, open hostility in the classroom etc. Otherwise, learners may learn (be conditioned) to fear or hate school because of painful experiences.

- In stimulus discrimination, Pavlov noticed that the dog restricted its responses to one stimulus that had been reinforced while responses to other stimuli had not. That implies that teachers should identify the most important aspects of the lesson and emphasise them when teaching (Snowman, 2015).
- For the dog to be conditioned, Pavlov made several pairings of the bell and food. So, teachers should give more opportunities to use and repeat the knowledge they have acquired.
- Teachers should apply the principle of extinction in the classroom situation by reinforcing desired behaviors extinguishing undesired ones. In spontaneous recovery, Pavlov noticed that after the dog had rested, it would still elicit a response that had been extinguished. The dog would recall its earlier learning. Similarly, teachers should give pause to learners and afterwards resume to enhance internalisation of learnt material.
- To maintain connection for longer period teacher should again review learnt materials just as Pavlov made the dog use earlier conditioned stimulus after it had rested by ringing the bell again. Maintaining a firm connection between stimulus and response for a long time is higher order conditioning (Snowman, 2015).
- Teachers should decide what behaviour they want from students and reinforce them when such behaviours occur by rewarding or praising them.
- Teachers should be aware of the timing of reinforcement (rewarding the important behavior).
- Teachers should carefully use punishment because it may cause more problems than it involves. If a teacher punishes a student, he/she should later let the student do something that can lead to being positively reinforced to avoid punishment produce hostile and sees teachers as punishing agent.
- The teacher should provide feedback on progress and link rewards with progress.

- Results of evaluation should be used to reward or to guide learners towards improvement.
- Active involvement of learners implies doing more exercises to acquire knowledge and skills.



Application Activity 5.1

Explain with examples how you will apply the classical and operant conditioning theories in your class.

Section 5.2 Cognitivism Theory of Learning



Activity 5.2

RWEMA teaches social studies in P5 of school X. In all lessons, he starts with a pre-test for the purpose of helping learners reflect on their own experiences and linking the new lesson to the previous one.

As the lesson is progressing, learners are invited to write down and discuss in groups what they know about what is being taught. In the middle of the lesson, concept maps, classifying information and note-taking techniques are used. Learners are asked to justify their thinking. In order to foster learners' understanding, visualisation or representations of information is used.

Teacher RWEMA ends his lesson with reflection questions, which may take different forms:

- a. Asking learners to compare and contrast some concepts,
- b. Talking to a partner about what they learned,
- c. Finding new solutions to the posed problems, etc

Task: Read the above scenario and highlight at least 4 examples showing that teacher RWEMA stimulates intellectual thinking and cognition of learners in his lesson.

a) A brief description

According to cognitivists, mental processes and past knowledge influence behavior or response more than external stimuli do (Deubel, 2003), and they stand between an external stimulus and an internal response (Winn & Snyder, 1996). The questions of how information is received, processed, stored, and retrieved for use are dealt with by cognitivists. In this view, learning is more concerned with what learners know and how they came to know it. The focus is on using information processing to make knowledge meaningful. When new information is related to what you already know, learning takes on a more significant meaning.

b) Use of cognitivism theory in teaching and learning

Students attend school to learn and pick up skills, knowledge, attitudes, and values. Students take in and digest the knowledge that teachers impart to them in their memories. As a result, one of the responsibilities of a teacher is to aid students in the information processing necessary to grow cognitively.

c) Tips to help your learners process the information being taught

Below are some of the strategies and principles you need to employ as summarised by Yilmaz (2011) when teaching your subjects:

- Provide organised instruction: use concept maps or other graphic representations.
- Use single, coherent representations so that the learner can be focused.
- Link new material with what is currently known.
- Make sure that the learner will not attend to too many different elements at the same time.
- Allow learners to identify the most important points to be learned.

- Arrange for a variety of practice opportunities: help the learner generalise the concept, principle, or skill to be learned so that it can be applied outside the school.
- Eliminate redundancy.
- Help learners become “self-regulated.” Assist them in selecting and using appropriate learning strategies such as summarising and questioning.

d) Characteristics of a classroom instruction based on cognitive theories

- Active involvement in the learning process,
- Metacognitive training: Having the habit of thinking beyond the actual knowledge gained from the teacher for deep understanding,
- Relating the already known to the new information,
- Structuring, organising, and sequencing information to facilitate optimal processing (use of cognitive strategies such as outlining, summaries, syntheses, etc.),
- Creating learning environments that allow and encourage learners to make connections with previously learned materials.



Application Activity 5.2

Take a topic in 1 subject you teach and explain how you will apply cognitive learning theory to teach that topic.

Section 5.3 Constructivism Theory of Learning



Activity 5.3 : Scenario

An elementary school teacher presents a problem to measure the length and width of their classroom. The teacher asks students to reflect and come up with their own methods of measuring the classroom length and width. One student offers the knowledge that they can use a rope to measure the length and width. Another says that they can use paces to know how many paces the length and width of their classroom is. Other students proposed different ways of measuring the length and width. The students discuss all the proposed methods and decide on one to apply.

Task:

After reading the scenario, reflect on how students participated in knowledge acquisition to come up with the solution to the problem posed to them

5.3.1 Meaning of constructivism

According to constructivists such as Piaget and Dewey, students create and build their own knowledge or comprehension of materials they are learning through cognitive processes. In addition, students create the meaning of the taught materials as a result of their experiences. **Assimilation and accommodation** are two crucial ideas in the constructivism theory. One who assimilates incorporates new experiences into their previous ones. This pushes the person to adopt fresh perspectives, reconsider prior misconceptions, and assess what matters most, ultimately changing their perceptions. Contrarily, accommodation involves reshaping the world and new experiences to fit the existing mental capability. The person must modify and reinterpret his/her ideas and expectations (Woolfolk, 2013).



