

UNIT ONE: THE MEANING OF EDUCATIONAL PSYCHOLOGY

INTRODUCTION

Psychology of Education or Educational Psychology is now a very crucial aspect in the education of teachers. Whether we see it as Psychology of Education or Educational Psychology, it has grown to be a distinct discipline of its own.

However, it stemmed out of Psychology as a field of study.

There is the need to understand what Psychology is and what it is about before we can see how it is applied to education.

This unit will briefly look at what Psychology is all about and then its relevance in the field of education.

OBJECTIVES

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

- (1) Define Psychology
- (2) Explain the nature of Psychology
- (3) Define Educational psychology
- (4) Give the significance of Educational Psychology in the training of teachers

WHAT IS PSYCHOLOGY?

In the past, many people had a weird and bizarre notion of Psychology.

Psychologists were seen as individuals who indulge in hypnosis, dream interpretation, telepathy and occultism.

However, over the years through the works of the European Psychologists, and Physiologists, Psychology became a scientific discipline. This received a boost in the year 1879 when William Wundt established an experimental Laboratory at Leipzig, Germany.

This enhanced the Physiologists' work in studying the neural mechanisms underlying behaviour. Psychology thus became a behavioural science.

This classification makes it more relevant to education which is involved in shaping the behaviour of the children to those accepted by the society.

DEFINITION OF PSYCHOLOGY

The word Psychology was originally derived from two Greek words Psyche which means mind or soul and logos – which means study or science. Psyche-logos is thus the science of the mind. This view was later refined to mean **the scientific study of human behaviour and thought processes**. It explores the ways in which we behave as individuals and in groups,

the way we think and relate to others and the conditions under which we do so. In defining Psychology as the science of behaviour and mental processes, three key terms are immediately evident—science, behaviour and mental processes.

Psychology is considered to be a science because it attempts to understand people through careful, controlled observation.

This rigorous scientific method of observation underlies all scientific activities.

Behaviour refers to all of a person's overt actions that others can directly observe. This will include the way we walk, talk, eat, express ideas, react to issues, act in a group etc.

The term mental processes refers to the private thoughts, emotions, feelings and motives that people around us cannot directly observe.

Psychology entails the study of both human and animal behaviours focusing on the developmental stages from conception to adulthood.

Psychology thus helps individuals to:

- (i) understand this behaviour and those of others
- (ii) explain behaviours
- (iii) predict behaviour before it probably occurs, and
- (iv) control behaviour in any given situation.

METHODS OF PSYCHOLOGY

As earlier mentioned, Psychology is an empirical subject. It concerns itself with behaviours which can be observed and measured in quantitative terms. There are various empirical methods of carrying out scientific enquiry.

Psychology makes use of these methods at various times. These are introspection, observation, questionnaire, survey, interviews, case study, longitudinal method, cross-sectional method and experimental method.

Psychology is applied in many areas of human endeavour, thus it has many specialized branches.

The various branches become very necessary in order to cover the diverse complex human behaviours. Psychology is classified based on the following:

- ▶ The age group studied hence the Psychology of childhood, adolescence and adulthood
- ▶ The Process studied – Perceiving, thinking, learning etc.
- ▶ The Application – educational, industrial, Psychiatry etc.
- ▶ The normality of the group studied – Psychology of insane, damaged brain etc.

The approaches of studying psychology may be theoretical or applied Psychology.

Theoretical Psychology is concerned with basic research (experimental, developmental, social, Physiological, Psychological, Comparative) conducted to increase our understanding of the conscious and behavioural processes. These are all aimed at solving human problems.

The application of the various research studies in solving the myriad of human behavioural problems are the realm of applied Psychology. The use of Psychology in the industries education and the military are clearly applicational.

EDUCATIONAL PSYCHOLOGY

Educational Psychology is one of the branches of applied Psychology which focused on educational processes.

The name of this discipline entails two terms - Education and Psychology.

Education may be seen as the attempt to shape or modify behaviour of an individual with a view of equipping him or her with desirable skills, habits and attitudes to adequately adjust to the communal life and contribute effectively to its growth and preservation. The Institution which is specifically charged with this responsibly is the school.

The modification of behaviour or learning itself entails behavioural change. In order to do this effectively the knowledge of the science of behaviour and mental processes become imperative. Thus, educational Psychology or Psychology of education is an important aspect of teacher education.

The content of Educational Psychology covers many other areas of Psychology. These are:

- ↳ Developmental Psychology
- ↳ Experimental Psychology
- ↳ Social Psychology
- ↳ Abnormal Psychology
- ↳ Clinical Psychology
- ↳ Genetic Psychology
- ↳ Psychometrics

Thus, Educational Psychology is the application of the knowledge gained from these areas of Psychology to solve educational problems. This is in line with Oladele's (1987) definition that:

“Educational Psychology is the application of Psychological principles, techniques and other resources of Psychology to the solution of educational problems confronting the teacher as he attempts to direct the process of learning and growth of the child towards the objectives set by the teacher, the school and the society”.

However, to Ausubel, educational Psychology is that special branch of Psychology concerned with the nature, conditions, outcome and evaluations of learning outcomes.

From these definitions we can surmise that the hallmark of educational psychology is the solution of educational problems as they affect the teacher, student, and the teaching - learning situation.

THE ROLE OF EDUCATIONAL PSYCHOLOGY IN THE SCHOOL

The objective of educational psychology in the school is basically to make teaching and learning more effective.

In specific terms, the knowledge of educational Psychology will help the teacher to understand the:

- ☪ Individual differences among students and cater for them
- ☪ Principles behind various teaching methods and when to use each
- ☪ Measurement of learning outcomes using various assessment methods. The result of this will help to improve the learning strategies.
- ☪ Methods of diagnosing learning difficulties. Students with special needs and adjustment problems will be helped appropriately.

The knowledge of educational Psychology also helps to develop research skills in the teacher and improves his administrative skills.

ACTIVITY

- 1 In your own words, define Educational Psychology.
- 2 Write a short note on “the role of educational Psychology in the school.”

SUMMARY

- Psychology is the science of behaviour and mental process.
- Psychology has various branches based on the diverse areas studied – age group studied, processed studied, Field of application etc. Psychological practice may be theoretical or purely applicational.
- Educational Psychology is the application of Psychological principles, research findings and theories to solve educational problems.
- The contents of educational psychology covers human growth and developments, learning theories and processes, measurement of learning outcomes, behavioural modification, study of memory and principles of motivation.
- The knowledge of educational Psychology thus will help the teacher to understand the developmental characteristics and tasks of the child and adapt instructional strategies accordingly.

ASSIGNMENT

Write a short essay on

1. “The significance of Educational Psychology in the education of the teacher”

REFERENCES

Lahey, Benjamin B. (2001) *Psychology: an introduction*, New York, McGraw-Hill Comp. Inc.

Oladele, J.O. (1987) *Fundamental Foundations of Education*. (Rev. Ed.) Lagos: John slad Publishers.

Ibeh, A.E. (1990) *Psychology of Education Lagos*: Kola Okanlawon Publishers.

UNIT 2: THE MEANING, NATURE AND SCOPE OF EDUCATIONAL PSYCHOLOGY

INTRODUCTION

There is a popular saying that teachers are born not made. Teaching is becoming more scientific these days and the teacher requires an extensive background in foundation courses in education. One of these foundation courses is Educational Psychology, which aims at equipping the teacher with insights regarding student behaviour and learning.

OBJECTIVES

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

1. define Educational Psychology;
2. list 4 characteristics of Educational Psychology;
3. state the aim of Educational Psychology;
4. give at least 3 content area of Educational Psychology; and
5. give the major components of this course.

THE MEANING AND SCOPE OF EDUCATIONAL PSYCHOLOGY

Educational Psychology is the psychology which relates to education.

Psychology is a science concerned with the study of various types of behaviour. It studies how people think, respond and feel, learn, why they behave the way they do, what initiates and sustains their actions. These processes are fundamental to our understanding of the way children learn and think. The aims of psychology are to understand, predict and control behaviour in terms of modifying, guiding or changing it. There are many branches of psychology, each branch trying to study behaviour from its own standpoint.

Now we can define Educational Psychology after the background that is given.

DEFINITION: Educational Psychology is an applied branch of Psychology which deals with educational matters. Because it is a branch of psychology it is a science and because it is related to education, it is concerned with the learner, learning and instructional processes and different conditions of learning.

We can go further and discuss the specific characteristics of Educational Psychology.

- i. As **Science**_it uses methods which can be replicated by anyone and in different places.
- ii. As a **branch of psychology**, it has links with other branches and borrows principles, research techniques and ideas.
- iii. As an **applied area of study**, it is concerned with real problems encountered in the process of learning and it seeks objective solutions to these practical problems.

- iv. In the course of studying the problems associated with learning it has generated theories, accumulated a large body of knowledge, some principles and techniques. Thus, it is a discipline.

The aims of Educational Psychology are:

1. the improvement of learning and instruction in the expected direction. It seeks to achieve this aim by understanding the learner, the learning process and the specific techniques that can be applied in different settings so that the teaching - learning can be more precisely controlled.
- ii. equipping the school psychologist and teachers with adequate tools to make students benefit from education to the maximum.