Figure 8 : Illustration of constructivism

Source: REB (2020, p. 203)

5.3.2 Educational implications

According to this approach, teachers serve as facilitators whose job is to assist students in coming to their own knowledge rather than lecturing because teaching is not telling but facilitating students' learning. Thus, the facilitator must ensure that the student draws their own conclusions. Following Piaget's idea of constructivism, teachers must challenge their pupils by developing their critical thinking skills.

Killen (2010) highlights what a teacher should do in a constructivist classroom.

A teacher should:

- Seek and value your learners' points of view.
- Pose problems and structure classroom experiences that foster the creation of personal meaning.
- Not provide everything, but rather incite learners to build knowledge.
- Continually assess learning.
- *Continually adjust the level of facilitation in response to the learners' level of performance (Scaffolding).*



Application Activity 5.3

Go back to the scenario provided in activity 5.3 and highlight where the teacher is applying constructivism theory.

Section 5.4 Social Learning Theories



Activity 5.4

1. Make a brief comment about this Rwandan proverb “Kora ndebe iruta vuga numve”. How can you apply this proverb in the learning process?
2. What do you think will happen if a learner observes his/her classmate being rewarded for his/her good performance?

Meaning and principles of social learning

According to social learning theory, children learn by observing, modeling, and imitating others' behavior. This theory was developed by Albert BANDURA who argues that people pick up new skills by watching role models and copying what they do.

a) Elements of observational learning

- **Attention:** The first process in social learning is paying attention to the model. This enables the observer to determine which aspects of the modelled information are relevant or irrelevant. In the classroom situation, the teacher gains students' attention by presenting clear information and motivating them as their model.
- **Retention:** In classroom, after gaining students' attention, a teacher can model the behaviour he/she wants students to imitate and then give them chance to practice.
- **Reproduction:** After attending to and retaining modelled behaviour, the observer is ready to produce the behaviour.
- **Motivation:** Students will imitate a model because they believe that doing so will increase their chance of being reinforced.

b) Principles of social learning

- **Direct reinforcement:** praise or reward the student.
- **Vicarious learning:** learning from other's successes and failures.

- **Modelling:** Learning by imitating the behaviours of another person.

c) Implication of social learning in education

- The vicarious principle of learning can be applied when dealing with misbehaving learners.
- Learning through modelling or by imitation: as a model, a teacher should manifest exemplary behaviours. He/she should keep in mind that his/her behaviour, both intentional and unintentional, can profoundly affect what students learn, and influence their attitudes, beliefs, and behaviours.
- A teacher should show interest and enthusiasm in the content he/she is teaching and interact with learners in an expressive manner.
- A teacher must identify the specific social and effective students' learning outcomes.



Application Activity 5.4

Discuss how the principles of social learning can be applied in teaching and learning process.

Section 5.5 Social Cultural Theory



Activity 5.5

Mr. David, a class teacher of primary 6 gave different Mathematics questions to be done individually in his class. He realised that some students with learning difficulties scored low marks. Then he divided his learners into mixed groups of low and high performing learners. He gave them another set of questions to work in groups. During his supervision, he realised that, learners who had previously scored low marks improved their performance through sharing experiences in group works.

Questions:

As a teacher, what do you think can help learners with learning difficulties to improve their scores in Mathematics?

5.5.1 Meaning of sociocultural theory

This theory originated from Lev Vygotsky. Sociocultural theory supports the influence of society in the cognitive development of the children. It stresses that children learn through collaboration and interaction with society and their culture to promote cognitive development. We learn through interactions with more skilled people around us - teachers, parents, and social group - and they contribute more to developing our knowledge, values, and beliefs.

Principles of Vygotsky's Theory

- **MKO (More Knowledgeable Others):** It refers to someone who has better understanding or higher ability level than the learner with respect to a particular task, process, or concept.
- **ZAD (Zone of Actual Development):** It refers to the tasks that a child can complete by himself/herself. It is his ability that he already possesses to perform a certain task to a certain degree.
- **ZPD (Zone of Proximal Development):** It refers to skills (tasks) too difficult for a child to master on his/ her own but that can be done with guidance and encouragement from adults or more skilled people. This concept of ZPD is related to "difference/gap between what a child can achieve independently, and what a child can achieve with guidance and encouragement from skilled pattern."
- **Scaffolding:** In scaffolding, a 'More Knowledgeable Other' provides support to facilitate the learner's cognitive development. Those supports known as scaffolds facilitate students' ability to build on prior knowledge and internalise new information.

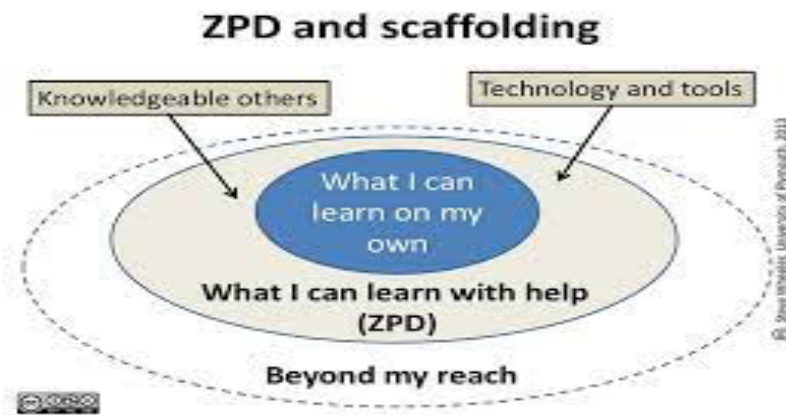


Figure 9 : Visual representation of Vygotsky's zones of development

Source: <https://composingpossibilities.com/2019/11/08/working-in-the-zpd-supporting-students-through-a-writing-project/>

5.5.2 Educational implications

In the teaching and learning process, sociocultural theory suggests that teachers consider the following:

- a. The teacher plays the role of a mentor who helps students in their learning.
- b. Use of ZPD: The teacher should help the students to move to a higher level of skill and knowledge.
- c. Use scaffolding: The teacher has the task of providing guidance and support to help students achieve stated goals.
- d. Use more-skilled peers. It is not only the teacher who helps the student in learning; the skilled students also play a big role in the student's learning process.
- e. Encourage collaborative learning environment.
- f. Consider the cultural context of learning: learning should be connected to what the culture of the student considers as important skills to learn.



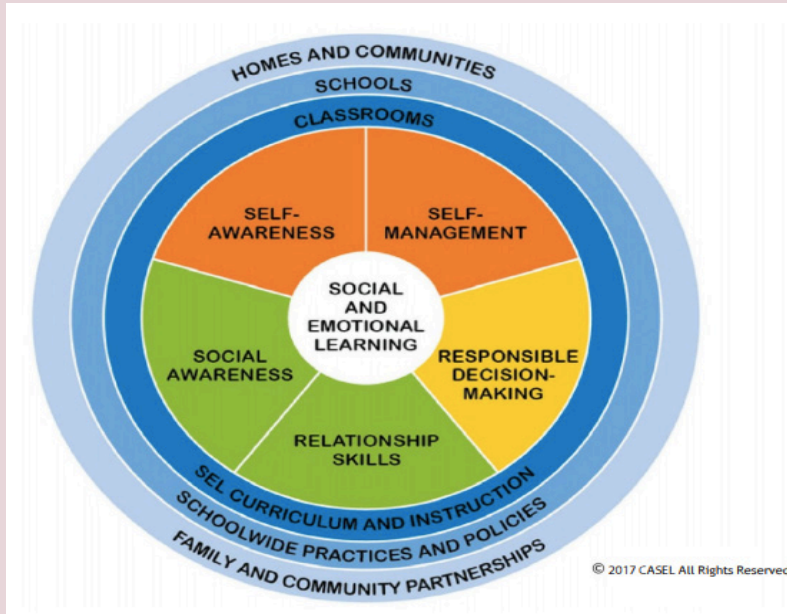
Application Activity 5.5

Discuss how you can apply socio- cultural theory in your class

Section 5.6: Socio-emotional learning

Activity 5.6

Read the following post and answer the questions below:



Source: <https://www.72learninghub.ca/72learninghub/page/396/>

Figure 10. social-emotional-learning

1. What do you read at the center of this post?
2. There are skills connected to social and emotional learning. What are those skills?
3. Which entities intervene in social and emotional learning?

Figure9: Social and emotional learning

Social-emotional learning is the way in which we manage and understand our emotions while responding to the world around us. Setting positive goals and making good decisions are a keystone in teaching social-emotional learning skills on:

- How to solve problems and overcome challenges.
- How to manage their emotions when they are not getting their way.

- How to treat others.
- How to control impulses.

The theory of social-emotional learning is from ancient times with the work of Plato. He stressed that by maintaining a sound system of education and upbringing, you produce citizens of good character. Comer (1960) expanded this theory and showed how child's experiences both at home and school deeply affect his/her psychosocial development and this in turn shapes the academic achievement.



Application Activity 5.6

In your daily teaching, how do you shape the social emotional development of your learners?

Section 5.7 Factors that Influence Learning



Activity 5.7

In small groups of trainees, identify at least five factors that influence your students in their learning.

5.7.1 Factors related to the learners

- **Physiological factors**
- **Health:** sickness, malnutrition, and congenital illnesses negatively affect students' learning and performance.
- **Sex/ gender:** menstruation periods may affect girls' learning. For example, when girls are in their period, some will get discomfort which in turn is affecting their concentration during class time or some will not even attend, and this is not the case for male students. This is also the case during pregnancy. Therefore, teachers must take into considerations the following:
 - Addressing specific needs of learners
 - Watch out for gender specific needs of learners

- Gender balance in classroom activities and when providing feedback
- Factors that limit gender-based distraction in classroom
- **Age:** Young individuals learn better and more easily than the old ones.
- **Psychological factors that influence learning:** Motivation, will, interest, memory, sensation and perception, intelligence, emotions, beliefs, values, etc.
- **Learning styles:** There are four major types of learners:
 - Visual learners who learn by sight
 - Auditory learners who learn by hearing
 - Tactile learners (kinesthetic) who learn by touch, and
 - Multimodal learners who learn by using different learning styles.

5.7.2 Factors related to the teacher

These factors include the teacher's personality and qualifications. Teachers' practices affect the learner's performance in the classroom, in the school, and in the society in general.

5.7.3 Factors related to the learning environment

- **Family related factors:** The family is an essential agent of education. The family size influences the way children are raised up and the family socio-economic conditions affect children's learning. The family environment is much more important in influencing adolescent's aspiration. It is the family that makes the child identify himself/herself with the society, culture, religion, or social class.
- **Parents' level of education:** It influences children's learning. In fact, research showed that children of more educated parents tend to have higher aspirations and higher education plans.

- **The school environment: This** includes school location, its surroundings, leadership, teaching method, curricula, the number of students in classrooms, and timetable influence positively or negatively students' learning.



Application Activity 5.7

1. Taking your school as an example, how does knowledge of factors related to school environment help you to improve the students' learning?
2. There are some factors related to you as a teacher that may negatively impact students' learning. What are those factors and what do you do to minimise them?

Conclusion



5.8.1 Self-reflection activity

Now you have completed unit 5, thank you. Please reflect on what you have learned in this unit. You have five minutes of reflection.

In the space provided below, write down key points or skills that you gained from this unit:

1.....

2.....

3.....



5.8.2 Unit summary

In this unit, the following topics have been highlighted and discussed.

- Behaviorism theory of learning with definition of some concepts like theory and learning, behaviorism
- Classical conditioning, the terms used in classical conditioning

and laws of classical conditioning theory

- Operant conditioning, role of reinforcement and punishment in operant conditioning, and laws of operant conditioning, tips for applying behaviourism in the classroom
- Cognitivism theory of learning, use of cognitivism theory in teaching and learning, and characteristics of a classroom instruction based on cognitive theories
- Constructivism theory of learning and its educational implications
- Social learning theories and their implication of social learning in education
- Social cultural theory and its educational implications
- Socio-emotional learning and factors that influence learning like factors related to the learner, factors related to the teacher, and factors related to the learning environment are all explained.