THE SCOPE OF EDUCATIONAL PSYCHOLOGY

The scope of educational psychology is quite extensive. It can be expanded into 5 broad areas.

1. Human Growth and Development.

In order to get people to learn, we have to understand their capabilities, what they already know, how they think, etc. So, the various facets of human development - physical, intellectual, linguistic, moral, social etc. are of great interest. Besides, we do know that people are differently endowed and how their environments have made them different. Of special interest are the environmental factors that have been very beneficial in development.

2. Learning and Instruction

Educational Psychology is concerned with the general nature of the learning process, the factors that influence learning, how and when different types of materials are learnt. Do people learn skills? Of particular concern is how to ensure that knowledge acquired in school is transferred to life outside school not just immediately it is learnt but several years after the students have left school.

3. Personality and Adjustment.

Educational Psychology is interested in how people develop and maintain healthy personalities and attitudes especially students and teachers. Social relationships and how students adjust to the school situation, make friends and interact with everyone in the educational setting as well as character formation.

4. Psychological Measurement.

Educational psychology is interested in measuring those psychological characteristics on which individuals differ e.g. intelligence, learning ability, aptitude and in the applications of the results of the measurements to enhance learning and development.

5. Research, Techniques and Methods.

The scientific study of educational problems and practices are of interest to Educational Psychologists. The implementation of research findings and techniques in the classroom settings is also of primary importance. Therefore research interest is also focused on how to find.

ASSIGNMENT

1. What is meant by the term: Educational Psychology?
2. Describe Educational Psychology under the headings given below:
 - (a) Aims (give 2)
 - (b) Characteristic features (give 4)
 - (c) Scope of study (give 4)

REFERENCES

- Eke, E. *Child Development in a Changing Cultural Context*, Ibadan: Heinemann (Nig) Educational Publishers, (In Print).
- Akinboye, J.O., et al., *Psychological Foundations of Education*, Ibadan: Heinemann (Nig) Educational Books.
- Oladele, J.O. (1984) *Fundamentals of Psychological Foundations of Education*, Lagos: John-Lad Ent.

UNIT 3: RELEVANCE OF EDUCATIONAL PSYCHOLOGY TO THE TEACHER

INTRODUCTION

Educational Psychology occupies a central role in the preparation of a teacher because it helps the teacher to understand better whom he is teaching and how he should teach. Expertise in a subject matter does not necessarily make the teacher effective but according to research evidence, the single most important factor in the teacher's effectiveness is his personality including the way he relates to the children in his class.

OBJECTIVES

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

1. state 4 ways Educational Psychology helps the teacher to improve learning and teaching;
2. explain the ways in which Educational Psychology helps the teacher to improve learning and teaching;

THE IMPORTANCE OF EDUCATIONAL PSYCHOLOGY TO THE TEACHER

Educational psychology is important to the teacher for the following reasons:

- i. It helps the teacher to understand the learner.
- ii. It helps the teacher to improve learning and teaching.
- iii. It facilitates the teacher's understanding of himself.
- iv. It helps to advance the course of education through proper appreciation of its role and through research.

We shall now take them one by one and study them in details.

1. UNDERSTANDING THE LEARNER

It is important that the teacher should understand the child whom he teaches and educational Psychology furnishes him with this knowledge.

a. Understanding how children develop:

The pre-school child behaves differently from the child in lower or upper primary and the teacher realises that the handling of the children must depend on their developmental levels. So Educational Psychology furnishes the teacher with knowledge of the development of the child as he progresses from infancy through childhood to adolescence.

b. Understanding Individual Differences:

Children are different from one another. Some come to school rather young others are more matured, some develop fast, others are not. Educational Psychology helps to explain the ways in which individuals differ, and suggests ways of coping with these differences. Genetic and environmental factors which give rise to and affect these differences.

c. Understanding & Educating Exceptional Children

Closely allied to the idea of individual differences is that of exceptionality. There are physically handicapped and mentally retarded children in our school. There are also gifted children. These children are special in some ways that make them different from the majority of children in the class. The deaf or hard of hearing, the blind or partial blind, those who have suffered loss of limbs or any form of structural damage are physically handicapped children. There are others who are very slow in learning although they may look normal physically but their intelligence is low. There are those children who are superior in intelligence. Educational Psychology equips teachers to provide adequate learning experiences for these children first by contributing towards their identification and specifying how they can be rehabilitated.

d. Understanding Behavioural Problem of Children

Educational Psychology helps the teacher to acquire knowledge of children's behavioural problems. Some problems are normal and will disappear with age and greater maturity. Some are genetic while others have environmental origins. For instance some children tell lots of lies, others are aggressive, some are hyperactive, some children are truants. Not only must the teacher be familiar with these, he must also know how to help children grow out of them, and how to manipulate the environment to prevent children from becoming maladjusted in school.