End Unit Assessment Activity

Reflect on and answer the following questions from unit 5.

1. Answer with true or false:

- a. Behaviorists focus on the idea that all behaviors are learned through interaction with the environment and that innate or inherited factors have very little influence on behavior.
- b. Classical conditioning is a learning process in which an association is made between less than stimuli.
- c. The theory of classical conditioning was introduced by Russian physiologist, Ivan Petrovich Pavlov.
- d. Behaviorists tend to use the term 'conditioning' instead of 'learning' to indicate that the subject is changed by external rather than cognitive events.
- e. Extinction or cessation of the CR occurs when the CS is presented repeatedly without the UCS.
- f. In operant conditioning, actions are influenced by their results.

2. Give at least 5 tips for applying behaviourism in the classroom.

3. Provide some strategies and principles you need to employ when teaching your subjects.

4. Highlight what a teacher should do in a constructivist classroom.

5. Discuss the implication of social learning in education.

6. Explain the factors that influence learning.

UNIT 6

GUIDANCE AND COUNSELLING



Introductory Activity

In everyday activities at school, you meet different life challenges and problems related to social, moral, and personal development of the learners both inside and outside the school environment.

Think about the above statement and answer the following questions:

- a. How do you support learners with social, moral and personal problems or challenges?
- b. How confident are you to solve those problems when you faced with such a situation?



Introduction to unit 6

To be able to study this unit, you must have some prior knowledge of human growth and development, as well as various periods that a child experiences as he/she grows up.. Infancy period, early childhood, adolescence, adulthood, and old age period are included in this range (Unit 2 of this module). Knowing about these topics enables you to see the value and practicality of guidance and counselling in assisting students in resolving issues that they encounter both inside and outside the school setting. You should also be familiar with the processes of general socialisation (Unit 4),

moral development (Unit 2), and personality development (Unit 3) that have an impact on young people as they interact with their surroundings. This interaction between the person and their surroundings might have beneficial or harmful effects.



Unit learning outcomes

- To explain the key concepts related to guidance, and counselling
- To identify the qualities, characteristics of effective guidance and counselling
- To enable teachers to diagnose students' learning difficulties and offer appropriate solutions
- To apply guidance and counselling skills in schools
- To respect ethical considerations when guiding and counselling students in their respective schools

Section 6.1: Key Concepts Related to Guidance and Counselling



Activity 6.1

Read the following questions and answer with Yes or No

S/N	Statements	Yes	No
1	Do you help learners with personal and development problems at your school?		
2	Do you give support to learners in case of failure or sudden drop out?		
3	Do you use advice instead of punishments to help learners improve their discipline at your school?		

4	Do you provide relevant information to learners to help them choose the schools to attend in secondary education?		
5	Do you organise sessions to detect learners' difficulties and problems?		
6	Do you provide special support to learners with special needs education (learners with disabilities, orphans, learners living with HIV...)? By answering the above questions, which field of study are we referring to?		

6.1.1 Guidance

Guidance is a “process of giving advice”. It is a continuous process of helping the individual development to the maximum of their capacity in the direction most beneficial to himself/herself and to society. Guidance in education is defined as the help all students/learners receive from teachers, parents, community members, and others to assist with educational and career development.

6.1.2 Counselling

It is the process of giving professional help and advice to someone to resolve personal or psychological problems. It involves several sessions that includes talking, listening, discussing the problem at hand, and sharing relevant information that could help the person understand the problem and make his/her own decision or course of action. And simply, counselling in education is the help some individual students receive from professionals to overcome personal and social barriers to learning. The concept of counselling is essentially democratic.

6.1.3. Difference between guidance and counselling

Table 4: Difference between guidance and counselling

Guidance	Counselling
It can be in individual as well as in group.	Counselling of one individual is possible at a time.
Guidance is broader and comprehensive.	Counselling is in-depth, narrowing down the problem until the client understands his/her own problem.
Guidance is generally education and career related, and it can also be for personal problems.	Counselling is mostly for personal, social issues and usually helps in solving the problem of mental health and emotions.
In guidance the focus is on finding a solution, which may bring a change in attitude of the client.	In counselling, focus is not on the solution but on understanding the problem as it allows the counsellor to bring about emotional change or change in feeling.
Guidance is preventive and developmental.	Counselling is therapeutic, developmental, and remedial.
Guidance may be done by any guidance worker. Guidance may be given in any normal setup.	Counselling requires high level skills as well as special professional training. Counselling is conducted in a special a room setup for that purpose.
Guidance is a public thing, it can be done in an open field, or assembly hall.	Counselling is private and confidential.
In guidance, decision-making operates at intellectual level.	In counselling, decision-making operates at emotional level.
Guidance is for people who have trouble getting along with others.	Counselling is for people who have psychological problems.
Guidance involves listening carefully to the problem of individual and discussing possible readymade solutions that could help to solve the problem.	Counselling involves a number of sessions that include talking, listening, discussing the problem and sharing relevant information that could help the person to understand the problem and make his/her own decision.

Source: REB (2020, pp. 207-208).



Application Activity 6.1

1. Now you have understood the concepts of guidance and counselling, in what situations do you apply them in your class?
2. Provide an example of what you did that should be qualified as guidance or counselling at your school? Justify the reason why it is qualified as guidance or counselling.

Section 6.2: Types of Guidance and Counselling



Activity 6.2

Three students are attending classes in school X far away in a rural village. Bwenge is motivated to study but does not have excellent grades in quizzes and exams. She often struggles to understand the content that is taught in many subjects that are offered in her class. She always uses cramming to prepare for the exams but finds herself in trouble because she is not good at memorisation. She is on the verge of losing interest in all subjects taught to her.

Bintu is a student in P5 and is causing trouble to his teachers because of his bad discipline at the school. He has developed bad habits of insulting and beating other students. His bad discipline is motivated by the thinking that other students don't love him. In his view, even teachers cannot help him. His grades are very poor, and he finds himself in the last position in his class.

Emmanuel on his Side is a good learner and does not have any difficulty passing exams. He is studying in S3 but deciding on which subjects to study in upper level gives him a headache. He wants to become a medical doctor but at the same time he likes the career of Journalism. He was told that studying Economics and Accountancy will provide a better social position. Now he cannot decide on the subjects to study in the upper level that will allow him to prepare for his future career.

Question:

- a. From this scenario, explain what could be done for these three students to support and help them overcome the bad situations in which they find themselves at their school.
- b. Do they need the same type of support? Explain.

There are different types of guidance and counselling services that can be offered to learners in different school

6.2.1 Educational/Academic guidance and counselling

Educational Guidance may be defined as the guidance which a learner needs. Educational/academic guidance and counselling is vitally related to every aspect of the educational institution or of the school's aims and objectives, the curriculum, the methods of teaching, discipline, role of the teacher and the co-curricular activities. It is a process of assisting the individual in making wise choices in relation to his educational life and planning his educational programme with the aim of carrying it forward successfully.

There are four different stages of educational or academic guidance and counselling for every level of education, but this module focuses on pre-primary and primary education.

a. Educational or academic guidance and counselling at the

Pre-Primary stage: At this stage, the guidance and counselling must help the child know to adjust himself to the new school life. The teacher performs the functions of both the teacher and the counsellor. He/she can very easily discover the children who are dependent, shy, easily frightened, over aggressive, quarrelsome, gifted or otherwise, etc.

b. Educational/academic guidance and counselling at primary stage: At this stage, the child must be helped to:

- develop his power of thinking and understanding,
- know modes of living and thinking which will become the main ground of his/her habits and attitudes,
- adjust him/herself to an expanding environment both within the school and outside,
- explore his/her talents and understand him/herself,
- make a good beginning and intelligently plan their education,
- prepare pupils how to enter secondary school,

To obtain optimum results from guidance and counselling , a sound, conducive and favourable learning climate is to be created and developed in the educational institution or school.

6.2.2. Vocational/Career guidance and counselling

The vocational guidance may be defined as the assistance given to children or students in schools to know the world of vocations in their life. It is concerned with helping the individual to become aware of his/her strengths and weaknesses in the world of occupations and helping him/her to choose a vocation for his better adjustment with every situation of the society.

6.2.3. Personal/Social guidance and counselling

Personal and social guidance is the process of helping an individual

to know how to behave in relation to other people. It is about the assistance given to the individual to solve his emotional, social, ethical, and moral as well as health problems. In the school setting, personal counselling is often suggested for children who display behaviour problems, such as excessive fighting, chronic tiredness, violent outbursts, extreme withdrawal, inability to get along with peers, and a neglect of appearance.



Application Activity 6.2

When and how would you apply academic, personal and career guidance to your learners?

Section 6.3: Principles of Guidance and Counselling



Activity 6.3

Assess the following statement and say whether it is correct or not. *“Guidance and counselling are not for all persons; they are for people with special problems only; young people do not need such kinds of services”.*

Some of the basic principles of guidance and counselling include the following:

- a. *Guidance and Counselling is for everyone.* The service is not only for those with disabilities, but it is also meant for all people without disabilities.
- b. *Guidance and Counselling activities should be based on the need and total development of every person.* It is the duty of all personnel in a setting to identify the needs of individuals so that programme activities can be designed to meet such needs.
- c. *Guidance and Counselling must be provided in a way that ensures human dignity and worth.* It is about encouraging individuals to attain maximum satisfaction, to realise their potentials and to be aware to self.

- d. *Guidance and Counselling is a sequential, continuous, and developmental process, which starts from birth to death.*
- e. *Guidance aims at the holistic development of an individual: Guidance aims at the development of a person as a whole.*
- f. *Principle of human uniqueness: every individual is unique.*
- g. *Every member of staff in a school and non-school setting should assume responsibility for guidance activities.*
- h. *Effective leadership is watchword (key) for any effective guidance and counselling programme.*
- i. *Ethical and moral considerations are vital for school counsellors.*
- j. *Counselling objectives should not be based on the counsellors' needs but rather on the clients' needs.*
- k. *Counselling is strongly dedicated to self-direction and self-realization of the pupil or client.*
- l. *Counselling methods vary with the needs of the client or pupil.*
- m. *Counselling is primarily a preventive and remedial process*



Application Activity 6.3

Write down 3 basic principles of Guidance & Counselling that you mainly apply in your classroom and clearly explain how.

Section 6.4 Major Counselling Skills



Activity 6.4

What do you do to advise learners about their academic and personal issues?

6.4.1 Active listening

Listening is the most important counselling skill. Listening is the behaviour of actively hearing and understanding what someone is telling you. Through **active listening**, rapport is built, trust formed,

and the speaker feels heard and understood by the counsellor or listener. Being a good listener entails receiving and sending appropriate messages. Listening to students is not just a matter of receiving what they say, but also receiving how they say it. In guidance and counselling, effective listening requires a two-way communication.

Listening can be used in three ways: (a) attending, (b) nonverbal listening and (c) verbal listening.

(a) Attending: Attending in counselling means accompanying someone else and giving your full attention to what they are saying or doing, valuing them as worthy individuals. The methods include eye contact, nods, not moving around and being distracted, encouraging verbalisations; mirroring body postures and language, leaning forward, etc.

(b) Nonverbal listening: Non-verbal communication means showing your attitude through your posture, your expression, everything except through speaking.

(c) Verbal listening: Showing that you are listening through the words that you use. This can be as simple as “yes” or “go on”.