2. IMPROVEMENT OF INSTRUCTION AND LEARNING

a. **Knowledge and Use of a Variety of Techniques.** It is known that when children do not learn, the teaching environment and methods are at fault. Educational Psychology has proposed tested principles and techniques, which promote learning. For instance, strategies to get the learner to be very active as well as the use of rewards and incentives have been proposed. These techniques and principles are specified for different learning and teaching of different types of materials - skills, concepts, problem solving etc.

b. Relating Materials and Methods to the Developmental Level of Learners

People learn materials which they find relevant. By discovering the needs, characteristics, interests and abilities of different groups of children, the curriculum, and its interpretation can be made relevant. Teaching methods too

can be related to the needs and level of maturity of learners. Educational Psychology provides help in deciding whether certain categories of learners would benefit most from individualized instruction, small group or whole class instruction. Indeed, the Distance Learning techniques - another contribution of Educational Psychology. But, although this system is used for learners, who are far away, it can profitably be used too in class for some groups of children.

c. **Assessment of abilities, progress of learning and learning outcomes.**

Educational Psychology assists the teacher not only to assess the abilities of students but also learning progress. Although some of the psychological traits can only be measured by professional psychologists, there are certainly many facets of the learner's behaviours which the teacher has to assess. When children make mistakes the teacher may mark the answer wrong but a more helpful way is to ask why the child made the mistake. Errors arise from application of correct procedures in wrong situations due to limited information.

3. **TEACHER'S UNDERSTANDING OF HIMSELF**

a. **Self acceptance:**

Teachers are models for learners and therefore some of the things they do mirror back out qualities. Also in learning about and trying to impart certain skills e.g. social and other adjustment skills, we can not help assessing and improving our own skills too. The same applies to leadership qualities. Educational Psychology helps us to understand and accept our strengths and weaknesses.

b. **appreciations of Limits of the Teachers' Contribution**

By analysing the various factors that influence development and learning, Educational Psychology makes the teacher understand what he can influence and what he cannot change. Although Educational Psychology encourages you to promote learning, not all children can learn the same level even with the best of teaching techniques. Similarly, a teacher uses the instructional techniques that fit in with his personality. so even when Educational Psychology presents many theories, techniques etc. the teacher still has to choose those with which he can profitably make use of.

4. **ADVANCEMENT OF THE CAUSES OF EDUCATION**

a. **Appreciation of the Importance of Educational Intervention**

One of the first things you will learn is that human abilities are not fixed, that development is not static. Because of this, the teacher can have tremendous influence on the course of development. Educational Psychology analyses for

us the influence of our environment on development, on learning and other aspects of behaviour. Sometimes, the environment has retarding effects on development and schooling. With good stimulating learning environments the teacher can overcome such retarding effects. Educational psychology thus enables teachers not only to improve the environment but to try to convince others of the need for educational intervention for the good of our children.

b. **Research Orientation**

Our people are not research conscious and yet the only way to understand our children better and improve learning is through research. The educational Psychology course is based on the results of research. It therefore impresses on the need to conduct private child study within the classroom. It also encourages teachers to keep records of behaviour. You are now taking a course with NTI, perhaps some of your assignments may require that you carry out some research. Some staff of universities, colleges of education etc. may come to ask that you help with data collection.

ASSIGNMENT

1. State briefly, 4 ways in which Educational Psychology helps the teacher to understand children.
2. Explain 2 ways in which Educational Psychology helps to improve instruction and learning.
3. Does Educational Psychology benefit the teachers in their lives? State 2 benefits.
4. Do you agree that Educational Psychology helps to promote the cause of Education? Give 2 reasons.

REFERENCE

Eke, E. *Child Development in a Changing Cultural Context*, Ibadan: Heinemann (Nig) Educational Publishers, (In Print).

UNIT 4: CHILD DEVELOPMENT**INTRODUCTION**

Development begins with conception. Conception occurs when fertilization creates a zygote, a one celled organism formed by the union of a sperm and an egg.

All of the other cells in the body developed from this single cell. Each of the cells contains enduring messages from your parents carried on the chromosomes that lie within the nucleus. Each chromosome houses many genes, the functional units in hereditary transmission. Genes carry details of your hereditary blueprints, which are revealed gradually throughout life. (Wayne Weitin 2001).

We are going to discuss the physical, cognitive, emotional and social changes children experience in the process of growing up. These changes, to a great extent, are dependent on several factors. These factors range from the type of diet a child eats, the diseases he may have had to the socio-economic status of his parents .Of all these factors, the socio-economic status of the parents is the most important because all other factors such as diet, the quality of life he enjoys etc depend largely on it. However, development of the child can be divided into two viz,

- i) Physical development
- ii) Cognitive development

OBJECTIVES

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

- 1) define development;
- 2) identify different types of development;
- 3) explain some theories of development ; and
- 4) Explain factors that affect development.

PHYSICAL DEVELOPMENT**Pre primary period (2-6 years)**

There are many remarkable changes during this period especially at the early stage though they tend to level off as child grows older, except the growth spurt of adolescence; children during this period grow faster both in absolute and relative terms, size and proportion.

There is a more co-coordinated neuromuscular development during this period and we notice both gross and fine motor co-ordination. Large muscles of leg and arm joints grow making them more prone to injury. Fine motor skills and control of smaller muscles in the fingers are more difficult to be manipulated than the mastery of the gross motor skills which involve large muscles. By age of four, many children are able to manipulate the smaller muscles. The child's ability to manipulate things during this period is as a result of daily practice. There

may be variation in the physical development of children. It may be due to genetic factors, malnutrition and neglect and severe emotional stress. Malnutrition increases children susceptibility to diseases and it impair, their intellect and affects their motor skills (Edelma 1977)

Primary school period (6-12years):

During this period, growth is more uniform than it was during the pre primary stage. There is gradual increase in both height and weight. The weight gain at this time is basically a result of growth in muscle and bone tissues. There is a noticeable growth difference between boy and girls during the stage. Between ages of 9-10 years, girls experience growth spurt while boys experience growth spurt anytime from age 12. Girls retain more fatty tissues which leave their bodies softer and with more rounded contours, boys on the other hand become more muscular and angular. One significant change that takes place during this period is the loss of baby teeth and by age 12, the more permanent teeth have developed. Typically, girls loose their teeth earlier than boys.

Secondary School Period (12 years and above). Adolescence is the period of transition from childhood to adulthood. It is a period marked with accelerated growth. The remarkable and obvious physical changes during this period are usually in height, weight and body. These changes are quite closely controlled and at the same time, integrated by the central nervous system (CNS) and the endocrine (hormonal) system. Adolescent growth spurt in girls begins at about ages 9-11 and reaching a peak at 12 or 13 years, it slowly declines and completely ceases between ages 15-18 whereas for boys, it starts about two years later than the case for girls and also lasts longer. The growth spurt in boys starts between the ages of 11 and 14 peaking at age 15 and gradually declining until about 20 or 21 years of age.

The basic physical changes that take place in girls are

- a) The deposition or addition of fats on the hips;
- b) The development of breasts;
- c) The pelvis is widened; and
- d) The appearance of hair on pubic region and the armpit.

The physical changes that take place in boys are mainly

- a) The appearance of hairs in the pubic region, face (beard and moustache) and armpit;
- b) Voice change becomes deep;
- c) Enlargement of the larynx with the appearance of “Adam’s apple; and
- d) Increase in size of the external genitals.

Heredity and nutrition have been confirmed on the timing of adolescent growth spurt (Gorily and Brodzinstery 1989). Secretions from the endocrine glands (hormones) also play a prominent role in the growth spurt of adolescents. The gonads secrete androgen in boys and estrogen in girls thereby heralding the onset of puberty. There are three stages of puberty:

- a) **Prepubescent stage** when secondary sex characteristics start developing, though the reproductive organs do not have the capability of producing ova and sperm;
- b) **Pubescent stage** – secondary sex characteristics have the capability of producing Ova and Sperm; and
- c) **Post pubescent stage** – The secondary sex characteristics have developed fully and have the capability of adult functioning.

COGNITIVE DEVELOPMENT

The child's physical development has a direct relationship with his intellectual or cognitive development. Specific cognitive abilities develop largely due to interaction between inherent and innate capacities and environmental experiences which is closely related to other changes - social or emotional. There are two basic approaches to understanding cognition.

1. The Cognitive developmental approach which emphasizes the Piagetian Viewpoint of Intra-individual change. This means that the same child's thinking changes as he develops.
2. The Psychometric Viewpoint whose main thrust is individual differences. This implies that children of the same age differ from one another in their ability to perform some intellectual measures. (Osareren 2001)

PIAGET'S THEORY

Jean Piaget has contributed immensely to our understanding of cognitive development. The uniqueness of mental abilities of a certain child from his age mate or even some other children younger than him is essentially cognitive structures. This depends on the stages of cognitive functioning. It equally determines what the child can assimilate at any particular time. Children at different age range usually exhibit cognitive structures, which are quantitatively, and remarkably different from other children of different age range, they think differently. Their assimilation and accommodation of cognitive structures is determined by adaptation to environment. Nevertheless, their rate of progress at the different age range or stage cannot change remarkably or radically as a result of specific instruction. They have to mature and most importantly be ready for the next stage.