Active listening occurs when you are listening with all your senses. It involves listening with your body, heart, ears, eyes, and mouth. It requires paying attention, nodding, reflecting, paraphrasing, asking questions to clarify your understanding. The people listening are likely to display at least some of these signs: smile, eye contact, posture, attentiveness, and distraction. However, these signs may not be appropriate in all situations and across all cultures.

Here are some tips for effective listening techniques established by Parker Associates (2015):

- **Stay present:** Do not let your mind wander. Many people compose a response while the speaker is still speaking.
- **Make eye contact:** Let the speaker see your interest by regularly making eye contact.
- **Ask questions for clarification:** This is not your time to respond. Get really clear about what is being said. If you do not understand, ask questions in an open non-charged manner.
- **Acknowledge feelings:** If the speaker is telling you something about his/her feelings, acknowledge them. You do not have to agree to show that you see the speaker is upset or unhappy about something.
- **Restate or paraphrase:** Make sure you are getting the information presented by periodically repeating what you hear in different words from the speakers. “Let me see if I’ve got it so far?”
- **Covey says, “Seek first to understand and then to be understood”:** Before you state your thoughts and ideas make sure you totally understand and acknowledge the speakers’ thoughts.
- **Give nonverbal feedback:** While the speaker is speaking, be sure to smile, nod, frown, shrug your shoulders, or raise your eyebrows – whatever is appropriate.
- **Be Silent:** Do not be afraid of silence. Periods of total quiet will allow you and the speaker to think about what was said. When you are sure the speaker has completed his/her thoughts on the subject, it will be time for you to comment.
- **Take in all the information both verbal and nonverbal:** Focus on the meaning of what is being said and what is not being said. There may be a lot of emotion behind the words being said. Be sure you understand the emotion and what is causing it.
- **Get permission:** Sometimes people just want to be heard. At other times they are seeking advice. Give advice only when requested and only after the person has had a chance to give you the whole story. If you are not sure, ask if the person is looking for your input.

6.4.2 The other counselling skills

1. **Empathy:** Developing an empathetic connection with each student/client is key to moving forward in the restorative process and is the core of an effective counsellor-client relationship. The counsellor should be able to put him/herself in the shoes of the client.
2. **Confidentiality:** It is a valued skill for a counsellor to keep secret and gain trustfulness of the client/learner.
3. **Reflecting:** Reflecting skill lies in choosing different words that convey the same or similar meaning as the student's feelings. The school counselling personnel must think carefully about which words she/he chooses to communicate student's feelings, not exaggerating or minimising the student's feelings.
4. **Paraphrasing:** This is about repeating the client/learner's story/message with their key words and ideas. There are four steps in effective paraphrasing:
 - i. **Listen and recall:** This ensures that you do not omit any significant parts.
 - ii. **Identify the content:** This consists of identifying part of the message by deciding which event, situation, idea, or person the student is talking about.
 - iii. **Rephrase:** Keep the key words and ideas the student has used to communicate their concerns in a fresh or different perspective.
 - iv. **Perception checking:** It is usually in the form of a brief question, e.g.: "It sounds like...," "Let me see if I understand this," which allows the student to agree or disagree with the accuracy of your paraphrasing.
5. **Clarifying and the use of open questions:** The counsellor uses open questions to clarify his or her understanding of what the client is feeling.
6. **Interpretation:** In interpretation the counsellor briefly and concretely provides, , new meaning, reason, or explanation

for behaviours, thoughts, or feelings so that the client can see problems in a new way.

- 7. Concreteness:** keeping communications specific - focused on facts and feelings of relevant concerns.
- 8. Genuineness:** similarity between outer words or manifested behaviors and inner feelings (who really you are). It is all about being congruent.
- 9. Use of silence:** Using silence provides an opportunity for counsellors to thoughtfully consider what has been communicated and how to respond in the most considered and constructive way possible. Keep silence when the client is talking as this **builds trust and supportive relationship**.
- 10. Record keeping** making sure everything stays up to date.



Application Activity 6.4

After learning different steps of effective listening techniques, prepare and practice active listening techniques in a role-play showing how you can support a learner to find solutions to his/her problem.

Section 6.5: The process of guidance and counseling



Activity 6.5

You have attended your school for at least a year. Every day, you must instruct and advise students. Describe what you do to keep your relationship with them positive.

The following are steps in counseling process:

Step 1: Relationship building

The first step involves building a relationship and focuses on engaging students to explore issues that directly affect them. The following are guidelines to relationship building for the school

counseling personnel

- Introduce yourself.
- Invite student to sit down.
- Ensure student is comfortable.
- Address the student by name.
- Invite social conversation to reduce anxiety.
- Watch for nonverbal behavior as signs of student emotional state.
- Invite student to describe his or her reason for coming to talk.
- Allow student time to respond.
- Indicate that you are interested in the person

Step 2: Problem assessment

This step involves the collection and classification of information about the client's life situation and reasons for seeking counseling.

Step 3: Goal setting

Like any other activity, counseling must have a focus. Goals are the results or outcomes that client wants to achieve at the end of counseling. Sometimes, you hear both counselor and client complain that the counseling session is going nowhere. This is where goals play an important role in giving direction.

The following guidelines for setting goals can be used with students:

- Goals should be selected and defined with care.
- Goals should relate to the desired end or ends sought by the student.
- Goals should be defined in explicit and measurable terms.
- Goals should be feasible.
- Goals should be within the range of the counselor's knowledge and skills.
- Goals should be stated in positive terms that emphasize the

student's growth.

- Goals should be consistent.

Step 4: Intervention

The person-centered approach suggests that the counselor gets involved rather than intervenes by placing emphasis on the relationship. It focuses on creating a confrontation between a group of supporters and the client in order to expose the consequences of the problem. The confrontation serves to trigger a crisis in the client's life that is not intimidating or harming and is used to compel them into treatment before they suffer social or physical damage.

Step 5: Evaluation, follow-up, termination, or referral

At the beginning, terminating a counseling process is difficult to both the counselor and the client but counseling successful termination aims towards terminating the counseling process in which it will have to be conducted with sensitivity with the client (student) knowing that it will have to end, empowering and motivating the client to progress.