PIAGET'S STAGE THEORY

There are four stages of cognitive development according to Jean Piaget. Each of the stage is assigned a specific age range. The chronological ages designated and specified for each of the stages are as follows:

Sensori motor stage	0-2 years
Preoperational stage	2-7 years
Concrete operational stage	7-11 years
Formal operational stage	11-15 years

The main activities of each of the above listed stages are summarized below:

Sensori motor stage (0-2 years)

This is the period when a child employs the capacities he is born with i.e. it is primarily reflexes. It is also the period a child achieves conquest of object permanence. Objects move, fall, disappear and also reappear. The child finds all these exciting. If his toy drops, he either cries or simply ignores it. At this stage, he does not know that he can still look down and see the same toy. He explores and learns at the same time. The child would want to touch some of the objects he has not been able to touch before now. When the child is not able to interact with the physical world, there is a tendency that his physical and emotional development will be affected.

Osarenren (2001) enumerated the six distinct stage boundaries associated with this period. As follows:

a) Modification of reflexes (0-1 month):

Most of the behaviours exhibited by the child at this level are primarily reflexive and also assimilative e.g. sucking the thumb

b) Primary circular Reactions (1-4 months)

During this period, manifestation of acquired behaviour is noticeable in a child. There is better coordination of the earlier activities e.g. thumb to mouth. The child may follow an object presented to him with his eyes but once it is out of sight, he loses interest in the object.

c) Secondary circular reactions (4-8 months)

The child is able to extend his ability at coordination of other objects in his environment. He will be able to identify objects based on some clues e.g. the arrival of mother or father in the evening by the sound of the doorbell or car. These secondary circular reactions make room for occurrence of viability and provision of the basis for awareness of one's abilities through reality testing.

d) Coordination of secondary circular reactions. (8-12 months)

A child will show a more definite coordination of two schemata i.e. the child had the mental skills to understand new varying skills. At this stage, he is able to search for an object that has disappeared which he could not achieve before this age. This only happens when the child has had a considerable interaction with his environment.

e) Tertiary Circular Reactions (12-18 months)

During this phase, a child exhibits some degree of inventiveness in his ability at coordination. For instance, if a toy is taken away from him and kept in a place beyond his reach, he will seriously search for it until he is able to locate it.

f) Beginning of Representational thought (18-24 months)

This phase marks the eventual completion of the previous phases. He could imitate someone very well even when the person is not around. He is able to store a proper

mental picture of behaviour which he will imitate later. Therefore, at the end of this sensori-motor stage, a child has the ability to use symbolic behaviour.

Pre-Operational Stage (2-7 years)

This is a very important period for mental development. The child achieves conquest of symbols. It is during this period that language and vocabulary are developed. The child is able to report what happened to him to his parent. He learns that every object has a name and that name stands for many properties of objects.

Children learn of good and bad behaviour at this stage, they only appreciate rules and their consequences on behaviour. They do not yet have mental capacity to consider the motives for judging good or bad behaviours. Children at this stage are fascinated with symbolization especially among 3 or 4 year old. They give name to things and it makes meaning to them. They have the problem of classification. For instance, if fruits like guava, mango, paw -paw etc are put together; they see each as an entity i.e., Paw- paw can not be represented as fruit to them. This means that they can only handle one dimension at a time.

Concrete Operational Stage (7-11 years)

This is when there is conquest of reasoning by children. There is an interaction of cognitive skills and experience used in the performance of logical process of thought. He is able to internalize actions that will enable him to think about what he would have done by manipulating objects. He is able to perform reasoning operations and is able to follow instructions step by step. The mental ability at this period includes class inclusion, conservation and serial ordering e.g. all dogs are animals and not all animals are dogs. He can deduce that seeds planted the same day may not grow equally because of some reasons like nature of soil. In a nutshell, his mental ability shows an improvement over the pre-operational stage.

Formal Operational Stage (11-15 years)

During this period, the nature of abstract thoughts and logical reasoning is achieved. This stage is very important to parents and teachers because the child have the ability to recognize hypotheses and assimilate assumptions, concepts, theories, relationships and so on. He can also verify the result of his reasoning and at the same time is able to review his reasoning process. He can also express ideas in symbols which may not be linked or tied to physical works experiences.