Application Activity 6.5

Now that you have studied steps in counselling process, imagine a counselling session about a student in need of counselling. Organize a role play by respecting the five steps.

Section 6.6 Teacher as a Counsellor



Activity 6.6

Have you ever experienced a situation that requires teachers at your school to practice guidance and counselling? If yes, describe that situation and give reasons why it required guidance and counselling skills.

6.6.1 Qualities of a counsellor

School counsellors often have little time to tend to hundreds or thousands of students, but the impact that they can have makes the profession one of the most helpful. She further established 10 of the top traits that every school counsellor should have. He/she should be a good listener, able to assess their students in terms of guidance and counselling, excellent communicator, Appreciate diversity, friendly, authoritative, coordinator, evaluator, and humoristic.

6.6.2 Guidance services provided by a teacher

Some of the important guidance services provided by a teacher are individual inventory service, orientation service, information service, counselling service, placement service, referral service, remedial service, follow-up service, and evaluation service.

- a. Individual Inventory Service:** Teachers can use techniques such as inventory forms, interviews, checklist, and rating scale, etc. to gather needed information about students. Such data will not only help students know and understand themselves, but also assist teachers, counsellors, administrators and parents in understanding the students.
- b. Orientation Service:** It is about discussing various topics that deal with adjusting to school life and various programmes/ subjects.
- c. Information Service:** It provides valid educational, social, personal, and occupational information that makes the student able to develop his/her decision-making competencies.
- d. Counselling Service:** This service is rendered through individual counselling, group counselling, home visits, and referrals.
- e. Placement Service:** It is a kind of guidance service which is especially carried on by teachers to assist students to find out their own place in the educational setting and occupational world considering their abilities, interests, skills, aptitudes, and attitudes.

- f. Referral Service:** It is arranged for the purpose of specialised help.
- g. Remedial Service:** It is a kind of specialised service meant for exceptional children such as student having speech defects, hard of hearing, incapable of reading and developing study habits, etc.
- h. Follow up Service:** It is about looking into the effectiveness and adequacy of the guidance and educational programmes in general. Follow up is done through letters, telephone calls, personal interview, or questionnaires to gain insight into their level of adjustment.
- i. Evaluation Service:** It refers to the evaluation of the whole guidance and counselling programme (its effectiveness, satisfaction of beneficiaries, appropriateness of time consumed for guidance and counselling sessions, appropriateness of money spent on the whole process, quality of the work done by guidance personnel....).

6.6.3 Techniques used in guidance and counselling

The following points explain the techniques used in guidance and counselling.

- 1. Observation:** This is an oral and visual way of measuring what a person says and what a person does. Behaviours are observed free from biases and prejudices.
- 2. Interview:** Client's information is collected by interviewing his parents and peers or other family members.
- 3. Cumulative record:** It is a method of recording, filing and using information essential for the guidance of students. A cumulative record card supplies information on points such as the following:
 - **Personal:** (i) name, (ii) date of birth, (iii) place of birth, (iv) sex, (v) colour, (vi) residence.
 - **Home:** (i) names of parents, (ii) occupations of the parents, (iii) parents alive or dead, (iv) economic status, (v) number of siblings, older or younger, (vi) language spoken at home.
 - **Test scores:** (i) general intelligence, (ii) achievement, (iii) other test scores, and (iv) personality traits.

- **School attendance:** (i) days present or absent each year, (ii) schools attended with dates.
 - **Health:** record of physical disabilities, vaccination record, and diseases suffered from.
 - **Miscellaneous:** (i) vocational plans, (ii) extracurricular activities, (iii) employment during studies, and (iv) counsellor's note.
4. **Questionnaire:** Questions are designed to get information about conditions and practices about which the respondents are presumed to have the knowledge. Questions should be few in number and simple to be understood and answered.
 5. **Case study:** a comprehensive collection of information gathered using different tools and techniques of data collection to understand a single individual. It is the most important technique and the best method of studying the whole individual.

6.6.4 Ethical considerations in guidance and counselling

Supporting and counselling learners with emotional, behavioural, and disciplinary problems require establishing liaison between teachers and learners. They are focused on developing a positive child–teacher relationship in which the child feels comfortable, safe, valued, respected, and free to share his/her story. In setting up this supportive environment, several ethical considerations arise.

- a. **Confidentiality:** Effective communication helps building trusting relationships with students. However, school counsellors are sometimes obligated to break that confidentiality under circumstances where the law or professional ethics require it. For instance, if a student is threatening to harm him or herself, the parents and/or medical authorities may have to be notified (OLLU, 2019).
- b. **Relationships:** Once a child–counsellor relationship has been developed, the next step is maintenance of this relationship in such a way as to support increased awareness and change. The school counsellor should be mindful of the relationship boundaries between him/her and the student.
- c. **Objectivity:** The counsellor needs to be objective with his

view, offer options that are clear and understood by the client, merits and demerits spelt out very clearly, so that the client is very clear of the kinds of decisions he/ she is going to make. Counsellor's views should not be imposed on the client.

- d. Voluntary participation:** It is important that a counsellor practises tolerance with his/her client, and unnecessary pressure on the client is totally unacceptable.
- e. Professionalism:** Having an ethical code guides you as a career professional interacting with clients.



Application Activity 6.6

Design a questionnaire that will help you to collect maximum information that will be used in guidance and counselling of a learner with disruptive behaviour at your school.

Section 6.7 Special Considerations of Guidance in Early Childhood Education



Activity 6.7

Now that you have studied guidance and counselling in primary schools, do you think that it can apply to children in Early Childhood Education? Explain

Counselling and guidance services in early childhood education cover a number of aspects such as, skills, knowledge, attitudes, habits, communication means and so forth for the development of the child's mindset for the next levels of education. Counselling and guidance services in early childhood environments are also useful for identifying the talents, skills, and interests of individuals.

Purposes of guidance and counselling for young children

- Help young children analyse their weaknesses and then overcome them.
- Help young children make wise decisions.
- Assist especially young students, who are undergoing

counselling and guidance sessions.

- The school authorities or the administrators should be assisted in improving the educational objectives, planning and the course curriculum.
- Help young children feel safe and sound to develop proper attitude towards school, teachers, classmates, values, norms, policies, interests, beliefs, discipline, and rules.
- Help young children ascertain their flaws and inconsistencies in the field of education and improve upon their learning.
- Show young children with behavioural and attitudinal problems the right direction and help them get rid of such things.
- Promote amongst the young children a sense of awareness and ability to acquire sufficient knowledge regarding their studies.

Important roles of teachers in guidance and counselling in Early Childhood Education

- **Parenting the child while in school:** This requires that the teacher gives attention, care, and love to the child.
- **Guiding the child on appropriate conduct:** Children at an early age learn several activities including language and how to behave. This requires the teacher to maintain the child's interests while at the same time enhancing the development of additional skills. These include observation, creativity, turn-taking, and reasoning.
- **Assisting and comforting the child:** The child often misses out on their parents. The child may feel abandoned and/or lonely – the teacher creates a friendly relationship and comforts the child by reassuring them that they are safe and secure.
- **Identifying and assisting children with difficulties:** The interaction throughout the day between the child and the teacher enables keen observation of the child. Teachers can identify children with adjustment problems or learning difficulty and assist them. The teacher can also discuss with individual parents.

Areas of counselling and guidance services in Early Childhood Education

In the field of early childhood education, counselling and guidance services that are provided mainly concern the following areas:

- **Vulnerability within the school environment:** When children get enrolled in nursery schools, at the initial stage, they feel vulnerable and apprehensive due to the school environmental conditions.
- **Learning disabilities:** The children in nursery schools differ in their learning disabilities. Some are sharp minded; some others possess learning disabilities and are not able to acquire understanding of concepts rapidly.
- **Communication:** It is vital for the child to develop effective communication with individuals, within and outside the school environment.
- **Introversion:** The feelings of introversion are in some cases present amongst the children. They feel reluctant in communicating with the people around in schools as well as in homes and keep to themselves. Counselling in this case will help them restore communication and become sociable.
- **Stress and anxiety:** When children experience stress and anxiety, they are not able to adequately concentrate and have problems. Therefore, counselling and guidance services may help the child to overcome any kinds of problems and difficulties that might take place within the course of acquisition to education and learning.
- **Diet and nutrition:** Counsellors' services are required when a child does not consume a healthy and nutritious diet or does not eat regularly and have meals at sporadic timings, which may affect their health.
- **Behavioural problems:** When a child is unable to implement any of the proper behaviours (talking with respect, not being untidy, respecting time...), then parents seek the the counsellors' services to enable the child to behave in a normal manner.
- **Aggression:** Young children may turn violent and aggressive;

they may start screaming and crying, when they feel that their wishes and desires have not been met or if they have been involved into a dispute with anybody. In this case, the counsellors recommend some aspects that would help the child calm down and overcome the feelings of resentment or antagonism they may have.

Application Activity 6.7

Assume you are a teacher in a nursery school and at the beginning of the academic year you receive children to teach. Elaborate a plan of all activities you will do to make them comfortable.

Conclusion

6.8.1 Self-reflection activity

Now, you have completed unit 6; thank you! Please reflect on what you have learned in this unit. You have five minutes of reflection.

In the space provide below, write down key points or skills that you gained from this unit:

1.
2.
3.

6.8.2 Unit summary

In this unit, you learned:

- The concepts of guidance and counselling.
- Types of guidance and counselling: Educational/Academic guidance, Personal/Social guidance, and Vocational guidance.
- Major counselling skills including active listening skills that

require attending, non-verbal listening, and verbal listening.

- Qualities of a counsellor, techniques of guidance and counselling, ethical considerations in guidance and counselling, special considerations in guidance and counselling.



End Unit Assessment Activity

Choose the best answer (from Question 1 to 3):

1. The best way to help a pre-primary and primary student do well in their studies is through:
 - a. Guidance and counselling
 - b. Punishment
 - c. Rigid and strict discipline
 - d. Rewards

Choose the best answer (from Question 1 to 3):

2. Counselling involves--
 - a. advice from counsellor to the individual only.
 - b. consultation and interchange of opinions between the counsellor and the individual.
 - c. problem sharing by individual with the counsellor only.
 - d. school identifying issues with children with needs
3. The number of counselling types is:
 - a. 2
 - b. 1
 - c. 3
 - d. 4

Choose the best answer (from Question 1 to 3):

2. Counselling involves--
 - a. advice from counsellor to the individual only.
 - b. consultation and interchange of opinions between the counsellor and the individual.
 - c. problem sharing by individual with the counsellor only.
 - d. school identifying issues with children with needs
3. The number of counselling types is:
 - a. 2
 - b. 1
 - c. 3
 - d. 4
4. Make a brief description of types of counselling at pre-primary and primary level.
5. Ascertain whether the statements below are **true** or **false**.
 - a. Guidance is primarily and systematically concerned with personal development of the individual.
 - b. Guidance is oriented towards consent and coercion.
 - c. Guidance is based upon recognising the dignity and worth of the individual as well as his/her right to choose.
 - d. Guidance should not be done in pre-primary education because learners are too young to understand anything about it.
 - e. Guidance is preventive but not a remedial process.

6. Explain at least 5 things you will do to apply active listening in a counselling session.
7. Explain the basic principles of guidance and counselling.
8. Write down guidelines for relationship building in a counselling session.
9. Explain the reason why trustworthiness is very important in guidance and counselling.
10. Apply principles of guidance and counselling in the role-play to assist learners to find solutions to their problem. For example, in groups, plan and present sketches on bad language use in primary school. How can you use guidance and counselling to help learners in primary schools avoid problems that may interfere with their studies?

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