The key patterns of reasoning at this stage are:

- (1) Combinational Reasoning
- (2) Proportional Reasoning
- (3) Probabilistic Reasoning
- (4) Correlational Reasoning

Combinational Reasoning: There is proper consideration of all possible relation of experimental or theoretical condition in a very systematic and orderly manner.

Proportional Reasoning: A child recognizes and at the same time interprets relationships that exist in any given situation that is described in observable or abstract terms.

Probabilistic Reasoning: The child recognizes the fact that natural phenomena are probabilistic. Therefore, before any conclusion or explanatory models are made, the probabilistic dimension has to be considered.

Co relational Reasoning: A child is able to decide whether events are related and can go together. They also understand that there might be some differences and the relationships may not always turn out to be so.

ACTIVITY: I

1. Explain in details any of the following:
 - a) physical development
 - b) cognitive development
2. Discuss Piaget's theory of cognitive development

SOCIAL DEVELOPMENT

As children change physically and develop their cognitive skills, they also become more aware of whom they are. They get socialized through their family members and significant others into the societal values, norms and morals. The process of socialization begins early in life and it is a life long process (Osarenren 2001). There are two broad theoretical bases to socialization. The first one supports psychoanalytic and social learning theories. The ideas that the end product of adulthood is a direct function of parental child rearing practices and the environment as envisioned by the child and as they affect him.

The viewpoint opined by Rogas (1951), Maslow (1954) and Gesell (1954) signaled that the forces of growth and development within an individual are essentially creative but with some variations. They asserted that given moderately constructive circumstances, an individual is self-directing and that self-direction is intrinsically constructive. The main condition in a child's environment is acceptance and if this is met everything will work out well.

Bonding occurs in children and their mother and later extends to other members of the family. This is strengthening when the child's basic needs like food etc are met. If babies are not securely attached and they lack social bond, it affects the child's social behaviour. The parents play a fundamental role in the socialization and discipline of their children. Friends are also seen as momentary physical play mates. They make friends with other children of their age in their neighbourhood, which are called peers. The influence of peers on child development is very crucial and has far reaching effect on the personality development of the child.

Apart from parents and peers, children also get socialized into societal norms and values by teachers. When the child gets to school, he does not attach importance to the sex of his play mates but from age 8-10 sex becomes an important issue and boys choose to play with boys while girls will play with themselves.

ACTIVITY II

- 1) What is social development;
- 2) What are the factors that influence the social development of a child

EMOTIONAL DEVELOPMENT

Emotional development involves a person's awareness and the expression of an affective experience. This affective experience might be pleasurable or not. If not pleasurable, it may be mild or intense. Every individual has emotions and the kinds of emotion we feel play a great role in how we relate with others as well as how we get along with ourselves. When a person experiences unpleasant emotions, most of the time, he becomes an unhappy person. On the other hand, an individual who experiences pleasant emotions often will lead a relatively happy life. Human beings differ in the ways they experience and handle emotions.

One of the major studies on development of emotional pattern in infants was carried out by Bridges (1932). Her findings and evaluation are still accepted today. The approximation ages when emotions develop during a child's first two years of life are as follows:

Birth	-	General state of excitement
3 months	-	Distress and Delight
6 months	-	Fear, disgust and anger
12 months	-	Elation and affection
18 months	-	Jealousy, affection for other children and adults
24 months	-	All the emotions mentioned above become permanent in addition to joy

Emotional development is directly related to cognitive development; therefore, further emotional development is linked with perceptual maturation. At the age of three, the child has completed the sensori motor stage of cognitive development. Therefore, he can experience emotions but unfortunately he does not have the capability of conceptualizing his emotional experience or those of other people. Crying and anger decrease while laughter increases. Instead of such physical expressions of rage as yelling, biting or even hitting and kicking; verbalization of these emotions is expressed. They also tend to make use of aggression in their bid to achieve a desired goal. For boys there is more reliance on physical combat in expressing emotional displeasure whereas in the case of the girls, they tend to contend with verbal charges. An interesting aspect of this expression of displeasure by both boys and girls is that seconds after the expression of aggressive behaviour, friendship amongst them

resumes. This should be a lesson to parents who sometimes support their children when they fight with other children. Such children soon come together again while their parents may not forgive themselves.

It is also natural for a child to like some individuals in the home or community in this case the child wants to associate with the person. On the other hand, if the child does not like somebody, he does not take interest in whatever the person is doing. This has a far reaching effect on the teacher-pupil relationship which will in turn contribute to the child's interest in the teacher and the subject he teaches.

ACTIVITY III

1. Describe the role of emotion in child development
2. Discuss the effect of emotion on learning.

SUMMARY

- The development of a child from infant to adulthood has been discussed. The importance of each stage of development to the teacher cannot be over emphasized. The areas of development include the physical, cognitive, social and emotional. The theories of development have a great role to play in the teaching and learning process of children.

REFERENCES

- Adams J.E.** (ED) 1976 **Understanding Adolescence, Current Development in Adolescence Psychology** (3rd Ed) **Boston Allyn & Bacon Inc.**
- Cant wright **C.A & Peters D.C.** (1982) **Early Childhood Development** in **H.E. Mitzel J.H. Best & W.Rabinowitz** (Eds) **Encyclrpeedia of Educational Research** (5th ed) Vol 3 New York **Freeman Press**
- Harighurst R.J** (1972) **Adolescent Character and Personality.** New York **John Welly & Son**
- Osarenren N.** (2001) **Child Development and Personality** Lagos: **Hiwits**
- Wayne W.** (2001) **Psychology. Themes and Variation** (5th ed) **Belmont Nadswrith** Thomson Learning.

UNIT 5: ADOLESCENCE**INTRODUCTION**

The term Adolescence has been defined in many ways. Some described it as the period between puberty and adulthood. It may also be referred to as the transitional period between childhood and adulthood. Adolescence is generally heralded by a final surge of all round physical growth. The changes are usually accompanied by new and often times confusing emotional responses, a broadening of social awareness and functioning.

OBJECTIVES

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

- 1) explain the term “adolescence”;
- 2) identify developmental concerns/problems of adolescence; and
- 3) discuss the implication of adolescence to the teacher.

GENERAL DEVELOPMENTAL PROBLEMS AND NEEDS OF ADOLESCENTS

The period of adolescence is termed “the Crisis period” with its attendant stress and conflicts which are exhibited in different forms of worries and concerns. Some of these concerns according to Havighurst (1972) are as listed below.

1. Achieving new and more mature relation with age mates of both sexes
2. Achieving masculine and feminine social roles
3. Accepting ones physique and using the body effectively
4. Achieving emotional independence from parents and other adults
5. Achieving assurance of economic independence
6. Selecting and preparation for an occupation
7. Preparing for marriage and family life
8. Developing intellectual skills and concepts necessary for civic competence
9. Desiring and achieving social responsible behaviour
10. Acquiring a set of values and ethical system as a guide to behaviour i.e developing an ideology. Apart from the above enumerated concerns there are some basic and fundamental problems that confront adolescents which include:

Identity Formation: This is the first crucial concern of Adolescents. The search for self is unending and at the same time frustrating. The self is the sum total of a person’s idea and attitude about whom and what he is. His problem is compounded when sometimes he

behaves like adult and he is accepted and at another time he is told that he is not matured for such yet.

Effect of peer on Adolescence

Adolescents have lesser dependent on parents but draws comfort from members of his age group and they provide support and security for him. The influence of peers may be negative or positive especially when the needs of adolescents are not met. Teachers and parents are advised to watch the peer group which the children belong to. Efforts should be made to disband peer where there are bad elements.

Abnormal use of Alcohol and drugs

This is a behaviour some adolescents learn from their peers or influence by significant others. Once this habit starts it becomes difficult to stop and it may lead to drug addiction and its attendant problem like mental disorder.

IMPLICATION OF ADOLESCENCE FOR THE TEACHER

1. It affords the teacher the opportunity to know their behaviour. It enables the teacher to use appropriate technique/method to handle his class.
2. Teacher should give responsibility to adolescents and provide support and guidance.
3. The teacher should give the students some degree of independence
4. Teachers should provide task that are achievable to arouse the adolescents and make them experience success (under the guidance of the teacher).
5. Parents and Teachers should be counselors to the adolescents.
6. Any bad group should be disbanded before harm is done
7. Girls should be warned on the danger of engaging in premarital sex because of problem like unwanted pregnancy, dropping out of school contacting sexual transmitted diseases like HIV/AIDS etc.

SUMMARY

- The term Adolescence has been described as period between childhood and Adulthood. It is a transitional period with its attendant problem. They experiment them and also try to do what adults do.
- The stage is very important because any mistake may lead to delinquency.
- The physical changes that take place during adolescence include break in voice, rounded hips, development of secondary sexual characteristics and Interest in the opposite sex becomes more pronounced.

ACTIVITY

1. Define Adolescence.
2. Discuss the importance of the period of adolescence in child development.
3. Describe the characteristics of Adolescents and their implication for the teacher.

REFERENCES

Havighust R.J. (1972) Adolescent Character and Personality. New York: **John Wiley & Sons**

Osarenren N. (2001) Child Development and Personality. Lagos **Hiwits press.**

Wayne W. (2001) Psychology.Themes and Variations (5th Ed) **Belmont: Wadsworth.**
Thomson Learning.